



1. Introduction

Templemoor Infant and Nursery School recognises that all children, regardless of background, should have equal access to a curriculum which will enable them to reach their potential. The Pupil Premium is a government initiative that targets extra money to pupils from deprived backgrounds that, as research shows, underachieve compared to their peers.

The government has used pupils entitled to Free School Meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for Free School Meals. Children who are Looked After or the children of armed service personnel are also eligible for this increased funding.

The government does not dictate how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support these children to increase their attainment, and diminish the difference between their attainment and the attainment of other children.

2. Summary Information

Academic Year	2015/2016
Total Pupil Premium Budget	£24463
Total number of children in school	226
Total number of children eligible for Pupil Premium in 2015 to 2016 (Reception – Yr2)	9
Date of most recent Pupil Premium Review	N/A

3. Attainment (July 2016)

Overview of children qualifying for Pupil Premium Funding in 2015/16

Year Group	Number of Children
Nursery	1
Reception	1
Year 1	2
Year 2	5
Whole School	9



Nursery Data July 2016

	Communication & Language			Physical Development		PSED			Literacy		Maths		Understanding the world			Expressive arts & design	
Number of children who were at the expected standard in July 2016	Listening & attention	Understanding	Speaking	Moving & Handling	Health & self care	Self Confidence & awareness	Managing feelings & behaviour	Making relationships	Reading	Writing	Numbers	SS&M	People & Communities	The world	Technology	Exploring & using media & materials	Being Imaginative
All (47)	98%	98%	94%	92%	96%	96%	92%	89%	89%	98%	89%	92%	94%	92%	96%	96%	98%
PP (1)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

The one child eligible for Nursery Early Years Pupil Premium funding attained a good level of development in all 17 areas of the Nursery curriculum by the end of Nursery. The funding was used to provide Nursery Top Ups so that the child could attend Nursery for extra sessions. Overall, from their starting point in the Autumn Term of Nursery, the child made on average 5.4 steps of progress across the 17 areas of learning. This is good progress.

Reception Data July 2016

	Communication & Language			Physical Development		PSED			Literacy		Maths		Understanding the world			Expressive arts & design	
Number of children who reached a Good Level of Dvpt in July 2016	Listening & attention	Understanding	Speaking	Moving & Handling	Health & self care	Self Confidence & awareness	Managing feelings & behaviour	Making relationships	Reading	Writing	Numbers	SS&M	People & Communities	The world	Technology	Exploring & using media & materials	Being Imaginative
All (60)	92%	90%	87%	97%	93%	92%	92%	98%	88%	87%	88%	92%	92%	92%	98%	93%	93%
PP (1)	0%	0%	0%	100%	100%	0%	0%	100%	0%	0%	0%	0%	0%	0%	100%	100%	0%



The one child eligible for Pupil Premium funding in Reception did not reach a Good Level of Development. The child had daily targeted one to one support from a teaching assistant to work on developing fine motor skills, daily one to one phonics tuition, and was taught in a small group for guided reading, number and writing. The child reached a Good Level of Development in 5 areas. Overall, from their starting point in the Autumn Term of Reception, the child made on average 9.5 steps of progress across the 17 areas of learning. This is accelerated progress.

Year 1 Data July 2016

Year 1 Phonics Screening Test

	Number in Cohort	Number achieving expected standard	% School	% National	Gap
Children eligible for Pupil Premium funding	2	2	100%	69%	+31%
Total number of children in Year 1	58	51	88%	81%	+7%

Both of the children eligible for Pupil Premium funding in Year 1 had four focussed one to one phonic support sessions from a teaching assistant and HLTA per week. As a result of this intervention programme both children achieved the expected standard in phonics.

Year 1 End of Year Attainment for those children eligible for Pupil Premium Funding

	Working below the expected standard	Working at the expected standard	Working at Greater Depth within the expected standard
Reading	2	0	0
Writing	2	0	0
Maths	2	0	0

Expected Progress in Year 1:

- 4+ steps accelerated
- 4 steps good progress
- 3 steps or below slow progress

Both of the children eligible for Pupil Premium funding had daily Fisher Family trust intervention sessions with a trained teaching assistant. Each child had targeted writing and mathematics support as well as small focused guided reading sessions from a teaching assistant and teacher. Both children made 2



steps of progress, which equates to slow progress. However, from their starting points, and from the work produced in books progress was made, but not enough to attain the expected standard by the end of Year 1.

Year 2 Data July 2016

Year 2 Phonics Screening Test Resit

3 out of the 5 children in Year 2 who were eligible for pupil premium funding did not achieve the required standard in the phonics screening check at the end of Year 1 and had to resit the test at the end of Year 2. All three children had four 15 minute focussed one to one phonic support sessions from an HLTA per week. As a result of this intervention programme two children achieved the expected standard in phonics. One child was one mark from achieving the standard.

	2015 score	2016 score
Child 1	28	37
Child 2	11	31
Child 3	31	39

Year 2 End of Year Attainment for those children eligible for Pupil Premium Funding

	Working below the expected standard	Working at the expected standard	Working at Greater Depth within the expected standard
Reading	3	2	0
Writing	5	0	0
Maths	4	1	0

All of the children in Year 2 who were eligible for Pupil Premium funding had targeted writing and mathematics support as well as small focused guided reading sessions from a teaching assistant and teacher. From their starting points at the beginning of Year 2:

Expected Progress in Year 2:

6+ steps accelerated

6 steps expected progress

5 steps or below slow progress



Reading

4 children made 6 steps of progress

1 child made 7 steps of progress

Writing

3 children made 6 steps of progress

1 child made 7 steps of progress

1 child made 8 steps of progress

Mathematics

3 children made 6 steps of progress

2 children made 7 steps of progress

Attendance Data 2015 – 2016

Absence rate of pupils eligible for Pupil Premium Funding	School (PP)	School (non PP)	National	Gap
% of sessions missed due to overall absence	98%	97.5%	Data not available	NA
% Persistent absentees – absent for 10% or more of sessions	0%	1.5%	Data not available	NA



Evaluation of Pupil Premium Funding 2015 to 2016

Desired Outcome	PP Funding £	Chosen action/ approach	Impact	Lessons Learned
<p>To ensure all pupils have access to school visit to enrich their curriculum and remove the potential cost barrier.</p> <p>To ensure that all children get the opportunity to have an enriched curriculum and provide children with experiences inside and outside the classroom.</p>	£500	Subsidising the cost of school visits/ visitors to schools (i.e. free books when an author visits etc)	<p>High.</p> <p>End of Year Pupil Voice Survey showed that children are engaged in the curriculum and enjoy learning.</p>	Subsidising extra curricular events ensures equality for our vulnerable families. We will continue to use our PP funding to subsidise this provision.
<p>Delivery of Fischer Family Trust Wave 3 Intervention Program in Key Stage 1</p> <p>Accelerate the progress of this group of pupils to increase the % of children achieving age related expectations or above. Targeted children make accelerated progress and gaps between PP and Non PP children diminish.</p>	<p>£850 (staff training)</p> <p>£1900 staffing</p>	Three teaching assistants to provide daily 1:1 support for 20 minutes/child to increase the % of children achieving age related expectations in reading and writing.	<p>High.</p> <p>Both Year 1 children eligible for PP funding made significant progress on this programme. From their starting points, and from the work produced in books progress was made, but not enough to attain the expected standard by the end of Year 1.</p>	The impact of the Fischer Family Trust intervention programme has been significant for those children eligible for PP funding. FFT sessions will continue into 2016-17.
Improved Attendance, wellbeing and readiness to learn.	£2500	Subsidised funding for Breakfast Club places.	<p>High.</p> <p>Outstanding attendance for the 3 PP that used the club.</p>	Our breakfast club provides a good start to the day for our vulnerable families. We will continue to use our PP funding to subsidise this provision.
Children will be engaged in the music curriculum and be inspired to learn a musical instrument. Improvements in concentration.	£300	Learning music has long been shown to develop thinking skills and is a big part of our curriculum throughout the school. We provide extra tuition for pupils to develop their skills in a lunchtime recorder club.	<p>High.</p> <p>All Year 2 PP had access to recorder lessons, which developed listening skills and confidence.</p>	Our recorder club enables us to develop children's thinking skills, listening skills and confidence in performing to an audience. We will continue to use our PP funding to subsidise this provision.



The provision of teaching assistants to secure high quality classroom teaching and progress in learning (EYFS/KS1)	HLTA/ TA3 2 hours/ day to support in class £11400	Additional adult support will ensure that the children will be able to work in smaller and more supported guided groups, addressing gaps in learning.	Mixed. See results data above.	Despite very good progress in Year 2, under the new assessment framework the difference has not diminished in reading, writing and mathematics. This will be a priority for 2016-17 as well as improving overall percentages of children achieving national expectations across KS1.
Children make rapid progress in their phonic knowledge, and this is developed so that they are able to apply and use sounds to support their reading.	HLTA/ TA3 15 mins x 4 £1900	1:1 Phonic catch up sessions	High. Yr 1 – 100% (2 children) passed the Phonic Screening Check. Yr 2 – 2/3 children achieved the required standard. (see data above)	The impact of the Read, Write Inc phonics teaching programme has been significant both for all pupils and those children eligible for PP funding. This 1:1 strategy enabled children to make rapid progress and achieve a good phonic knowledge in preparation for year 2 and year 3. This intervention will continue this year.
To provide sporting experiences for all children to ensure participation and enjoyment during lunchtimes.	£950 TA2 x 30 mins x 5	Lunchtime Sports Provision	Low: Increased levels of participation in lunchtime sports clubs. 100% of PP children accessed these clubs.	Whilst this will continue into 2016-17 it will no longer form part of the PP strategy plan as more focus is required in class to diminish the difference in pupil outcomes.
To provide additional mathematics support to targeted children in order to diminish the difference in mathematical attainment.	£395 RM maths £2660 TA2/ TA3 Support	RM Maths Intervention and small group mathematics support within class.	Medium: 3 children made 6 steps of progress, 2 children made 7 steps of progress from their starting points in mathematics. Despite this very good progress, under the new assessment framework the difference has not diminished in mathematics. This will be a priority for 2016-17 as well as improving overall percentages of children achieving national expectations across KS1.	In order that we diminish the difference in overall attainment at the end of KS1 the school has planned to reorganise TA support / interventions to include specific timetabling across KS1 and analysis of need at half termly Pupil Progress meetings. This will ensure children do not get 'missed' and are identified and provision in place rapidly as a result of robust data collection and clear knowledge of children and their next steps. RM Maths will be used as a home learning support tool in

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				2016/17.
To support and motivate those children who find reading and writing particularly difficult.	£1995 (CPD and software)	Purchase of Clicker 6 software and training package for staff.	Medium: Through observations, children more engaged, motivated, focussed and willing to persevere even if they found a task difficult whilst using Clicker 6, particularly writing.	Staff were positive about the training and believe it has had a positive impact on children's learning. We will not repeat the training, but continue implementing the approach and monitoring pupil response. However, it will no longer form part of the PP strategy plan as more focus is required in class to diminish the difference in pupil outcomes. Clicker 6 will primarily be used with our SEN children.
To develop children's social and creative skills.	£900	After School Star Club	High: Children's social skills and creative skills enhanced through enrichment activities. Children developed their ability to share, listen, respond, make choices, take turns and participate as evidenced in pupil and parent voice activities.	All teaching staff were positive about Star Club and it's impact. The strategy was effective in addressing the need within the school and this will continue next year.
TOTAL COST	£26250			