

# Pupil Premium Strategy Statement 2016 to 2017

1. Summary information					
<b>School</b>	Templemoor Infant and Nursery School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£18320	<b>Date of most recent PP Review</b>	NA
<b>Total number of pupils</b>	211	<b>Number of pupils eligible for PP</b>	6	<b>Date for next internal review of this strategy</b>	Feb '17

2. Current attainment (School Attainment 2015 to 2016)		
<b>Reception % achieving a Good Level of Development (1 child)</b>	0%	69%
<b>Year 1 Phonic Screening Check (2 children)</b>	100%	81%
<b>Year 2 Phonic Screening Recheck (3 children)</b>		91%
<b>% achieving end of year expectations in Year 2 reading</b>	40 % (2 Out of 5)	74%
<b>% achieving end of year expectations in Year 2 writing</b>	0% (0 Out of 5)	65%
<b>% achieving end of year expectations in Year 2 mathematics</b>	20% (1 Out of 5)	73%
<b>% of children making at least 6 steps progress in Year 2 reading (2015/16)</b>	80% (1 child made 5 steps of progress)	Data not available
<b>% of children making at least 6 steps progress in Year 2 writing</b>	100%	Data not available
<b>% of children making at least 6 steps progress in Year 2 mathematics (2015/16)</b>	100%	Data not available

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school)</i>		
A.	Low-level literacy skills of children eligible for PP on entry including knowledge of phonic sounds impacting on reading.	
B.	Reading, Writing and Mathematics attainment is below national measures under the new assessment framework for those children eligible for PP. The difference between children eligible for PP and their peers, under the new measures, at the end of KS1 in reading, writing and mathematics is greater than the difference nationally. This difference must be diminished.	
C.	Improved confidence and resilience when approaching learning experiences.	
D.	Poor fine motor skills resulting in poor handwriting and control.	
E.	Social maturity and self-esteem of two PP children are having a detrimental effect on their academic progress.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
F.	Attendance rates are high for children entitled to Pupil Premium funding (2015/16 - 98%). Tracking of attendance is half termly and actions to tackle persistent absenteeism are in place. It is monitored by the Head teacher and reported at QA visits with the School Improvement Partner. This high attendance needs to be maintained.	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	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.	Both children in Year 1 who are eligible for PP will pass the phonic screening check at the end of Year 1.

<b>B.</b>	Improved rates of progress (aim for accelerated) towards the end of year expectations in reading, writing and mathematics in Year 1 and Year 2.	6+ steps of progress a year is accelerated. For PP an improved rate of progress will be significant evidence of improvement in learning. This will be closely monitored in half termly Pupil Progress Meetings with the on-going aim of diminishing the difference between PP and the national average. PP children will be achieving in line with their peers nationally in reading, writing and mathematics at the end of KS1. Where attainment is not in line the difference will nonetheless be diminished.
<b>C.</b>	Improved confidence and resilience when approaching learning experiences (Growth Mindset).	Improved resilience when working, shown by engagement with activity and time on task. As a result of a developing growth mindset, learning attainment will improve. The difference between PP and the national average will diminish.

<b>D.</b>	Improve fine motor skills and handwriting.	All children to use the correct pencil grip from Year R, form letter and numbers correctly and join handwriting by the end of Key Stage 1. Adults model effectively that inspire children's writing. Writing challenges are evident in child initiated learning in Early Years setting. From baseline set in September 2016, 100% of children eligible for PP will have improved their handwriting.
<b>E.</b>	Behavioural issues of Year 2 children addressed. Improved self-esteem, social and emotional maturity demonstrated with peers and adults.	Fewer behaviour incidents recorded for these children. Positive interactions with peers and adults. More solid relationships with others with better conflict resolution when incidents arise.
<b>F.</b>	Continued high attendance rates for pupils eligible for PP.	Overall PP attendance continues to remain high (97%+). There will be no persistent absentees among pupils eligible for PP.

5. Planned expenditure					
Academic year		2016 to 2017			
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?
<b>Barrier A:</b> 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.	Daily phonic small RWI group which teaches to children’s gaps of knowledge and understanding. Daily one to one extra phonic support.	Phonic Screening Check data 2015/16 has shown a positive impact from the extra phonic support given during Year 1, and for the Year 2 retakes.	Regular half termly assessment of children’s phonic learning and moved to new groups accordingly.  One to one phonic support monitored and adjusted accordingly.	Phonic Manager/ SLT	Reviewed half termly throughout the year.
<b>Barrier D:</b> Improve fine motor skills and handwriting.	Timetabled fine motor practice and handwriting sessions, high expectations of presentation. Staff training in providing opportunities for children to develop gross/ fine motor skills development.	More children entering the foundation Stage/ Early years setting have less well developed core and gross motor strength, resulting in poor fine motor skill development which impacts on their ability to form letter and numbers correctly and develop a fluent handwriting style.	Monitoring of programmes by SLT, SENCO and English Lead. Observations of fine motor skill development within the early years, transitioning to Year 1. Work scrutiny by English Leader to monitor standards and attainment of writing across the curriculum.	SLT SENCO English Lead	Reviewed termly throughout the year.

<b>Barrier B:</b> Difference between PP and national attainment in reading, writing and mathematics is diminished.	In class support provided by TA's to work with small groups and support individuals in class sessions. TA2 and 3.	Small group supported work by highly experienced TA staff.  Children respond well to the extra support and this has been successful previously.	Prioritise TA support work when other activities need covering.  Ensure support is in planning. TAs well briefed before lesson.	SLT	Mid-term review and formal Pupil Progress Meeting analysis of class data half termly.
<b>Barrier B:</b> Difference between PP and national attainment in reading, writing and mathematics is diminished.	1:1 support for identified children who need the extra guidance.	Research from Education Endowment Foundation supports this approach.	TA's allocated to support children are timetabled for that purpose only.	SLT	Ongoing to ensure it is in place. Pupil Progress Meetings and whole school monitoring to assess impact on progress.
<b>Barrier B:</b> Accelerated progress in literacy and maths.	Additional learning supported group work.	Within whole class teaching, teachers use guided work to address misunderstandings and barriers to learning, often adapting lessons to facilitate this. High quality feedback has been identified as having a positive impact on children's attainment.	Classroom observations of feedback. Pupil Voice activities. Book looks. Improved pupil progress.	SLT	Ongoing to ensure it is in place. Pupil Progress Meetings and whole school monitoring to assess impact on progress.
<b>Barrier C:</b> Improved confidence and resilience when approaching learning experiences (Growth Mindset).	Whole school Growth Mindset Training.	Research from Education Endowment Foundation supports this approach.	Observations of Growth Mindset in action, including displays, pupil voice activities and work in children's books.	SLT	Ongoing to ensure it is in place. Whole school monitoring to assess impact on progress.

					<p><b>Total budgeted cost</b></p> <p>1:1 Phonic support with TA3, 3 children for 15 minutes each child per day 5 x per week = <b>£2097</b></p> <p>HLTA and TA 3 support in class (am) 4 days per week each = <b>£5920</b> (£3200 funded from staffing budget)</p> <p>TA2 1:1 support (pm) 5 days per week = <b>£3800</b></p> <p>Growth Mindset CPD = <b>£500</b></p> <p><b>Total Cost: £12317</b></p>
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## 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?
<p><b>Barrier A:</b></p> <p>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.</p>	1:1 Phonic Catch up Support	<p>This enables an additional adult to intervene quickly as soon as an issue in learning is identified or if progress stalls. Keeping up is more important than catching up.</p> <p>In a 1:1 situation the additional adult is able to take positive steps to raise the aspirations of this group of pupils.</p>	<p>Observations of 1:1 Phonic teaching to ensure intervention sessions are targeting accurately.</p> <p>Regular half termly assessment of children's phonic learning and moved to new groups accordingly.</p>	<p>Phonic Manager</p> <p>SLT</p>	Reviewed half termly throughout the year.

<b>Barrier D:</b> Improve fine motor skills and handwriting.	Nelson Handwriting Program, in class support. Fine motor skills activities set up within classroom.	Identified children requiring targeted support to develop gross and fine motor skills to ensure good pencil grip, letter formation and handwriting style.	Audit use of resources Work scrutiny of work.	SENCO SLT	Reviewed half termly throughout the year.
<b>Barrier B:</b> Improved reading in Y1 / Y2. To continue to support those who have not made sufficient progress in Read, Write Inc.	Fischer Family Trust TA2 support	Other children who need to improve their confidence and skills have made good progress with FFT reading programme. Research includes, FFT WAVE 3 impact report and recommended benefits.	Timetabled FFT sessions with TA2 overseen by English lead.	SLT	Termly Pupil Progress Meetings of Y1 and Y2 teachers. Regular discussion of the progress and engagement of the children receiving the intervention.
<b>Barrier B:</b> Accelerated progress in literacy and maths.	Catch-up maths / English sessions.	Small group intervention work has had impact in previous years. Research from Education Endowment Foundation supports this approach.	Provision map with details of who / where/ when. Provision overseen by SENDCO and DH.	SENCO SLT	Termly Pupil Progress Meetings with all teachers.
<b>Barrier E:</b> To improve social interactions, self-esteem and confidence.	Star Club Sessions for 45 minutes per week for 10 weeks with a TA 2 and 3.	The Education Endowment Foundation Toolkit suggests that targeted interventions matched to specific children with particular needs or behavioural issues can be effective. School ran these sessions last year and they proved to be very successful in addressing behaviours and improving confidence.	TA's are accountable to school for delivering the programme agreed. Ensure children are available to attend. Feedback from parents and children at the end of the programme to evidence impact.	SLT	Weekly briefings from TA's. Impact reviewed at the end of the programme.



<p><b>Total budgeted cost</b></p> <p>Fine Motor Skills intervention in EYFS with TA2 and TA3 15 minutes/ day = <b>£1149.50</b></p> <p>Fischer Family Trust Intervention TA2 30 minutes/ day = <b>£950</b></p> <p>TA3 catch up sessions 30 minutes 2 x per day = <b>£2796</b></p> <p>Star Club TA costs and resources = <b>£840</b></p> <p><b>Total Cost: £5735.50</b></p>				
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### 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?
Improved Attendance, wellbeing and readiness to learn.	Free attendance at Breakfast Club.	<p>The DfE document 'Wraparound and Holiday Care' 2016 reiterated the evidence that 'that for many parents it can be difficult finding something and affordable'.</p> <p>In a National Audit Office survey of children (2015) 31% believed that After School Clubs helped them to learn.</p>	Improved Attendance.	SLT	Reviewed termly throughout the year.

To ensure all pupils have access to school visit to enrich their curriculum and remove the potential cost barrier. To ensure that all children get the opportunity to have an enriched curriculum and provide children with experiences inside and outside the classroom.	Subsidising the cost of school visits/visitors to schools (i.e. free books when an author visits etc.)	In a National Audit Office survey of children (2015) 40% believed that going on educational visits helped them to learn.	A	SLT	Reviewed termly throughout the year.
<b>Total budgeted cost</b>					Breakfast Club = <b>£1900</b> (subsidised by school)  School trips and enhancements - £50 per child = <b>£300</b>  <b>Total costs: £2200</b>

#### 6. Review of expenditure -

<b>Previous Academic Year</b>	<b>Please see additional document Pupil Premium Impact Statement 2015 to 2016</b>
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#### 7. Additional detail

Link governor for PP meets with Head teacher termly to discuss this strategy in individual detail. Head teacher reports to governors termly regarding overall effectiveness of the strategy. Strategy reviewed annually to assess lessons learned in order to inform future work.