



St Chad's (C of E) Nursery and Infant School

Pupil Premium Planner 2017/18



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<p>Improving the quality of teaching, learning and feedback for children.</p>	<ul style="list-style-type: none"> • Increase the number of Teachers and Higher Level Teaching Assistants to reduce teaching group sizes (1:20 FS and 1:25 KS1). • Reorganisation of classes and teaching groups to facilitate better targeted support. • Targeted staff training and individual coaching / mentoring action plans. • Improved Marking and Feedback policy. • Improved next step marking and response tasks. • Whole school accountability for Pupil Premium outcomes. • Ongoing evaluation of targeted interventions and support. <p>(EEF research +4-8 months)</p>	<ul style="list-style-type: none"> • Teaching and provision across school is consistently good. • Staff provide effective marking and feedback. • Effective next step marking leads to accelerated progress for Pupil Premium children. • Highly effective teaching leads to good / outstanding progress of Pupil Premium children. For milestones see table below. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #f28b82;"> <th>On track for</th> <th>Aut</th> <th>Spr</th> <th>Sum</th> <th>Nat PP/NPP</th> </tr> </thead> <tbody> <tr> <td>EYFS GLD</td> <td>10%</td> <td>30%</td> <td>60%</td> <td>55/72%</td> </tr> <tr> <td>Y1 Phonics</td> <td>30%</td> <td>50%</td> <td>70%</td> <td>70/83%</td> </tr> <tr> <td>Y2 RWM EXS</td> <td>10%</td> <td>30%</td> <td>60%</td> <td>46/64%</td> </tr> <tr> <td>Y2 RWM GDS</td> <td>0%</td> <td>5%</td> <td>10%</td> <td>4/10%</td> </tr> </tbody> </table>	On track for	Aut	Spr	Sum	Nat PP/NPP	EYFS GLD	10%	30%	60%	55/72%	Y1 Phonics	30%	50%	70%	70/83%	Y2 RWM EXS	10%	30%	60%	46/64%	Y2 RWM GDS	0%	5%	10%	4/10%	<p>£60,000 (1.5 additional Teachers / HLTAs)</p>	<ul style="list-style-type: none"> • % of PP children achieving GLD has increased by 40% but is still below national. Of this group of 5 children, 3 were New to English. • % of PP children achieving the Y1 phonics score is down but of the group of 4 children, two had SEND and one was New to English. • % of PP achieving the expected standard by the end of Year 2 has increased by 19% but is still below national. Of this group of 5 chn, 3 were new to St Chad's and New to English. • The majority of PP children throughout school received high quality teaching. To ensure all children made good progress, accelerated intervention and booster groups were put in place. • All children received good marking and feedback, however following work analysis and pupil interviews, the school has identified improvements to the policy ready for 2018-19. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #f28b82;"> <th>On track for</th> <th>PP</th> <th>Non PP</th> <th>Nat Non PP</th> </tr> </thead> <tbody> <tr> <td>EYFS GLD</td> <td>40%</td> <td>57%</td> <td>74%</td> </tr> <tr> <td>Y1 Phonics</td> <td>25%</td> <td>77%</td> <td>85%</td> </tr> <tr> <td>Y2 RWM EXS</td> <td>55%</td> <td>58%</td> <td>65%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • PP numbers across school have decreased and are low. The school has recently purchased software to help screen and identify families that may be eligible. Mobility has increased to over 30% (and thus affecting PP numbers). 		On track for	PP	Non PP	Nat Non PP	EYFS GLD	40%	57%	74%	Y1 Phonics	25%	77%	85%	Y2 RWM EXS	55%	58%	65%
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Area of focus	Strategies / Actions		Desired Outcomes / Success Criteria		Cost	Evaluation of Impact		
Increasing awareness of Pupil Premium children.	<ul style="list-style-type: none"> Robust inductions Class on a page Year group action plans Pupil progress meetings 		<ul style="list-style-type: none"> The progress of all children is closely monitored by class teachers and senior leaders so that <i>the progress, attainment and support for Pupil Premium children is known by all staff within the class / year group.</i> 		£700 (LinktolCT)	Induction paperwork has been improved to include Pupil Premium awareness/application for all new starters. The school has purchased software so eligibility is confirmed promptly. Progress of Pupil Premium is closely monitored and timely provision is put in place. Pupil Premium outcomes are reviewed at least half termly through pupil progress meetings.		
Meeting children's social, emotional and physical needs and improving readiness to learn.	<ul style="list-style-type: none"> Targeted Nurture / SEND / EAL support. Free breakfast club – 5 days/ week for all vulnerable Pupil Premium children. School uniform / PE / book bag given to Pupil Premium children. <p>(EEF research + 4 months)</p>		<ul style="list-style-type: none"> Improved class engagement and reduced behaviour incidents so that <i>the number of behaviour points for Pupil Premium children is less than 25 in a term with no exclusions.</i> All Pupil Premium children have daily healthy breakfast so that they are more engaged in learning and <i>Pupil Premium children's attendance is at least 95.6%.</i> Improved inclusion and care to ensure children are part of the St Chad's ethos so that <i>all Pupil Premium children are wearing the correct school uniform and have reading books and records in school every day.</i> 		£2,000	Engagement and behaviour improved across school (no fixed term inclusions or any child on more than 25 behaviour points in a term). The school has updated its behaviour policy and introduced Class Dojo. Children are better engaged in the new updated systems. Pupil Premium attendance at breakfast club increased though this now needs to become more consistent and opened up to Reception children (uptake for this group was 0%). Pupil Premium attendance was above non Pupil Premium attendance (95.2% compared to 92.75%). Persistent Absentees was below national for Pupil Premium children (6.8% compared to 8.8%). All children were provided with a school uniform, book bags were in school daily and reading records were completed (supported through whole school reading provision).		



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Increasing parental engagement.	<ul style="list-style-type: none"> Extended Parents' Evenings for vulnerable children. Improving school to parent communication. Open door policy for parents. <p>(EEF research +3 months)</p>	<ul style="list-style-type: none"> Parents are better engaged in their children's education and take an active role in the school life so that at least 95% of Pupil Premium children's parents attend Parents' Evenings. 	£100	Parent's Evening is consistently over 95% for all year groups. Daily Stay and Learn sessions in EYFS recorded 100% attendance in the majority of sessions. Curriculum targeted parent workshops were organised e.g. phonics screening: 100% attendance for all Pupil Premium families. Translation support provided in all session for NtE Pupil Premium families.	
Increasing children's experiences / opportunities.	<ul style="list-style-type: none"> School trips and clubs are paid for all Pupil Premium children. Targeted provision to enrich, inspire and engage Pupil Premium children. 	<ul style="list-style-type: none"> Improved access to educational and life experiences so that all Pupil Premium children attend school visits and an increased number of experiences. At least 50% attend extra-curricular clubs and activities. 	£1,000	School visits/experiences/visitors increased, all classes had at least one enrichment opportunity in every half term. After school places were allocated first to all Pupil Premium children (100% attendance in Year 2, 79% in Year 1). Sporting clubs were the most popular. The school has employed a full-time sports apprentice to provide more capacity to after school clubs. The school will also be running a Home Learning parent session for all Pupil Premium families (led by the school's Community and Engagement Officer).	