



Templemoor Infant and Nursery School: Pupil Premium Strategy Statement 2019 to 2020

School Overview

SUMMARY INFORMATION	
School name	Templemoor Infant and Nursery School
Total number of pupils in school (including Nursery)	217
Proportion of disadvantaged pupils	1.4% (3 children)
Pupil premium allocation for this academic year	£4940
Academic year covered by this statement	2019 to 2020
Publish date	1 st December 2019
Review date	1 st November 2020
Statement authorised by	Mr. Stuart Hodgson
Pupil premium lead	Mr. Stuart Hodgson
Governor lead	Mrs. Judith Davenport

Assessment information

EYFS 2018/19			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)	100%	88.3%	70.7%
Reading	100%	96.7%	76.9%
Writing	100%	91.7%	73.7%
Number	100%	96.7%	79.8%
Shape, Space and Measures	100%	98.3%	81.5%

YEAR 1 PHONICS SCREENING CHECK 2018/19		
Pupils eligible for PP	Pupils not eligible for PP	National average
Not Applicable	98%	82%

END OF KS1 2018/19			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	100%	87%	65%
% making expected progress in reading	100%	89%	75%
% making expected progress in writing	100%	87%	69%
% making expected progress in maths	100%	93%	76%

STRATEGY AIMS FOR DISADVANTAGED PUPILS		
Priority Number	CHOSEN STRATEGY	BARRIERS TO LEARNING THESE PRIORITIES ADDRESS
1	To ensure that all staff are trained to deliver the Read, Write, Inc. phonic scheme.	Disadvantaged, SEN and lower ability children to make accelerated progress in phonics.
2	To ensure carefully planned interventions are in place to address gaps in English and maths including RWI 1:1, precision teaching, maths, reading and writing.	Under achievement in comparison to non-disadvantage counterparts.
3	To provide effective feedback in lessons as well as targeted feedback in termly pupil conference sessions.	Low self-esteem and low resilience.

4	To develop the emotional wellbeing of disadvantaged children.	Levels of resilience, low self-esteem and social emotional and mental health (SEMH) for some of our pupils (including some of those in receipt of PPG) are not as strong as they could be; which means some of our pupils have an over-reliance on adult help and children feeling defeated when faced with challenging tasks.
5	To assess and support children's social, emotional and mental health.	The social and emotional needs of some particularly vulnerable disadvantaged pupils.
6	To improve the social and emotional skills of targeted disadvantaged pupils.	The social and emotional needs of some particularly vulnerable disadvantaged pupils.
7	To ensure that disadvantage children have access to the wider curriculum offer i.e. breakfast and after school clubs, musical tuition, school milk.	Lack of participation in wider curriculum offer.

Planned expenditure for current academic year

TEACHING			
PRIORITY 1			
CHOSEN STRATEGY	ACTION	RATIONALE	INTENDED OUTCOME
To ensure that all staff are trained to deliver the Read, Write, Inc. phonic scheme.	<p>Ensure that all relevant staff (including new staff) have received Read, Write, Inc. phonics training to deliver the phonics scheme effectively (3 Read, Write, Inc. whole school development days).</p> <p>Utilise Read, Write, Inc. 'School Portal' to provide access to documents and resources (including training videos) to support leaders and teaching staff.</p> <p>Purchase green, purple, pink and orange Read, Write, Inc. reading books to supplement the existing scheme.</p>	The school has a whole school ethos of high attainment for all. Read, Write, Inc. is a consistent, rigorous and dynamic phonics programme. Our funding is used to deliver high quality Read Write Inc. phonics teaching. This has had great success, with our strong phonic results year on year. EEF states that 'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	<ul style="list-style-type: none"> Enhance the provision of phonics for disadvantaged children by strengthening staff skills, knowledge and understanding of how to teach phonics. Pupils achieve national phonic screening check expectations.
Projected spending			£1850

TARGETED ACADEMIC SUPPORT			
PRIORITY 2			
CHOSEN STRATEGY	ACTION	RATIONALE	INTENDED OUTCOME
To ensure carefully planned interventions are in place to address gaps in English and maths including RWI 1:1, precision teaching, maths, reading and writing.	To provide one to one phonic, reading, writing and mathematics catch-up sessions for disadvantaged children falling behind age-related expectations.	The EEF states that 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions, three to five times a week over a set period of time (six to twelve weeks) appear to result in optimum impact.	<ul style="list-style-type: none"> • Progress matches that of all pupils due to targeted small group interventions with pupils. • Swift intervention for learners in line with Quality First teaching. • To raise the percentage of disadvantaged children achieving age related expectations. • 100% of pupils meet their individual targets in reading, writing and mathematics.
PRIORITY 3			
CHOSEN STRATEGY	ACTION	RATIONALE	INTENDED OUTCOME
To provide effective feedback in lessons as well as targeted feedback in termly pupil conference sessions.	<p>To provide appropriate, well planned and targeted feedback.</p> <p>To plan termly pupil conferences.</p>	EEF have found that 'Feedback studies show very high effects on learning and that it has positive effects across all age groups'.	<ul style="list-style-type: none"> • Disadvantaged pupils develop positive learning behaviours that allow them to progress.
Projected spending			£1615

WIDER STRATEGIES			
PRIORITY 4			
CHOSEN STRATEGY	ACTION	RATIONALE	INTENDED OUTCOME
To continue to develop the emotional wellbeing of disadvantaged children.	<p>To continue to implement 'My Happy Minds' scheme across the school as part of PSHE provision.</p> <p>Children have regular 'My Happy Minds' sessions in class.</p>	The EEF have found that 'on average, Social, Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	<ul style="list-style-type: none"> Children are more emotionally secure as evidenced through observations.
PRIORITY 5			
CHOSEN STRATEGY	ACTION	RATIONALE	INTENDED OUTCOME

To assess and support children's social, emotional and mental health.	<p>To assess learning behaviours, attitudes and mental resilience using the Boxhall Profile</p> <p>Profiles are completed for disadvantaged children and appropriate support planned for based on outcomes.</p>	The Boxall profile identifies the levels of skills the children possess to access learning.	<ul style="list-style-type: none"> • Ability to build a profile of developmental progress and target deficiencies through individual intervention programmes through suggested strategies from 'Beyond the Boxall'. • A measurable and comparable graphing system will demonstrate impact. • Impact measured through Boxhall Profile entry and exit assessment.
PRIORITY 6			
CHOSEN STRATEGY	ACTION	RATIONALE	INTENDED OUTCOME
To improve the social and emotional skills of targeted disadvantaged pupils.	<p>To commission a children's Healthy Minds Coach to work with disadvantaged and vulnerable children.</p> <p>To offer Healthy Minds coaching and one to one support for disadvantaged pupils and parents.</p> <p>To offer Star Club provision for disadvantaged children in Year 1 and Year 2.</p>	The EEF have found that 'on average, Social, Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	<ul style="list-style-type: none"> • Ensuring expert advice is sourced to enhance / enable the learning of all disadvantaged pupils, particularly those who are emotionally vulnerable. • Improved mental and emotional health for vulnerable learners. • Mental health for vulnerable pupils is improved.

PRIORITY 7			
CHOSEN STRATEGY	ACTION	RATIONALE	INTENDED OUTCOME
To ensure that disadvantaged children have access to the wider curriculum offer i.e. breakfast and after school clubs, musical tuition, free school milk.	To continue to provide disadvantaged children with the access to free wider curriculum offers, such as free school milk, musical tuition, educational visits etc.	<p>Curriculum trips and visits enhance learning and equality ensures all pupils can access this. In order for the school to carry out these enrichment activities, financial subsidy for targeted trips and pupils allows 100% inclusion and an improved learning experience for all pupils. This funding will continue to support children in a range of ways and contribute to developing the whole child:</p> <ul style="list-style-type: none"> • Breakfast and after school clubs. • Supporting the costs of educational visits for families unable to make a contribution. • Extra-curricular clubs. • School milk provision. 	<ul style="list-style-type: none"> • Disadvantaged pupils can take part in trips, breakfast, after school club provision as well as having access to free milk. • Equality of provision for all.
Projected spending			£1475

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development and the time to embed phonic improvements.</p> <p>Ensuring that best practice is shared across the school.</p> <p>Ensuring that there is a regular review of phonics teaching and that this is having a positive impact on children's phonic attainment.</p>	<p>Staff meetings and CPD organised to meet the phonic/ reading priorities of the school.</p> <p>Use of development days within school and INSET days.</p> <p>Ensure time is given for staff to share best practice and observe strengths in phonics across the school.</p>
Targeted Academic Support	<p>Ensuring interventions are given enough time to implement successfully and are delivered at the correct time in the school day – so that children are still able to access a broad and balanced curriculum.</p>	<p>Intervention provision plan is carefully mapped out.</p> <p>Interventions are regularly reviewed and monitored to measure impact.</p>
Wider strategies	<p>Engaging with families facing most challenges.</p> <p>Encouraging disadvantaged children to attend further curriculum offers consistently.</p>	<p>Working closely with families to ensure that they are offered the support they need.</p> <p>Track closely the disadvantaged children who attend clubs and ensure that they are offered places.</p>

Review: 2018/19 Aims and Outcomes

Aim	Outcome
Children make accelerated progress in their reading and mathematics.	Children made very good progress in both reading and mathematics across the year.
Accelerated progress towards the end of year expectations in writing.	Children made strong progress in writing across the year.
Children make rapid progress in their Early phonic, reading, writing and mathematics from on entry baseline.	Children made rapid progress in their Early phonic, reading, writing and mathematics from on entry baseline. Children attained end of year expectations, reaching a Good Level of Development.
Improved self-esteem and confidence.	Attachment Theory training for key staff ensured that learning was disseminated across the school, and this had a positive impact on many children as evidenced through observation. Improved self-esteem and lower anxiety levels in class work and social situations observed.
Improved confidence and resilience when approaching new learning experiences.	Improved resilience when working, shown by engagement with activity and time on task.
Continued high attendance rates for disadvantaged pupils eligible for PP.	Attendance remained very high at 98.5%. There were no instances of persistent absence from those children who were disadvantaged.