
Templemoor Infant and Nursery School



Pupil Premium Report 2017 - 2018

Date of Report: September 2017

Date of next Report: September 2018

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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 close gaps in attainment for pupils from disadvantaged backgrounds is a high priority for schools. The efforts that schools are making to close gaps 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 they raise standards and narrow the gap 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 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 2017-18.

School's Allocation of Pupil Premium Grant Funding

	September 2016	September 2017
Number of pupils on roll (Rec - Y2)	180	181
Number of pupils eligible for Pupil Premium Funding	6	3
Pupil Premium Grant Funding per pupil	£1320 (£1900 for pupils who have left care through adoption or special guardianship)	£1320 (£1900 for pupils who have left care through adoption or special guardianship)
Total Pupil Premium Grant Funding	£9660	£5120

From 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.

In 2016-17 we had no child eligible for the EYPP grant.

Early Years Pupil Premium 2017 - 2018	
Number of Children	Amount Each Year
1 child	£302.10

In 2017-18 we currently have one children eligible for the EYPP grant.

Early Years Data 2016 to 2017

—	Number of children who reached a Good Level of <u>Dvpt</u> in July 2017	Communication & Language			Physical Development		PSED			Literacy		<u>Maths</u>		Understanding the world			Expressive arts & design	
		Listening & attention	Understanding	Speaking	Moving & Handling	Health & self care	Self Confidence & awareness	Managing feelings & <u>behaviour</u>	Making relationships	Reading	Writing	Numbers	<u>SS&M</u>	People & Communities	The world	Technology	Exploring & using media & materials	Being Imaginative
	All (60)	92%	98%	98%	98%	98%	97%	97%	98%	88%	83%	83%	86%	94%	97%	98%	98%	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 Pupil Premium funding in Reception reached a Good Level of Development. The child had targeted one to one support from a teaching assistant to work on developing fine motor skills, daily phonics tuition, and was taught in a small group for guided reading and writing. The child is very artistic, so art resources were purchased to nurture this talent. The child reached the expected standard in 5 areas, and exceeded in 12 areas, including 'Exploring & using media' & materials' and 'Being Imaginative'. 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 2016 to 2017

	Number in Cohort	Number achieving expected standard	% School
Children eligible for the Pupil Premium Grant	2	1	50%
Total number of children in Year 1	60	56	93%

Both of the children eligible for Pupil Premium funding in Year 1 had five focussed one to one phonic support sessions from a teaching assistant per week. As a result of this intervention programme one child achieved the expected standard in phonics, and the other child achieved a pass mark of 26 (6 marks short of the 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	1	1	0
Writing	2	0	0
Maths	2	0	0

Expected Progress in Year 1:

5+ steps accelerated
 4 steps expected
 3 steps or below slow

One child eligible for Pupil Premium funding had daily Fisher Family trust intervention sessions with a trained teaching assistant. Each child had targeted phonics, writing and mathematics support as well as small focused guided reading sessions from a teaching assistant and teacher. Both children made 5+ steps of progress in reading, writing and mathematics.

Year 2 Data 2016 to 2017

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	2	0
Writing	3	0	0
Maths	3	0	0

The 3 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

5 steps expected progress

4 steps or below slow progress

Reading

2 children made 6 steps of progress

1 child made 5 steps of progress

Writing

2 children made 6 steps of progress

1 child made 4 steps of progress

Mathematics

1 children made 6 steps of progress

2 children made 5 steps of progress

Attendance Data 2016 to 2017

Absence rate of pupils eligible for Pupil Premium Funding	School (PP)	School (non PP)	National (15/16)
% of sessions missed due to overall absence	98.1%	97.3%	96%
% Persistent absentees - absent for 10% or more of sessions	0%	2.2%	9%

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 2016-17.

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
Year 1: 2 children						
1 to 1 Phonic Tuition	15 mins x 5 TA2 £1100	Child behind the expected reading age for their chronological age. Build confidence in reading through structure, continuity and success.	RWI 1:1 support within our school has been shown to have an impact on phonic progress that is sustained over time.	To improve phonic and decoding skills. Segmenting and blending key words.	Children make accelerated progress to be at least in line with Age Related Expectations.	Expected Progress 5+ steps is accelerated 4 steps is expected progress 1-3 steps is slow progress Reading Progress 100% of pupils made accelerated progress. Attainment 50% working at ARE 50% working just below ARE Writing Progress 100% of pupils made accelerated progress Attainment No pupils reached ARE however narrowed the gap with peers due to progress made. Maths Progress 100% of pupils made accelerated progress Attainment No pupils reached ARE however narrowed the gap with peers due to progress made.
Extra Guided reading	15mins x 1 TA2 £220	Child behind the expected reading age for their chronological age. Build confidence in reading through structure, continuity and success.	Previous success of this approach used at school. Education Endowment Fund.	To improve reading and comprehension skills.	Children make accelerated progress to be at least in line with Age Related Expectations.	
Targeted writing	15 mins x 3 TA 2 £600	Lack of confidence in writing. Slow progress in the development of early writing skills e.g. finger spaces/punctuation for sentences.	Previous success of this approach used at school. Education Endowment Fund.	To develop skills needed to become a Y1 writer as defined in the End of Year Objectives	Children show clear improvement in writing ability. Children at 'expected' for End of Year Expectations.	
Extra mathematics support	15 mins x 3 TA2 £600	To reinforce mathematics learning and have further opportunity to explore the concepts with concrete and pictorial representation.	Previous success of this approach used at school. Education Endowment Fund.	Children can reason about their mathematics learning.	Confidence in class. Level / depth of reasoning. Independence in workbook.	
FFT reading	15 mins x 5 TA2 £500	Confidence in reading skills and comprehension. Opportunity to regularly practice reading with an adult.	Previous success of this approach used at school. Education Endowment Fund.	To develop skills needed to become a Y1 reader as defined in the End of Year Objectives	Children show clear improvement in reading ability. Children at 'expected' for End of Year Expectations.	

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
Year 2: 3 children						
Extra Guided reading	15mins x 2 TA3 £2500	Child behind the expected reading age for their chronological age. Build confidence in reading through structure, continuity and success.	Previous success of this approach used at school. Education Endowment Fund.	To improve reading and comprehension skills.	Children make accelerated progress to be at least in line with Age Related Expectations.	Expected Progress 6+ steps accelerated 5 steps expected 4 steps slow Reading Progress 66.6% of pupils made accelerated progress. 33.6% pupils made expected progress Attainment 66.6% working at ARE 33.6% working below ARE Writing Progress 66.6% of pupils made accelerated progress. 33.6% pupils made slow progress. Attainment No pupils reached ARE Maths 33.6% of pupils made accelerated progress. 66.6% pupils made expected progress. Attainment No pupils reached ARE
Targeted writing	15 mins x 3 TA 3 £3800	Lack of confidence in writing. Slow progress in the development of early writing skills e.g. finger spaces/ punctuation for sentences.	Previous success of this approach used at school. Education Endowment Fund.	To develop skills needed to become a Y1 writer as defined in the End of Year Objectives	Children show clear improvement in writing ability. Children at 'expected' for End of Year Expectations.	
Extra mathematics support	15 mins x 3 TA3 £3800	To reinforce mathematics learning and have further opportunity to explore the concepts with concrete and pictorial representation.	Previous success of this approach used at school. Education Endowment Fund.	Children can reason about their mathematics learning.	Confidence in class. Level / depth of reasoning. Independence in workbook.	
Total Spend £15020		PP Budget £9660				

Pupil Premium Strategy Statement 2017 to 2018

Please see separate report.