

St Ives Infant & Nursery School - Pupil Premium strategy statement



What is Pupil Premium?

The Pupil premium is additional funding to help schools close the attainment gap between pupils from low income families and other disadvantaged families, and their peers.

If a pupil is eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (CLA), the school receives an amount per head within their budget. This year that figure is £1320. A provision is also made for pupils who have a parent in the armed services.

St Ives Infant & Nursery School caters for children aged 3 to 7 year old. At present there are 195 children (170 R – Y2) on roll.

Rationale

St Ives Infant & Nursery School is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support, curriculum enrichment and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils with in the school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding.

Strategy

We have a planned, clear, strategic three step approach for Pupil Premium funding provision, which focused on the following;

Whole school strategies that impact on all of our pupils

Focused support to target children not working at age related expectations

Specific support targeting pupil premium pupils

School overview

Metric	Data
School name	St Ives Infant & Nursery School
Pupils in school	195
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	£47, 520

Academic year or years covered by statement	2019 - 2020
Publish date	November 2019
Review date	July 2020
Statement authorised by	Leisa Farrar
Pupil premium lead	Devinder Benjamin- Sharma
Governor lead	Dawn Stevens

Disadvantaged pupil progress scores for last academic year (ASP DATA)

Measure	Results EY	Results Year 2
Reading	60%	55%
Writing	60%	45%
Maths	70%	55%

Strategy aims for disadvantaged pupils

Measure	Activity
Raise outcomes in reading so more children reach the expected standard	<p>Identify children at the end of EYFS who need focussed support in phonics to reach the expected standard in phonics at the end of year 1.</p> <p>To audit our reading books and ensure they match our phonics teaching.</p> <p>To review our teaching of phonics and put training in place to support all who deliver the sessions</p> <p>Establish 1 to 1 reading where appropriate to increase confidence and fluency.</p>
Raise outcomes in writing so more children reach the expected standard	<p>All staff to be consistent in the teaching of writing skills with high expectations of all pupils.</p> <p>To focus on embedding the basics appropriate to the end of year expectations.</p>
Raise outcomes in maths so more children reach the expected standard	<p>Work with Cornwall Maths hub across Reception and Year 1.</p> <p>All staff to understand and build on number knowledge and skills using teaching for mastery.</p> <p>Establish small maths interventions for disadvantaged pupils falling behind ARE.</p>
Projected spending	£18, 686.67

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Focus on children who are not on track to meet EOYE	February 2020
Progress in Writing	Clear progression and sequencing to the teaching of writing based on a key text.	January 2020
Progress in Mathematics	To enable every child to have access to QFT	January 2020
Phonics	To establish a phonics statement of how we teach phonics and a clear sequential expectations for every half term. Training to be given.	March 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Reading & Writing	Produce a sequential, progressive plan of what writing and reading (inc Phonics) looks like with high expectations and a consistent approach.
Maths	Ensure staff are delivering a maths scheme that follows the mastery approach and provide opportunities for challenge through practical and written methods.
Barriers to learning these priorities address	Lack of leadership capacity and long term absences of key members of staff. Other school needs
Projected spending	£1500 + INSET time

Wider strategies for current academic year

Measure	Activity
Breakfast Club	Encourage attendance at breakfast club
Attendance	Improve attendance through early morning calls, attendance at Breakfast clubs and addressing lates
Pastoral Support	HSLO to provide nurture groups and one to one support for identified children. To work with head teacher to support families where attendance falls below expected percentage.

Projected spending	£28,833.33
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff are given enough time to plan, implement and track children	Use of INSET days and additional cover provided to have time to discuss individual children.
Targeted support	To ensure staff meetings reflect the needs of staff to address gaps in subject knowledge	SL given support and training to understand their responsibilities and how to support others
Wider strategies	Engaging all families in their children's learning	Working closely with the families to meet their needs and aim to provide support and workshops when needed.

Review: last year's aims and outcomes (2018 – 2019)

Aim	Outcome
<p>Intervention Groups-</p> <p>The school funded experienced TAs to run intervention groups; Reception, Year 1 and Year 2 to focus on particular needs, including phonic blending, regular individual reading, circle times and a creative group. The work of the groups was overseen by SLT and reviewed regularly.</p>	<p>During the last academic year there were 34 pupils on roll who were PP. Out of this group 14 children were in year 2. These children were given extra support with phonics and Writing. 50% of this group achieved the expected standard in writing at the end of the year. 60% got expected in writing at the end of the year.</p> <p>EYFS</p> <p>During the last academic year there were 34 children on roll who were classed as PP. Out of this group 10 children were in EYFS, 60% got expected in writing at the end of the year.</p>
<p>Training –</p> <p>Training for TAs and time for teacher and their TAs to work together, plan intervention and share strategy</p>	<p>Staff met once a term to discuss children and plan next steps. Intervention groups were discussed and individual educational plans were written with an input for TA's.</p>
<p>HSLO – This part time post, funded through PP aimed to increase the schools attendance rate through careful tracking of all absence and effective family support for pupil premium children. The home school Liaison officer worked with vulnerable PP children</p>	<p>Children in this group were also part of the nurture group that took place during the year. Gathering support in the nurture group helped these children to regulate their behaviour in class and during break times. The attendance was closely monitored by the</p>

<p>who needed one to one support and shared strategies with the class teacher</p>	<p>home school liaison officer and absences followed up with a phone call and if necessary, meeting to offer support to the family.</p>
<p>Breakfast Club – Breakfast club is free for PP children and provided a relaxed, sociable start to the school day and tasty, nutritious meal.</p>	<p>There was a good uptake if breakfast club and numbers increased over the year. AN extra adult was taken on half way through the year to cater for the extra numbers.</p>