



Pupil Premium – Strategy Statement



The government continues to provide funding targeted at addressing underlying inequalities and aiming to tackle the disadvantages that some children experience in life. As a school we use the money carefully to ensure that our vulnerable children achieved the best support possible. Our OFSTED inspection in June 2016 stated that, *'Pupil premium funding is used effectively to enable disadvantaged pupils to make good progress from their starting points. Clear and specific planning for the use of the funding is focused on narrowing gaps.'*

Our end of Key Stage assessment information for 2019 demonstrates that the school continues to close the attainment gap by the end of Year 2 in most areas

SCHOOL Crest Infant & Nursery School					
ACADEMIC YEAR	2019 - 2020	TOTAL PP BUDGET	£46,800 based on block funding	Date of Most Recent PP Review	July 2019
Total Number of Pupils	219	Number of Pupils Eligible for PP	47 currently (1xCiC, 46 x FSM)	Dates of Next Internal Review of this Strategy	November 2019, January 2020, March 2020, May 2020 July 2020

Barriers to Future Attainment (Current Year groups and whole school)

In school barriers as identified for 2019 -2020	
Nursery (3 in receipt of EYFS PP)	This group have entered Nursery with poor speech and communication, social skills and health & self-care. In addition, they are below age expected for all the specific areas. One child is significantly below the developmental expectation for his age in 15/17 strands.
YR (20) 1 child is on the SEND register and 1 is EAL	Emotional development is a key area for development for this cohort of children. Overall they are working within the 30-50e- or 30-50d in all strands so are not currently at ARE.
Y1(18) 4 children are on the SEND register and 2 children are EAL	Maths was an area where PP children achieved a lower percentage than non PP children and this will become a focus area for development. PP children were below non PP children for R/W/M at AARE.
Y2 (6) 1 child is on the SEND register and 1 is EAL	Reading and Writing is just below that of the non PP children and therefore this will be an area for development. The two children who did not achieve the Phonics standard will have specific interventions for this.
Whole School A.	Higher achieving children entitled to pupil premium often make less progress than other higher ability pupils across Key Stage 1.

Whole School B.	SEMH and well-being are a priority for some of these children.
Whole School C.	Poor communication skills, physical development and reduced self-care skills on entry to school.

External Barriers	
D.	Parental engagement, including capacity to support learning, of the majority of parents of pupil premium children is low.
E.	Attendance, persistent absence and punctuality of children entitled to Pupil Premium is poorer than that of non-pupil premium, reducing the time spent in school and creating learning gaps.

OUTCOMES		
Desired Outcomes and how they will be measured		Success Criteria
YR	1.The well-being of PP children is given a high priority to ensure 'readiness to learn' <ul style="list-style-type: none"> • Character education survey • Development Matters assessments/observations 2. Improved expressive and receptive language <ul style="list-style-type: none"> • Development matters assessments • Speech and Language link assessments • Increased local authority speech and language service 3. Quality first teaching and targeted interventions as required	By the end of EYFS, pupils entitled to Pupil Premium reach (GLD) or exceed expectations as a result of making rapid progress.
Y1	1.Timely and effective interventions ensure PP children make progress in line with or better than non-PP children <ul style="list-style-type: none"> • Pupils' work • Progress and attainment records • Feedback is given daily (either written or verbal) • Effective deployment of LSA support 2. Quality first teaching and targeted interventions as required	Children in receipt of PP funding make expected or better progress to close the gap with their non-PP peers.
Y2	Timely and effective support for all PP children <ul style="list-style-type: none"> • Progress and attainment records • Outcomes on provision maps • Professional assessments from outside agencies ensure appropriate pathways are in place • Resources are in place to support learning through quality first teaching and intervention support 	Children make expected or better progress despite any additional needs. Inclusion Manager is able focus on strategic direction of school plans

A.	<p>More able PP children are supported through targeted intervention programmes and quality first teaching.</p> <ul style="list-style-type: none"> • Assessment data (tracking of this sub-group) • Daily feedback for improvement (pupils' work) • Character traits e.g. resilience, perseverance and high aspirations for themselves 	<p>An increased number of PP children reach the enriching/greater depth standards.</p>
B.	<ol style="list-style-type: none"> 1. Improved expressive and receptive language YR <ul style="list-style-type: none"> • Development matters assessment • Speech and Language link assessments • Increased local authority speech and language service 2. Improved ability to orally rehearse, in full sentences, what they want to write YrR-2 <ul style="list-style-type: none"> • Development matters assessments / Writing record YR • Formative writing records / Key objective tracker Yr1-2 • SIMS assessment tracker (summative to measure progress) YrR-2 3. Specific and targeted interventions YR-2 <ul style="list-style-type: none"> • Speech and Language link assessments 	<ol style="list-style-type: none"> 1.Children making above expected progress in 3 areas of Communication and Language Improved progress using Speech and Language link assessments Less children recorded as AEN for SALT needs in Yr1 and then Yr2 2. Children are more confident writers Children can say what they want to write before putting pencil to paper High % of children in each class make expected / above expected progress so more children eligible for PP meet age related expectations 3. Reduction in SALT support for children in Yr1 and 2
C.	<p>Low levels of wellbeing/high incidence of SEMH needs amongst PP children impacts on confidence and self-esteem. This in turn can inhibit the ability to thrive in class.</p> <ul style="list-style-type: none"> • Character education survey and monitoring of wellbeing and involvement • Boxall Profile assessments • Early Help records • Character traits e.g. resilience and perseverance and high aspirations for themselves • Therapeutic intervention programmes • Pastoral team involvement • Use of ELSA trained staff to intervene as necessary 	<p>Children's levels of wellbeing and involvement increase in class Inclusion team plan appropriate activities to support children where there are barriers The inclusion team are fully equipped to plan a range of interventions – training and resources</p>
D.	<p>Engagement, and capacity to support learning, of majority of parents of pupil premium children is low</p> <ul style="list-style-type: none"> • HSSW records • Family intervention programmes • Parent Consultation forms • Targeted support • Use of ELSA trained staff 	<p>Parents feel comfortable to come into the school environment. Parents are better equipped to support their children in school. Support learning initiatives at school in the home through the school forum, HSSW, class teacher and SLT</p> <p>Raised parental aspirations for their children.</p>
E.	<p>Increase the attendance rates, persistent absence and punctuality of all children in receipt of Pupil Premium funding. Outcomes of attendance initiatives</p> <ul style="list-style-type: none"> • Attendance data 	<p>Fewer disadvantaged children are persistent absentees Attendance for disadvantaged children increases to 95+ % The number of unauthorised absences for disadvantaged children decreases</p>

	<ul style="list-style-type: none"> • Outcomes of meetings with focus families - Early Help / ChiN/CP • Attendance advisor (LA) meetings with staff and parents • Targeted parental support 	In-school gap between non-disadvantaged / disadvantaged closes
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Academic Year 2019 - 2020			
Desired Outcomes	Actions	Evidence & Rationale	Cost
<p>Quality First Teaching will be accessible for all children in all year groups</p> <p>The number of PP children reaching the enriching standard in Reception and Year One, and greater depth in year Two, will increase from the previous year</p>	<p>Provide training for all staff ensuring that learning and live feedback is effectively differentiated and precisely targeted to accelerate progress for children with Pupil Premium funding and close learning gaps.</p> <p>AfL training/refresher CPD for all staff to ensure children are effectively supported and challenged in lessons.</p> <p>Higher ability pupils in receipt of PP funding to be identified and tracked as a sub-group.</p> <p>Lead teacher time in each Year group to support teaching and learning and Subject Leadership. Rigorous assessment supported by tests (Y2) and ongoing assessment to support improved retention of learning.</p> <p>Targeted intervention and specific support for learning to enable children to access the curriculum SLT coaching and support for Key staff</p>	<p>All children get the best provision possible within the classroom for Reading, Writing and Maths. Teaching is rapidly improving and children are receiving at least good teaching consistently across the school.</p> <p>Ensures that interventions for vulnerable groups, are taught by outstanding practitioners and learning gaps are closed.</p> <p>Key Teachers are accessing relevant training which will impact on their regular practice. More able lead co-ordinator will monitor and report on this regularly.</p> <p>Feedback and precise AFL is an effective strategy for improved attainment</p> <p>Focus group teaching, in conjunction with quality first teaching, is known to have dramatic effect on the attainment and progress of children.</p> <p>PP champion and assessment lead will monitor teaching and learning, capacity for development and trends in order to evaluate and sustain impact of strategies in place.</p>	<p>Proportion of HLTA/LSA support for intervention £19785</p>

	Based on Sutton Trust research, the work of PP children is responded to daily and first. Specific feedback is given. All adults need to know which children are entitled to PP in order for this to happen effectively.	EEF Toolkit suggests high quality feedback is an effective way to improve attainment and is suitable as a whole school approach <i>Evidence taken from professional judgements, learning walks, observations, data monitoring, progress meetings and reports for Governors</i>	
Improved social and oral language skills with a specific focus on children with SEND and/or EAL as an additional barrier. Social communication and language skills will be a focus especially for children with barriers to learning due to SEND or EAL	Screen tracking group for receptive & expressive language skills (Speech Link/Language Link) Trial and develop whole school approaches to support acquisition of language skills Identify and target children and groups needing additional support Training for staff in strategies for supporting selective mutism and other speech and language barriers to learning	EEF Toolkit states that studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds. <i>Monitoring of implementation and impact during lesson observations, pupil discussions, vocab assessments / tracking</i>	Proportion of the Speech & Language Link licences £250 Proportion of SALT provision £5710 Selective Mutism Toolkit £90 Additional TA hours specifically for speech and language intervention £3420
To raise pupil (and parent) self-esteem, confidence and engagement in order to equip them with strategies to improve life skills and academic learning	Therapeutic work / nurture activities for identified individuals/families. Additional teaching and precision teaching Introduce the Incredible Years Parenting programme To embed the ethos of the school through the vehicle of Character education to parents and carers	Tracking of 'soft data' through 'before and after survey' for individual pupils/families. Tracking of academic data for impact of intervention on learning over time. Tracking of soft data via the term one and term six character education surveys.	£5850 Additional nurture LSA hours within the pastoral team £1956 (part cost of staff for Bright Start morning club)

			<p>£4500 (part cost of HSSW family and individual intervention programmes)</p> <p>£570 release time for character education lead</p>
<p>Extra-curricular activities to run alongside inspirational experiences to inspire and motivate</p>	<p>'Forest' school equipment and other equipment supplied (e.g. PE kits) for those who do not bring their own kit.</p> <p>Funding is used to provide spaces at external provision (e.g. 'Bright Start Club')</p> <p>Funding for local curriculum opportunities</p> <p>The school has a part-time Home School Support Worker who monitors attendance of this group and also undertakes family and therapeutic interventions</p> <p>Attendance of PP children at extra-curricular activities</p> <p>Holiday sports club paid for, for PP children</p>	<p>Rich and creative learning environments which are conducive to learning</p> <p>All children will be able to experience a rich as well as broad and balanced curriculum which is taught by well trained and inspirational staff</p> <p>Vulnerable children are able to access external activities, including educational visits, irrespective of means.</p> <p>HSSW supports vulnerable families to access educational provision effectively.</p> <p><i>Monitoring of implementation and impact during lesson obs, pupil discussions, vocab assessments / tracking</i></p>	<p>£2340 (Bright Start provision costs)</p> <p>£20 subsidy per child for educational visits £940</p> <p>Additional equipment fund £500</p> <p>Sports club costs £470</p>
<p>Improved SEMH of children in receipt of pupil premium funding</p>	<p>Support for complex PP families and pupils to reduce the impact of low self-esteem and well-being.</p> <p>Additional TA nurture support in class via the ELSA training programme.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils can be effective. When necessary or appropriate we work with families to address particular concerns or issues.</p> <p>Supervision</p>	<p>Costed above (HSSW/Pastoral team interventions)</p>

	<p>Continued training for staff in managing children with SEMH needs.</p> <p>Use of character education vehicle to embed virtues and values</p>	<p>Termly Pupil Progress meetings</p> <p>Improved well-being and understanding of self for PP children – soft data collection – monitoring walks, attendance, attitudes to learning</p>	
<p>Increase attendance of vulnerable children who are in receipt of PP funding.</p>	<p>Follow the LA attendance programme to improve attendance for all. Regular attendance meetings to be held (JS/SG/JB) and targeted families identified.</p> <p>Reward system for improving and good attendance.</p> <p>Support from HSSW</p> <p>Ensure school is a safe productive environment that children are keen to attend and engage with.</p>	<p>Children attend school regularly to support their academic progress and also their social understanding of the world.</p> <p>Persistent absence rates reduce to be closer to those found nationally.</p> <p>Attendance is even closer to the national average.</p> <p><i>Attendance tracking shows the gap is narrowing</i></p>	<p>£250 (rewards)</p> <p>Additional AAP hours to support £350</p> <p>Costed above</p>
			<p>TOTAL £46,981</p>