

Shinfield Infant and Nursery School - Pupil premium strategy statement 2018-19

1. Summary information					
School	Shinfield Infant and Nursery School				
Academic Year	2018-19	Total PP budget	£22,794	Date of most recent PP Review	Dec18
Total number of pupils		Number of pupils eligible for PP	23 15 E6/FSM 8 LAC (8 E6/FSM and 3 LAC joined F2 in Sept 2018)	Date for next internal review of this strategy	Feb 19

2. Current attainment (Summer 2018 data)		
	<i>Pupils eligible for PP</i>	<i>All pupils</i>
% of pupils achieving a GLD at end of Foundation Stage	60%	73%
% of pupils achieving the expected standard in Reading at end of KS1	67%	70%
% of pupils achieving the expected standard in Writing at end of KS1	70%	63.3%
% of pupils passing the Phonics screening check at end of Year 1	80%	94%
% of pupils passing the Phonics screening check at end of Year 2	50% (1 of the 2 chn was absent)	65%
% of pupils achieving the expected standard in Maths at end of KS1	59%	36.1%
% of pupils achieving the expected standard in Science at end of KS1	83%	89%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Expressive language skills – access to a language rich environment to develop speaking, reading and writing skills
B.	Social and emotional issues of children having a negative impact on their confidence, behaviour and academic progress
C.	Complex needs of some children eligible for PPG who are also supported for SEND

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance and punctuality	
E.	Parental support for children eg: for reading at home, provision of basic equipment for school and for toileting	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved vocabulary and spoken and written skills – confidence in communicating with others	Progress in speaking/writing
B.	Improved attendance, punctuality	Improved attendance/punctuality
C.	Greater parental engagement – attendance at school parent information meetings and Triple P Parenting courses run by school PSA	Higher attendance at meetings, Positive feedback from PSA, improved support for children from home. Parents report they feel well supported too and have positive expectations for their children's progress.
D.	Academic progress improves	Making at least expected progress and achieving higher combined scores in reading, writing and maths.
E.	Confidence of children and engagement with a range of activities in and out of school	Children are attending school clubs and engaging with positive activities out of school. Their well-being has improved and they are ready to learn and achieve. Evidence from pupil/teacher meetings and parent feedback.

5. Planned expenditure

Academic year

2018-19

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?
Develop children's vocabulary for writing	Talk for writing	It enables the children to practise skills of sequencing ideas and thoughts	Whole school strategy. Regular monitoring/feedback: book scrutiny, lesson observations, discussions with pupils, pupil progress and planning reviews.	Key Stage Team Leader	Half termly
	Greater range of stories read to children.	Increasing range of understood and used vocabulary will lend greater depth to writing	Purchase of 'Literacy Spine' selection of quality story books that will be shared with each year group to enrich children's experience of a wide range of stories.	Writing lead teacher	
	Voice 21 Oracy project	Staff will have an in depth understanding of development of oracy skills, in order to teach these.	Through a project focusing on the development of vocabulary and expressive language in school.	Nursery teacher and LAC lead teacher	
Further develop children's understanding of texts	Book Talk	It enables the children to develop key inference skills and to articulate their ideas more clearly and expressively.	Staff training and regular updates	Reading lead teacher	Half termly

Greater progress in maths and closing of gap between PPG and non PPG children	PiXL therapies in Year 2 and focused small group teaching in all years	Focused small group teaching, especially booster groups, has proved successful in accelerating progress. The staff have had training on using PiXL tracking and therapies for sharper focus on learning needs. We have just started to use PiXL this year.	Staff training on PiXL tracking Pupil progress reviews with teachers and TAs.	Maths lead teacher	Half termly
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Total budgeted cost £10,000

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?
Improved attendance and punctuality for all children, especially PPG children	Appointment of Attendance Officer in admin team, who has half a day a week to monitor attendance and action support for this	The role of the EWO has diminished and the school has been given increased responsibility for ensuring good attendance for all pupils, especially disadvantaged pupils whose overall attendance was lower than all pupils in 2017-18 due to home circumstances, including parental difficulties, poor housing conditions and homelessness. This has had a marked impact on progress for some children.	Fortnightly meetings between the Head and Attendance Officer to monitor and follow up upon persistent absence (below 90%). AO to attend training led by EWO and SIMS. Joint meetings with parents to challenge and support strategies for poor attendance. Promotion of good attendance in communications with parents. Governor for Attendance to be kept informed and to review impact in termly reports.	Headteacher Attendance Officer	Fortnightly. Termly report for Attendance Governor
With support of parents, identify the social, emotional and academic needs of each child	Discussion with parents about activities that support their child's individual needs	The individualised approach works well with parents and children in this school and has led to more sustained parental engagement and better understanding of their child's needs	Parental responses to letters Parent questionnaire (annually) Meetings with parents Progress towards achieving child's ISP targets	Deputy Head	Termly

<p>Close the gap between PPG and non PPG children in reading and writing</p>	<p>1:1 reading sessions with a teaching assistant before or after school</p> <p>Sound Linkage</p> <p>Precision monitoring</p> <p>Booster groups in writing</p> <p>Additional Level 3 TA in Year 2 for small group work in writing, based on RWI and Talk for Writing</p>	<p>The children respond well to the individual attention at a quieter time of day and parents can be spoken to after the session about areas to practise or support.</p> <p>The teachers work with the Level 3 TA to deliver a programme that meets the needs of each child in a small group for four mornings a week.</p>	<p>Monitor progress in reading for PPG children and support for home reading award – put additional support in place for children and for parents to enable their child to read at home.</p> <p>Staff training in key intervention strategies and TA involvement in pupil progress reviews.</p> <p>Teachers to oversee planning and marking and to liaise with Level 3 TA to plan next steps in learning</p> <p>Children will move between the group and classes depending on the areas that need to be taught.</p> <p>F2 to set up a reading time for all classes each morning and to encourage parent help, so as to maximise teacher support for reading with PPG children at these times.</p>	<p>Deputy Head SENCo</p> <p>Key Stage Team Leader</p> <p>Reading Lead</p>	<p>Half termly</p>
<p>Improved progress in phonics</p>	<p>Additional Phonics booster groups in Year 1.</p>	<p>Small group work on targeted areas has worked well as an intervention strategy and effectively trained staff are able to move the children on more quickly</p>	<p>Ensure that gaps are closely monitored and sounds not covered in RWI are taught alongside.</p> <p>Staff training and TA involvement in pupil progress reviews.</p>	<p>Phonics lead</p> <p>Deputy Head</p>	<p>Half termly</p>
<p>PPG children to make faster progress in maths</p>	<p>Additional Level 3 TA in Year 2 for small group work in Maths</p>	<p>Small group work on targeted areas has worked well as an intervention strategy and effectively trained staff are able to move the children on more quickly</p>	<p>Monitor progress and adjust groups once children have caught up. Staff training and teacher monitoring of small group work undertaken by TAs. TA involvement in pupil progress reviews.</p>	<p>Key Stage Team Leader</p> <p>Deputy Head</p>	<p>Half termly</p>

Targeted PSA support for families who would benefit from more support	Offer free parenting courses at different times of the day and evening. Offer 1:1 strategic support as needed	This approach has worked very well for a number of years. The PSA has had time to engage with families who are struggling with a number of issues. The effects have been life changing for many families and have helped links between home and school	Feedback from parents after workshops. Scaling process with PSA. Monitoring of children's progress and confidence	PSA Deputy Head	Termly
Greater access to clubs and activities for PPG children	Offer a free after school activity club and pay for the class trip out each year	We have found that many of the PPG children have limited access to extra - curricular activities due to financial or family circumstances	Take up of clubs is high. Positive feedback from parents and children. Children's confidence measured in simple scaling terms of 1-10 with each child. Child can describe an activity they enjoy.	Deputy Head	Termly
Intensive support for children with behaviour and attachment disorder issues, especially LAC pupils.	1:1 support, and application for ENIF to get early support. Training on attachment disorder for all staff to understand and more effectively support children.	This has become increasingly needed for children with very complex issues preventing them from learning and participating safely with other children in class. It has proven to be very effective and enables children to manage anxiety better, thus focusing more on learning.	Whole staff training on attachment disorder – whole school approach is consistent and working well. Progress through ISP/PEP targets Reduction in recorded incidents of poor behaviour Regular review meetings with team working with the child/ren	SENCo LAC lead teacher	Half termly
Total budgeted cost					£10,574 (rest of cost met from school budget)
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?

Children to be ready for school and learning	Friday Breakfast Club	The children will be better prepared for school having had a good breakfast. Research from EEF shows that progress can be boosted by up to 2 months over a year. The PPG lead (Deputy Head) will get to know each child better as an individual and work more closely with their needs.	Regular attendance at Breakfast Club. Children's feedback each week. Teacher feedback on how each child settles in to class afterwards. Impact on progress	Deputy Head	After the club – will run once to start with
Increased confidence and improved social skills when starting school – F2	Weekly nurture groups	Staff have had training in running nurture groups and this strategy has worked effectively in calming children, reducing anxiety and improving behaviour.	Children's confidence measured in simple scaling terms of 1-10 with each child	FS Lead	Half termly
Additional transition programme for move to Junior School – Year 2	Extra visits on own with 1:1 support or in small groups, discussions with parents and children, close liaison with Junior School	This programme has been developed over a number of years and has resulted in successful transitions with reduced anxiety for the children.	Children's confidence measured in simple scaling terms of 1-10 with each child. Parent feedback is positive. Review meeting in Autumn term – Year 3 team report positive start for the child/ren and good progress is maintained.	SENCo	In Autumn term following transition
Total budgeted cost					£400

6. Review of expenditure

Previous Academic Year	2017-18				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)		Cost

Improved progress for PPG children	<p>Class based teaching for Maths</p> <p>Supported small group work in Talk for Writing</p> <p>Additional 1:1 support for reading</p> <p>Phonics booster groups</p>	This was successful in closing the gap for the most able disadvantaged children in Maths, reading and writing, but the least able disadvantaged made slower progress in Maths because they needed more time to revisit areas of learning. The additional support for daily readers had a positive impact on the progress of all PPG children in reading. The Talk for Writing and booster groups in particular resulted in PPG children achieving better in writing than the whole year group overall (see chart above).	The small group and 1:1 work has the most positive impact on children's progress. We will put an additional small group back into place next year for the least able disadvantaged children in Maths and continue with additional booster groups in phonics and writing. We will put PiXL tracking and interventions in to place for children who are borderline in order to help close gaps more quickly and accelerate progress.	£20,000
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Targeted PSA support for families who would benefit from more support, thus improving support for children at home	Offer free parenting courses at different times of the day and evening. Offer 1:1 strategic support as needed	This approach has worked very well for a number of years and has been developed through more training for the PSA in Triple P parenting, and more hours allocated to her role between the Infant and Junior schools. The PSA has had time to engage with families who are struggling with a number of issues. The effects have been life changing for many families and have helped links between home and school, which has had a very positive impact on children's happiness and well-being for better learning. For some children, the impact on academic progress comes later as the focus is on behaviour, anxiety, early identification of SEN needs and getting the right support for these to support learning at school.	The PSA will need more hours in order to discharge her duties effectively and to allow more time for feedback to the school on her work, as well as sharing the impact of this on children's progress. This will continue next year as had a huge impact on children's well-being and progress. PSA to complete training in running Triple P parenting courses.	£11,000

Improve learning behaviours for children with attachment disorders and behavioural issues	1:1 support for behaviour especially at times of transition Additional adult support for lunchtimes	Behaviour significantly improved in the target group of pupils which was due to reduced anxiety and a consistent approach from adults. Additional lunchtime supervision ensured that the target group of pupils were able to play safely and learn new games and social skills. This reduced the number of behaviour incidents at lunchtime and ensured a more settled start to the afternoon's learning. Time was allocated for teachers and SENCo to meet with parents within school hours to discuss their child's behaviour and agree on shared strategies that would support improvement.	We need to review our behaviour policy to simplify school rules and to train all staff in using scripts to ensure a whole school approach. Staff training planned for 2018-19 to focus on this.	£16,000
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Greater access to clubs and activities for PPG children	Offer a free after school activity club and pay for the class trip out each year	We have found that many of the PPG children have limited access to extra - curricular activities due to financial or family circumstances	This has increased opportunities for children who might not otherwise have these. This to continue and school to review the range of clubs on offer to provide a wider variety to meet the needs and aspirations of the children.	£3,167

7. Additional detail

We liaise closely with our linked Junior School Shinfield St Mary's to collaborate on learning opportunities such as sharing workshops for children and shared good practice to support PPG children. The PSA is employed by both schools, which provides continuity of support for families. The two schools share policies such as a joint attendance policy to ensure that there is a consistent and robust approach to improving attendance. There is a joint Governing Body working group that focuses on strong links between the two schools, in order to provide a full and enriched education for children from Nursery to Year 6.