



Pupil Premium Plan 2017 -18

SPRING MEADOW INFANT AND NURSERY SCHOOL



Headlines and Highlights from 2016/17

Head Teacher attended bespoke training, this enabled a greater understanding of the needs of disadvantaged pupils to tailor the provision to raise attainment.

Staff now have a greater understanding of the needs of the Pupil Premium children and ways in which to accelerate learning.

TAs were deployed in the afternoons to deliver 'interventions'. These took many different forms, for example, repetitive practise of non-words to improve phonic outcomes and 1-1 reading and words games etc. TAs did have a greater knowledge of the children they worked with.

Teachers continued to communicate with parents to secure home school links and develop support for the child at home.

Deputy Head Tracked data and provided this for Governors and the Head Teacher.

All teachers tracked progress of PP children. Focus was on raising attainment for all children including PP. Attainment at the end of Y2 increased for all children.

Spring Meadow Infant and Nursery School Pupil Premium Action Plan 2016/17

Funding Grant for 17 – 18 is £71,000

What will narrow the attainment gap?

This table is designed to acknowledge the key issues that would lead the attainment gap to narrow with the impact being seen in both hard and soft data. The impact column shows how each of these specific actions will be visible and demonstrated.

<u>Key Areas for Improvement</u>				
Close the gap for pupil premium children so that the majority reach GLD at the end of the EYFS.				
Close the gap for pupil premium children meeting the phonics check at the end of Year 1 and for those who re take at the end of Year 2.				
Close the gap in reading and writing in Year 1 and Year 2, so the majority reach ARE and there is an increase for the Higher attaining Pupil Premium pupils.				
Identified Key Issues	Objectives	Action	Cost	Impact – How you will see it
<p>Early Years</p> <p>There is a gap of - 39.2% for the Pupil Premium children compared to Non PP children meeting the expected standard at the end of the Reception Year.</p>	<p>To ensure all PP children in the Nursery and Reception classes are taught how to read and write building on their starting points</p> <p>To significantly increase the number of FSM/PP children who meet GLD (so that the majority meet GLD)</p>	<p>Reading and writing skills are taught explicitly based on assessed starting points.</p> <p>Observations to identify what has been achieved and next steps.</p> <p>Planning evidences actions to achieve next steps.</p> <p>Parents meet regularly with the class teacher and home school partner to discuss support in school and how to develop skills at home.</p> <p>HSP to provide reading activities for parents to use off-site. HSP to set up in-school workshops for parents to attend.</p> <p>Library type sacks to go home with families to develop a love of reading.</p>	<p>Home school partner £20,000</p> <p>HLTA in nursery 8 hours input for focus EYPP children. £4000</p> <p>Reception – 40% HLTA time focused on PP children across the three classes. £8000</p>	<p>Moderation of baseline ascribed to each child, cross- moderated to agree. This will form a robust and rigorous baseline on which to measure progress over time. Moderation on a half-termly basis to track improvements in outcomes.</p> <p>FSM children are a major focus of PP meetings. These will take place on a half-termly basis.</p> <p>FSM children have been identified on every teachers’ PM documents and teachers will be held to account for achieving the required outcomes.</p> <p>Planning will identify the FSM children and how they are being supported to accelerate their learning.</p> <p>Environment/books will show progress over time in the development of writing skills.</p> <p>Tapestry observations will show precise language used to inform what has been achieved and what next steps will be developed so all involved, including the family, can take the required actions.</p>

		<p>Classroom demonstrates a print rich environment. Exciting and relevant reading areas linked to topic. Opportunities to write abound, with focused small group teaching in place. All PP children to be included in planned and focused tasks.</p>	£2000	<p>Summative data will show an increase in progress and attainment on a termly basis. PP children have made at least 8 steps progress or more in Literacy and C&L.</p>
<p>2. There was a small gap of -7.9% for PP children in achieving the Y2 retake of the phonics test. The gap can be removed completely for the new PP children in Y2.</p>	<p>All pupil premium (who did not meet the standard in Y1) children to pass the phonic re take at the end of Y2.</p>	<p>Identify PP children who need to retake test. Clear baseline assessment undertaken. Teachers set rigorous targets to meet for each PP child. 4 X weekly group phonics teaching by experienced and skilled teacher. Half-termly evaluation and screening to judge progress and attainment. Meet all parents to provide materials to support the reinforcement of sounds being taught and the associated writing skills. Half-termly sessions with parents to support them in the home work set to develop phonics.</p>	<p>5 hours teacher time per week. £6000 HSP meeting and supporting parents with teachers</p>	<p>Starting points identified and moderated as secure point to measure progress from. Performance management targets set for each child, reviews show accelerated progress from their starting points. Change of interventions seen as progress is made or if child is not progressing. Parents report on a short questionnaire how their child's phonics have improved and how they are more confident in supporting. Writing in books shows a greater use of the sounds being learnt. (phonetically plausible attempts at words) Phonic test pass mark met.</p>
<p>3. There were 17 PP children at the end of Year 1 (16/17). 9 of those children reached the phonic check so the gap was -21.8. Close this gap by at least 15% for children in the current Y1. 4. At the end of Y2 the PP gap in reading was -22.1.</p>	<p>The majority of children in Y1 to achieve the phonic pass mark.</p>	<p>Identify PP children and record on intervention documents. Clear baseline assessment undertaken to ensure children in correct groups. Teachers set half-termly targets to meet for each PP child. 4 X weekly additional group phonics sessions taught by experienced and skilled teacher. Half-termly evaluation and screening to judge progress and attainment. Meet all parents to provide materials to support the reinforcement of sounds being taught and the associated writing skills.</p>		<p>Starting points identified and moderated as secure point to measure progress from. Performance management targets set for each child, reviews show accelerated progress from their starting points. Change of interventions seen as progress is made or if child is not progressing. Parents report termly on a short questionnaire how their child's phonics have improved and how they are more confident in supporting at home. Writing in books shows a greater use of the sounds being learnt. (phonetically plausible attempts at words) Phonic test pass mark met.</p>

This gap to be removed for the majority of PP children in the current Y2.		Half-termly sessions with parents to support them in the home work set to develop phonics.		
5. At the end of Y2 the PP gap in writing was -26.4 This gap to be removed for the majority of PP children in the current Y2.	To ensure all PP children meet age related expectations in writing.	Children identified at the start of the academic year.	See point 2	<p>Starting points identified and moderated as secure point to measure progress from.</p> <p>Performance management targets set for each child, reviews show accelerated progress from their starting points.</p> <p>Change of interventions seen as progress is made or if child is not progressing.</p> <p>Parents report on a short questionnaire how their child's phonics have improved and how they are more confident in supporting.</p> <p>Writing in books shows a greater use of the sounds being learnt. (phonetically plausible attempts at words)</p> <p>Phonic test pass mark met.</p>
6. The combined (RWM) gap at the end of Y2 was -23.6 for PP children. This gap to be removed for the majority of the children.	To remove the barriers to progress in reading, writing and maths so that attainment is in line with those who are not PP.	<p>Pupil Premium leader to plan additional teaching and learning opportunities for PP children in Y2 and Y1</p> <ul style="list-style-type: none"> - Reading interventions – Lexia. - Writers workshops. - Maths on-line programmes 	£20,000 (incl above)	Additional reading, writing and maths practise and intervention activities evidence rapid progress for every PP child so that they achieve in line with pupils who are non PP.
7. At the end of KS1 in 2017, the children reaching greater depth increased, however, the gap between PP at greater depth and	PP children will attain greater depth in line with those who are not PP	Identify the children who are PP and who have the potential to reach Greater Depth. Additional work to be undertaken with the PP children who show potential to achieve at Greater Depth. Agreed approaches to be put in place by PP champion (RP). Parents of the PP children	Included in the funding for the PP group in section 6	Statistically children will achieve at Greater Depth in all areas in line with those who are not PP.

Non PP at greater depth was -24.8.		to be informed of the initiative and the approaches being used.		
PP children need additional opportunities to practise social skills as well as academic subjects linked to reading, writing and maths to support the closing of the gap.	To provide early morning and end of day support for PP children to extend their learning opportunities	To access a healthy breakfast. IT resources available to enable practise sessions of maths and English. Agree with GB the number of free places we can provide (50% reduction for a maximum number of days?) Advertise this facility to parents whose children receive PP.	1 free afterschool place per child per week or two free morning places per week. (Maximum of 20 children) £7000	PP children are more confident in basic skills. End of Year progress is at least 8 steps for all PP children.
PP children do not have the additional funding available to extend their skills in healthy sports activities.	To provide one after school sports opportunity per PP child each term.	Agree with sports club providers what they can offer. Inform parents of provision and provide with a request form on a termly basis.	20 X £50 per term = £1000 so £3000 for the academic year.	PP children demonstrate healthier lifestyles. PP children are accessing the after school provision weekly.
PP children do not have the funding available to pay for educational visits and requests for donations create additional stressors on squeezed family funds.	All PP children to attend visits	All parents of PP children to be informed of this provision. Letters to be personalised for the parents of the PP children.	£1000	Families welcoming the provision for their child and do not need to be concerned about funding school visits.
The school needs to ensure that every family who is entitled to additional funding completes the appropriate paper work to direct monies in to school.	Every child entitled to additional funding is identified and budget increases to support and meet their needs	All families to be invited to go through the application process for requesting PP funding. Each request that is successful means the parents will receive a school sweatshirt for their child and a small book bag. Inform all parents of this provision.	£500	Every child who is in need of additional funding and support is in receipt of this funding. This funding is allocated precisely to improve the outcomes for all PP children including the more able child.
PP children need to be able to 'over-learn' in order to	Editing opportunities will ensure a	Teachers and support staff to identify when editing will take place for every PP child.	TA salary percentage across the school. £10,000	Work produced is refined and outcomes in books demonstrates the child marking their own work and making changes needed and building on prior learning.

fully grasp new areas of learning so that learning can be embedded and successfully built on.	child can talk about the difficulties they had in their work and ways to develop it	Show outcomes of editing to YGL during PP meetings to measure progress and reassess needs		
PP children and the need to close the attainment gap for them is a challenging area. This means a key member of staff is in post to lead this provision in school and continually work to raise standards and change teaching and learning provision according to need.	For every penny of PP funding is making a difference to the outcomes for the children. To make sure tracking is rigorous and interventions are effective and having the desired impact.	Observe the provision in each class and ascertain how the needs of the PP children are being met. To visit settings where PP children historically make good progress. To deliver interventions identified and be the model for the staff to follow. To provide in class support for children who require this or for teachers who require professional development. To report to the HT on a weekly basis to explain use of funding and impact. To write a termly report for the Governing Body. To meet with the Link Governor for Pupil Premium.	£20,000 (already included)	There is a consistent approach to providing support to all PP children based on need. Class teachers have access to support from lead teacher. Models of excellence are identified and teachers have visited to improve outcomes for focus children. High quality teaching is provided for PP children. PP children and next steps for improvement. PP children make at least 8 steps progress.
There are limited additional resources in the school to support 'over-learning' for identified PP children. On-line resources will provide a new fresh approach to this need.	Enable PP children opportunities to practise key reading and number skills.	Purchase Lexia reading programme which is accessed at least 3 times per week. Maths practise programme to enable PP children to over learn.	£10,000	PP children have made significant progress through the required stages of the on-line programmes and this has impacted on attainment and progress (In line with expectations and at least 8 steps progress)