

Pupil premium strategy statement (primary)

1. Summary information					
School	Knight's Enham Nursery and Infant School				
Academic Year	2017-2018	Total PP budget	£82,368	Date of most recent PP Review	N/K
Total number of pupils	224	Number of pupils eligible for PP	96 (43%)	Date for next internal review of this strategy	July 2018

Contextual- OEYE-13 (6%), FSM- 40 (18%), EYPP- 11 (5%), EVER6 -20 (9%), SERVICE- 4 (2%) from 3 families

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	32%	53%
% making progress in reading	36%	57%
% making progress in writing	32%	53%
% making progress in maths	32%	53%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupil Premium pupils not attaining as well as Non Pupil Premium pupils
B.	KS1 writing
C.	Phonics
D.	Language Development from entry
E.	Barriers to learning caused by emotional issues, often before school
F.	Transition between Y2 and Y3
G.	Opportunities for challenge provided for pupils working at greater depth
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
H.	Low attendance rates

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap between PP and Non PP pupils to close- Enable pupils to keep up not catch up	Internal data shows that the gap is closing
B.	Improved Y2 attainment in writing	Internal data shows that Y2 attainment is improving
C.	Improved phonic screening outcomes	Pupils phonic skills improves and allows them to read and spell at point of application
D.	Improved language development	Language Link programme has impact on attainment through better access to the curriculum
E.	Barriers to learning caused by emotional issues removed	Swift pastoral care and breakfast club enables pupils to engage with their learning
F.	Improved transition between Y2 and Y3	Improved contact and earlier transition plan with Knights Enham Junior School
G.	More opportunities are given for chn working at greater depth	Investment in high quality challenge resources enable refined task design to meet specific needs

5. Planned expenditure					
Academic year	2017-2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To diminish the difference in progress for pupils who receive the Pupil Premium Grant.	Extra one-to-one or small-group support for children within the classroom. Employing extra teaching assistants. Specific AFL training for teaching assistants	The ' Supporting the attainment of disadvantaged pupils' report (DfE Nov 2015) shows that paired or small group additional teaching was the most effective strategy used for raising disadvantaged pupils attainment. By employing extra teachers and teaching assistant we are able to provide pupils with the opportunity to work in small groups and to be provided with active interventions when necessary. Staffing structure of Year group teams to be led by a member of SLT. HLTA part of FS. Support staff contracted to include an hours weekly meeting to share planning, pupil needs and school improvement. OEYE is used to support the Owlets provision for 10x2 year olds.	Gaps between Pupil Premium and Non Pupil Premium pupils are monitored regularly. The effectiveness and impact of active interventions is also regularly monitored and adapted accordingly with specific focus on Year groups where gaps have not closed swiftly enough. High levels of flexibility and consistency in teaching and learning provision ensures pupils feel secure, make good progress and are always with staff who know them.	IEH ADH	Ongoing monitoring Recorded half termly
Improved phonics outcomes in Year 1	Whole class and more explicit references to phonics in all areas of learning Active interventions by those pupils who need it Choose one phonics programme and resource it for school	Improved practise across KS1 is a key priority. Different practitioners have been re-trained and more robust starting points have been identified for the next academic year.	Progress is measured weekly and monitoring goes on throughout the half term to ensure actions are having maximum impact. Groups of pupils are flexible and changed depending on the needs of the pupils. The impact will be over seen by the English Leader.	IEH ADH EnCo	Ongoing monitoring Recorded half termly

Improved oral language skills across the school	Language link programme – Use across the school to identify gaps in communication and understanding.	Some pupils need targeted support in order to improve their linguistic development so that they can catch up and better access the curriculum. This is a programme which has been shown to be successful in previous years. Future links with pre-schools are planned to enable better transition and stating points in school with a particular focus on language development.	Robust assessment of Language Link and its impact-See data Monitoring of delivery of Language link programme Best modelling across the school	IEH ADH SENCo	Ongoing monitoring Recorded half termly
To provide rich and meaningful opportunities for communication, language use and collaboration with other pupils and adults.	Enrichment through the development of a forest school. Training for staff to deliver a forest school curriculum.	Due to recent scientific evidence young people in England are at risk of developing Nature Deficit Disorder. Forest school provides experience outdoors, develops self-esteem and creates resilient learners. Opportunities are provided for language development and writing. The principles of Forest School require best behaviour which is then transferred to the classroom and playground.	Skills learned in Forest School will be transferred to other areas of the curriculum; Incident books will show a reduction in incidents.	Forest School Leader	Ongoing monitoring Recorded half termly
Core Subject leaders support	Both English and maths leads have weekly time to support staff across the school in core subjects	Staff are well supported and quality teaching and learning lead to positive outcomes.	Subject leads monitor teaching and learning and data analysis shows progress.	ENCo MACo	
Maths Library	Pupil's home learning and parental engagement increases and supports good progress in maths	Weekly maths library is established by our maths lead. Open to parents and pupils to borrow maths games to take home.	A member of SLT to attend and parent conferences to assess success. Internal data shows progress.	MACo	
Maths and English Fair's	Parental engagement increases and parents are better able to support home learning	After school workshop activities focussing on approaches to learning/vocabulary/games and ways to support home learning. Staff work longer hours to provide support.			

To provide opportunities for pupils working at greater depth to be challenged	<p>INSET on how to challenge the pupils working at greater depth in maths.</p> <p>New resources purchased and training given about how to use for challenge</p> <p>The power of reading scheme has been purchased and is being used across the school</p> <p>County support from English and maths team</p> <p>AFL training for teachers and TA's</p>	Although the amount of pupils working at greater depth has increased in some year groups, data shows that we need to continue to harness the talents of pupils able to work at this standard. The key to this is to provide the opportunities through relevant task design and timely challenge.	Monitoring and evidence in books will show more opportunities for challenge at greater depth.	IEH ADH EnCo MaCo	<p>Ongoing monitoring</p> <p>Recorded half termly</p>
Total budgeted cost					£43,485
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Acceleration of progress for pupils who are 'close to' ARE.	<p>Raising Attainment and Progress (RAP) groups- targeted provision for identified pupils. These groups are flexible and children are identified at Pupil Progress Meetings.</p> <p>Each PP pupil is tracker using an impact tracker and progress is closely monitored</p> <p>Support teachers working with identified pupils to provide pre-teaching and active interventions as necessary</p>	<p>The Ofsted Pupil Premium Update 2014 states ' Evidence from 151 inspection reports show that the most effective leaders identify their pupils specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage`.</p> <p>Some of our pupils require targeted support to make accelerated progress. These pupils are identified in half termly pupil progress meetings and actions are agreed to ensure that they make the required progress.</p>	A robust monitoring system is in place to ensure that actions agreed for PP Pupils at PPM's are put into place and are having maximum impact. If after monitoring the action is found to be ineffective then actions are changed rapidly to ensure progress is made.	IEH ADH	<p>Ongoing monitoring</p> <p>Recorded half termly</p>

Improved Y2 attainment	<p>Additional staff to support reading and to enable quality AfL support around coaching in writing.</p> <p>More emphasis on writing based around rich texts.</p>	<p>The Ofsted Pupil premium update 2014 states 'Additional staffing is also used to enable schools to offer a range of interventions such as booster classes, reading support or 'raising aspirations' programmes'.</p>	<p>Pupils are identified and grouped according to specific needs. These groups are changed regularly in order to achieve maximum impact for all pupils.</p> <p>A robust monitoring system is in place to ensure advice from county is followed and having maximum impact</p>	<p>Y2 teachers IEH ADH ENCo</p>	<p>Ongoing monitoring</p> <p>Recorded half termly</p>
Language Link Groups	<p>Increased staffing levels allow work to be done in groups to accelerate progress in identified areas.</p>	<p>Pupils make accelerated progress in language development.</p>			
Improved oral language skills pupils across the school.	<p>Private SLCN team working with targeted children with exceptionally low language levels. SLCN training for staff including development of vocabulary and concepts and provides specific resources for targeted children</p>	<p>After assessments it is found that many of our pupils come to school with low levels of language which impacts on all areas of their learning. The use of this programme to identify specific needs and tailoring of resources for these pupils ensures that we raise attainment. It is also a useful resource for our pupils who have English as an additional language enabling them the skills to better access the curriculum.</p> <p>If parents miss health clinic appointments they will not qualify for free Speech and Language assessment so we will endeavour to bring the clinic to school. Meanwhile pupils need an assessment so we are pursuing the private route.</p>	<p>Pupils following the programme are re-assessed regularly. Sessions with trained LSA's are monitored regularly and followed up in class. Resources are matched carefully to individual children. Progress is measured in increased attainment.</p>	<p>IEH ADH</p> <p>SLCN team</p> <p>SLCN teaching assistants</p>	<p>Ongoing monitoring</p> <p>Recorded half termly</p>

To reduce barriers to learning caused by emotional issues.	ELSA and Feips staff role. Full time Emotional Well Being Practitioner trained to support identified children with emotional literacy needs.	Many of our pupils are not ready to learn because of emotional upset brought in from home. Each individual pupil needs a different approach to get into school, calm down and be able to enter the classroom ready to engage with learning. Full time position in staffing structure.	Identified children are monitored entering school. Support is swift and robust so that children are quickly ready to learn. The impact of this will be seen in pupil data.	AH ADH Pastoral manager	Ongoing monitoring Recorded half termly
	THRIVE training. On site consultancy and software access.	Two members of staff fully trained to become THRIVE practitioners. On site consultancy provided to initiate the implementation of THRIVE throughout the school and also to provide whole school training.	To improve provision for targeted pupils who exhibit challenging behaviour, to identify and track progress in emotional and social development for all our pupils.		
	Family Partnership Role.	Some of our families need support from us at home in order to engage with school.	Identified families are approached by school with an offer of support-school led parenting groups to increase parental engagement. The impact of this will be seen in less		
	Breakfast Club	Pupils make more progress when they have eaten a nutritional breakfast	lates/absences and pupil attainment. PP pupils will be offered places first.		
Total budgeted cost					£35,418
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To offer an extended schools service to target Increased attendance rates and reduction of 'lates'. After school clubs	Running a school breakfast club. Clarify prioritised places for PP pupils. Continue to fund Breakfast Club. We pay for additional staff hours.	Close monitoring of SIMS attendance data enables us to identify pupils whose attendance is below what we would expect. If pupils are not in school then they cannot engage with the learning. Pupils who are late do not get the best start to the day and often miss key parts of learning. Many pupils have parents who need to work. By using our own staff we provide a very good value for money service and continuity for the pupils.	Weekly meetings with targeted families. Attendance figures will be monitored regularly and acted upon if necessary.	IEH ADH	Ongoing monitoring Recorded half termly
	Provide a range of extra-curriculum activities to support learning, such as cookery	Weekly after school clubs are offered and support staff are paid for extra hours so we can offer a wide range of clubs.	25% of the pupils who attend after school clubs receive the pupil premium grant. Parent and pupil questionnaires will monitor the impact.		
Improved transition from Y2-Y3	Links with local Junior schools to take part in subject activity days such as science and technology.	This can be a difficult time for our pupils and good links with the junior school will make this process as smooth and undistruptive as possible.	Feedback from Y3 leads about the transition/settling in of our pupils.	IEH ADH	Ongoing monitoring Recorded half termly

To enable equal access for all to curriculum opportunities	Educational visits and enrichment activities funded. Visitors to school to support learning within topics.	Increase in motivation and engages pupils more deeply with their learning. We want to ensure that none of our pupils miss out on crucial and enjoyable learning opportunities.	Families who are in need of support financially will be offered it.	IEH ADH	
Total budgeted cost					£5,117

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To diminish the difference in progress for pupils who receive the Pupil Premium Grant.				

Improved reading and spelling outcomes in KS1				
Improved oral language skills across the school				
To provide rich and meaningful opportunities for communication, language use and collaboration with other pupils and adults.				

To provide opportunities for pupils working at greater depth to be challenged				
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Acceleration of progress for pupils who are 'close to' ARE.				
Improved Y2 attainment.				

Improved oral language skills pupils across the school.

To reduce barriers to learning caused by emotional issues.

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attendance rates and reduction of 'lates'.				
To offer an extended schools service				
Behaviour that is having a negative impact on learning is addressed				
Improved transition from Y2-Y3				

To enable equal access for all to curriculum opportunities				
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk