
Templemoor Infant and Nursery School



Pupil Premium Report 2018 - 2019

Date of Report: September 2018

Date of next Report: September 2019

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Introduction

The statutory guidance to the National Curriculum (2014) makes it clear that schools must continue to be rigorous in ensuring all groups of pupils are appropriately and sufficiently challenged. It states, *'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds'*.

The requirement to diminish the difference in attainment for pupils from disadvantaged backgrounds is a high priority for schools. The efforts that schools are making to diminish the difference are scrutinised and are held to account for their effective use of the Pupil Premium Grant (PPG). With schools receiving increased amounts of PPG funding, the accountability stakes are high. Increased funding mirrors the commitment by the government to ensure the poorest pupils leave school on an equal footing to their peers.

Pupil Premium funding was introduced by the government in April 2011 to tackle 'educational inequality' by raising achievement and improving outcomes for disadvantaged pupils. Since that time, the Pupil Premium has supported schools to rethink the way that they raise standards and diminish the difference that still exists between children from disadvantaged and more affluent backgrounds. Research by the Teaching Schools Council (May 2016) stresses *'that time is short for disadvantaged pupils in our schools to realise their potential, so it is more vital than ever that the decisions about using the funding are part of an effective strategy'*. We all know that high standards for disadvantaged pupils are possible.

Disadvantaged pupils refers to those pupils who attract government Pupil Premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who have left care through adoption or another formal route.

From September 2016, as well as publishing the amount of their allocation from the Pupil Premium Grant, maintained schools are required to publish their Pupil Premium Strategy online, detailing how they intend to spend their funding to address barriers to learning and the rationale behind the school's decisions.

What is our rationale at Templemoor Infant and Nursery School for making decisions about the most effective approaches to improve outcomes for disadvantaged pupils?

There is compelling evidence that high quality teaching and leadership are vital in raising attainment. From research we also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference.

To improve outcomes for our disadvantaged pupils, school leaders will work with staff to:

- Make the achievement of pupils eligible for Pupil Premium funding their number one priority.
- Use research evidence, including The Sutton Trust and the Education Endowment Foundation (EEF) Teaching and Learning Toolkit to inform spending decisions.
- Take a whole-school approach to quality first teaching, which sets high aspirations for all children.
- Recognise that whilst disadvantaged children may face similar challenges, it is vital to identify each individual's barriers to learning.
- Use different approaches for groups or individuals facing particular barriers.
- Ensure that every member of staff knows who disadvantaged pupils are and takes an interest in their success.
- Provide personalised support for each pupil.
- Ensure governors understand the role to play in providing constructive challenge to the school's Pupil Premium Strategy.
- Effectively monitor and evaluate the impact of spending in improving outcomes for pupils.

What do we consider when making decisions about the most effective approaches to improve outcomes for disadvantaged pupils?

School leaders and governors take an evidence-based approach to selecting the most effective approaches to improve outcomes. The following steps are followed:

- **How well are our disadvantaged pupils achieving?** Where are the current gaps in attainment and progress both within school and compared to national averages?
- **What are the barriers to learning for our disadvantaged pupils?** Only when all the barriers are known and understood can we define outcomes, success criteria and the approaches which will help overcome them.
- **What are our desired outcomes for pupils?** Raised attainment; increased rates of progress; improved attendance; proactive family engagement; the development of skills and personal qualities to build emotional resilience; and extended opportunities.
- **How will success be measured?** For each desired outcome, we will decide how success will be measured and set ambitious targets as well as ensuring that school leaders and governors are committed to the challenge of achieving them.
- **Which approaches will produce these outcomes?** To choose our approaches we will use evidence of what works: decide on what staff training is needed; monitor pupil progress regularly; get the balance right between the short-term and long-term approaches, as well as between whole school and targeted strategies.

- **Which approaches are effective and which are not?** We will evaluate our approaches by focusing on the success criteria and asking: Are the chosen approaches impacting on improved outcomes? Can we make improvements? What else can be done? What needs to be done differently?

Who monitors the use of the Pupil Premium Grant?

The impact of the school's decisions is closely monitored by the Governing Body in relation to the progress children eligible for the Premium make throughout the school year and year-on-year. In addition, Ofsted hold the school to account for the progress that Pupil Premium children make.

What difference did the PPG funding make to eligible and other pupils?

Aspirational targets are set for all pupils including those for whom Pupil Premium funding is received. Analysis of the school's pupil progress tracking information tells us that the majority of children for whom we receive Pupil Premium made good or outstanding progress, and that this is in-line with the progress made by children who are not eligible for this additional funding. Where progress was less than expected, specific approaches will be put in place to accelerate progress in 2018-19.

School's Allocation of Pupil Premium Grant Funding

	September 2017	September 2018
Number of pupils on roll (Rec - Y2)	181	180
Number of pupils eligible for Pupil Premium Funding	3	2
Pupil Premium Grant Funding per pupil	£1320 (£1900 for pupils who have left care through adoption or special guardianship)	£1320 (£2300 for pupils who have left care through adoption or special guardianship)
Total Pupil Premium Grant Funding	£5120	£4600

EARLY YEARS PUPIL PREMIUM (EYPP) GRANT

Since April 2015, nurseries, schools, childminders and other childcare providers have been able to claim extra funding through the Early Years Pupil Premium to support children's development, learning and care. National data and research shows that children eligible for free school meals tend to do less well, for example in 2014, 45% of children eligible for free school meals achieved the expected level at the end of the Early Years Foundation Stage compared with 64% of other children. The Early Years Pupil Premium will provide us with extra funding to close this gap.

As with Pupil Premium funding, schools have the freedom to spend the extra funding in any way they choose to improve the quality of the Early Years education that they provide for a child. This could include for example, additional training for staff on early language development or supporting staff in working on specialised areas such as speech and language.

Early Years Pupil Premium 2018 - 2019		
Amount of Funding per child	Number of Children	Total EYPP
£302.10	0	£0

In 2017-18 we had two children eligible for the EYPP grant.

In 2018-19 we currently have zero children eligible for the EYPP grant.

Nursery Data 2017 to 2018

2 pupils Period: Nur Sum2	Below	On Track	Higher
Listening and attention	0 (0%)	2 (100%)	0 (0%)
Understanding	0 (0%)	2 (100%)	0 (0%)
Speaking	0 (0%)	2 (100%)	0 (0%)
Moving and handling	0 (0%)	2 (100%)	0 (0%)
Health and self-care	0 (0%)	2 (100%)	0 (0%)
Self-confidence and self-aware..	0 (0%)	2 (100%)	0 (0%)
Managing feelings and behaviou..	0 (0%)	2 (100%)	0 (0%)
Making relationships	0 (0%)	2 (100%)	0 (0%)
Reading	0 (0%)	2 (100%)	0 (0%)
Writing	1 (50.0%)	1 (50.0%)	0 (0%)
Numbers	0 (0%)	2 (100%)	0 (0%)
Shape, space and measures	0 (0%)	2 (100%)	0 (0%)
People and communities	0 (0%)	2 (100%)	0 (0%)
The world	0 (0%)	2 (100%)	0 (0%)
Technology	0 (0%)	2 (100%)	0 (0%)
Exploring and using media and ..	0 (0%)	2 (100%)	0 (0%)
Being imaginative	0 (0%)	2 (100%)	0 (0%)

Both children who were eligible for the Early Years Pupil Premium funding reached age related standards in all areas, except writing, where one child was working below age related expectations by the end of the Nursery year. A real focus was placed on developing the children's abilities within the Prime Areas of learning, in particular listening. The children had targeted one to one support from their key worker to play listening games. A listening station was purchased to encourage independent listening skills. The children also had targeted support with reading, writing and mathematics, as well as daily phonics tuition. Overall, from their starting point in the Autumn Term of Nursery, the children made on average 5 steps of progress across the 17 areas of learning. This is expected progress.

Year 1 Data 2017 to 2018

Year 1 Phonics Screening Test

	Number in Cohort	Number achieving expected standard	% School
Children eligible for the Pupil Premium Grant	1	1	100%
Total number of children in Year 1	60	59	98%

The one child eligible for Pupil Premium funding in Year 1 had focussed phonics, reading and writing support sessions from a teaching assistant per week and passed the phonic screening check attaining 37/ 32 marks needed to pass the check.

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	0	0	1
Writing	0	1	0
Maths	0	0	1

Expected Progress in Year 1:

6+ steps accelerated

5 steps expected

4 steps or below slow

One child eligible for Pupil Premium funding had weekly targeted phonics, writing and mathematics support as well as small focused guided reading sessions from a teaching assistant and teacher. The child made 8 steps of progress in reading, 5 steps of progress in writing and 6 steps of progress in mathematics over the year.

Year 2 Data 2017 to 2018

Year 1 Phonics Screening Test (Year 2 Resit)

	Number in Cohort	Number achieving expected standard	% School
Children eligible for the Pupil Premium Grant	1	1	100%
Total number of children in Year 2	60	60	100%

The one child eligible for Pupil Premium funding in Year 2 had focussed phonics catch up sessions from a teaching assistant per week and passed the phonic screening check resit, attaining 37/ 32 marks needed to pass the check.

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	1	1	0
Writing	1	1	0
Maths	1	1	0

The 2 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:

7+ steps accelerated progress

6 steps expected progress

4 steps or below slow progress

Reading

2 children made 7 steps of progress

Writing

1 child made 7 steps of progress

1 child made 8 steps of progress

Mathematics

1 children made 8 steps of progress

1 child made 4 steps of progress

Attendance Data 2017 to 2018

Absence rate of pupils eligible for Pupil Premium Funding	School (PP)	School (non PP)	National (16/17)
% of sessions missed due to overall absence	2.2%	2.7%	4%
% Persistent absentees - absent for 10% or more of sessions	0%	1.7%	8.6%

Attendance of Pupil Premium children is high and is above their peers, and the national average. Rigorous monitoring of attendance is carried out and any concerns relating to attendance are followed-up.

EXCLUSIONS

No children eligible for PPG funding was excluded (fixed-term or permanently) during 2017/18.

Pupil Premium Impact Statement 2017 to 2018

Nursery: 2 children

Intervention / Resource	PP funding £	Rationale for Intervention: Barriers children face	Evidence to support decision to use these approaches	Specific intended outcomes	Agreed impact measured termly	Impact
Listening Stations / Games	£187.88	Low-level listening skills of children eligible for Early Years EYPP on entry to Nursery.	Experience shows that children respond well to games that support listening skills.	Improved listening skills.	Attainment will be at the expected standard in listening at the end of Nursery.	Attainment: 100% of pupils reached ARE in the Prime Areas of learning.
Individual/ small group tuition	5 mins X 3 TA2 £600	Low attainment on entry into Nursery of children eligible for EYPP.	Small group work by highly experienced TA staff. Children respond well to the extra support and this has been successful previously.	Children make rapid progress in the 17 areas of learning.	Attainment will be at the expected standard in all 17 areas at the end of Nursery and children will maintain good progress across the year.	Attainment: 100% of pupils reached ARE in all 17 areas, except writing (which was 50%). Progress: Both children made 5 steps + of progress across all 17 areas.
Art Resources	£153.02	Both children are artistic. Art resources to enhance learning.	Children respond well to art activities. It enhances a range of other skills, e.g. fine motor skills.	Children make rapid progress in the areas of Exploring Media and Being Imaginative.	Attainment will be at the expected standard in the art areas at the end of Nursery and children will maintain good progress across the year.	Attainment: 100% of pupils reached ARE in the arts. Progress: Both children made 6 steps + of progress (accelerated progress).

Total EYPP Spend: £940.90 **EYPP Budget:** £620.04

Year 1: 1 child

Intervention / Resource	PP funding £	Rationale for Intervention: Barriers children face	Evidence to support decision to use these approaches	Specific intended outcomes	Agreed impact measured termly	Impact
1 to 1 Reading Tution	10 mins x 3 TA3 £430 TA3 support in class £3800	Child working at exceeding at the end of the EYFS. Need to achieve Greater Depth at the end of Year 1.	Previous success of this approach used at school. Education Endowment Fund.	To continue to improve reading and comprehension skills at Greater Depth.	Children make accelerated progress to be at Greater Depth.	Attainment: GD in mathematics and Reading. Expected in Writing. Progress: 8 steps of progress in reading (accelerated) 5 steps of progress in writing (expected) 6 steps of progress in mathematics (accelerated)
Targeted writing support	As Above	Lack of confidence in writing.	Previous success of this approach used at school. Education Endowment Fund.	To develop the skills needed to become a Year 1 writer as defined in the End of Year objectives.	Children show clear improvements in writing. Child at expected standard at the end of Yr1.	
Extra mathematics support	As Above	Child working at exceeding at the end of the EYFS. Need to achieve Greater Depth at the end of Year 1.	Previous success of this approach used at school. Education Endowment Fund.	To continue to improve mathematics skills at Greater Depth.	Children make accelerated progress to be at Greater Depth.	
Star Club	£100	Low confidence and self-esteem.	Education Endowment Fund.	To improve social interactions, self esteem and confidence.	Improved self-esteem and confidence.	Noticeable improvement in self esteem and confidence.
Singing Club	£33	Low confidence and self-esteem.	Education Endowment Fund.	To improve social interactions, self esteem and confidence.	Improved self-esteem and confidence.	
We Are Adventurers	£30	Low confidence and self-esteem.	Education Endowment Fund.	To improve social interactions, self esteem and confidence.	Improved self-esteem and confidence.	

Total PP Spend: £4393 **PP Budget:** £1900

Year 2: 2 children

Intervention / Resource	PP funding £	Rationale for Intervention: Barriers children face	Evidence to support decision to use these approaches	Specific intended outcomes	Agreed impact measured termly	Impact
Targeted 1:1 phonics/ reading support	15 mins x 3 TA3 £860 HLTA/ TA 2 support £3984	Lack of phonic decoding. Reading skills of segmenting, comprehension, retrieval of information from text.	Previous success of this approach used at school.	Improved phonic and reading skills.	Children to make accelerated progress to be at least in line with end of year expectations.	Attainment: 100% passed Phonics Screening Check 50% working at ARE in reading, writing and maths. 50% working below ARE in all three areas. Progress: 7 steps of progress in reading (accelerated) 7/8 steps of progress in writing (expected) 8/4 steps of progress in mathematics
Targeted writing support	As Above	Lack of confidence in writing. Ability to apply writing conventions consistently.	Previous success of this approach used at school. Education Endowment Fund.	To develop the skills needed to become a Year 1 writer as defined in the End of Year objectives.	Children to make accelerated progress to be at least in line with end of year expectations.	
Targeted mathematics support	As Above	Confidence in application of mathematical concepts to new learning.	Previous success of this approach used at school. Education Endowment Fund.	To continue to improve mathematics skills at Greater Depth.	Children to make accelerated progress to be at least in line with end of year expectations.	
Star Club	£200	Low confidence and self-esteem.	Education Endowment Fund.	To improve social interactions, self esteem and confidence.	Improved self-esteem and confidence.	Noticeable improvement in self esteem and confidence.
Recorder Club	£16	Low confidence and self-esteem.	Education Endowment Fund.	To improve social interactions, self esteem and confidence.	Improved self-esteem and confidence.	
We Are Adventurers	£30	Low confidence and self-esteem.	Education Endowment Fund.	To improve social interactions, self esteem and confidence.	Improved self-esteem and confidence.	

Total PP Spend: £5090 **PP Budget:** £3220

Pupil Premium Strategy Statement 2018 to 2019

Please see separate document.