



South Stanley Infant & Nursery School

Pupil Premium Strategy Statement 2019-2020

Pupil Premium Lead: Louise Thompson

Pupil Premium Governor: Roger Banks

1. Rationale

At South Stanley Infant & Nursery School we believe that our practice ensures that the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non – Pupil Premium both within school and nationally. It is our desire that no pupil is left behind and we use our pupil premium funding effectively to achieve this.

2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Total Eligible Boys	Total Eligible Girls	Total Looked After Children/ Post LAC	Total Service Children	
64	Per Pupil: £1,320	Per Pupil: £1,320	Per Pupil £1,700*/ £2,300	Per Pupil £300	

*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

3. Early Years Pupil Premium Funding

Total of Nursery Pupils	Total Eligible Pupils	Total Eligible Boys	Total Eligible Girls	Total EYPP Budget
7	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53

4. Total Pupil Premium Funding 2019-2020	£81,840
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5. 2019 – Disadvantaged pupils outcomes								
EYFS – 37 pupils (15 FSM/Disadvantaged)								
Good Level of Development	School Dis	NA Other 2019	School diff	Nat diff 2019				
	65%	75%	-10%	-19%				
KS1	Expected Standard				Greater Depth Standard			
Y2 – 39 pupils (24 Disadvantaged)	School Dis	NA Other	School diff	Nat diff 2019	School Dis	NA Other	School diff	Nat diff 2019
Reading	58%	78%	-20%	-16%	13%	28%	-15%	-14%
Writing	58%	73%	-16%	-18%	4%	17%	-13%	-10%
Maths	63%	79%	-16%	-16%	9%	24%	-15%	-12%

Barriers to future attainment (for pupils eligible for PP including HAP)	Desired Outcomes
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In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A	<p>The majority of Y1 pupils who did not meet the phonics standard at the end of 2019 were disadvantaged. This is going to slow their progress in all curriculum areas that demand effective reading strategies.</p>
B	<p>Many pupils who are eligible for Pupil Premium do not enter early years at age related-expectations. This means they need to make more progress across school than their peers to diminish that gap.</p>
C	<p>Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.</p>
External barriers (<i>issues which also require action outside school, such as low attendance</i>)	
D	<p>Low attendance rates for some PP children impacts on their learning. This means they are constantly having to catch up to their peers. Lateness impacts upon the learning of some PP children.</p>
E	<p>Less engagement in after school activities by some PP children.</p>

5. Planned expenditure

Academic Year

2019-2020

(i) Quality of teaching for all and (ii) Targeted Support					
Desired Outcome A	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
Y2 phonics resits confirm that all disadvantaged pupils meet the standard. Y1 phonics results show an increase in the number of disadvantaged children who achieve the expected standard in phonics.	Sounds Write Training for all staff. Additional TA time to provide pre-teaching and lunchtime interventions targeting PP children. Small group interventions	<i>DFE listed Systematic Synthetic Phonics Scheme that meets all DFE criteria.</i> https://www.gov.uk/government/publications/phonics-self-assessment-form-sounds-write EEF teaching and learning toolkit - review of evidence of impact of high quality additional adult feedback: <i>High impact for very low cost based on moderate evidence. (+8)</i>	Training for TAs - £500.00 TA time to provide additional support for pre teaching, interventions and small group interventions across school. 0.5 £12,000.00	75% of those children who did not pass phonics test in Year 1 2019 were disadvantaged. 77% of Y1 disadvantaged children in school passed Y1 phonics test in 2019 compared to 88% of non-disadvantaged children in school.	25% disadvantaged Y2 pupils not predicted to pass phonics test resit. 65% disadvantaged Y1 children predicted to pass phonics test. Not completed due to COVID-19
Total budgeted cost:					£12,500.00
Desired Outcome B	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
Pupils eligible for Pupil Premium in Reception make rapid progress—so that the gap narrows across YR and higher	Small classes with additional support to target PP children.	EEF teaching and learning toolkit - review of evidence of small group tuition:	TA time to provide additional support for small group tuition for PP children 0.5 £12,000.00		Reading: 22% increase in % of D children on track for ARE Writing: 20% increase in % of D children on track for ARE Maths: 17% increase in % of D children on track for ARE

<p>proportion of PP meet ARE. High quality provision both indoors and outdoors help supports PP children meet ARE. Tailored support for PP children.</p>	<p>Additional teacher to support small classes across school.</p>	<p><i>Moderate impact for moderate cost based on limited evidence. (+4)</i></p> <p>DFE Research Brief 'Supporting the performance of disadvantaged pupils NREF research 2015' (pp5) states:</p> <p><i>'Schools with larger year groups overall (including both disadvantaged and non-disadvantaged pupils) were associated with lower performance among disadvantaged pupils.'</i></p>	<p>Additional teacher £24,000.00</p>		<p>Reading: 30% increase in % of D children on track for ARE Writing: 30% increase in % of D children on track for ARE Maths: 20% increase in % of D children on track for ARE</p> <p>Not completed due to COVID-19</p>
Total budgeted cost:					£36,000.00
Desired Outcome C	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
<p>Improve emotional resilience for pupils eligible for PP. Lesson observations will demonstrate pupils' learning desire and good behaviours. Number of incidents of withdrawing PP</p>	<p>HLTA to coordinate and provide emotional resilience interventions across school.</p> <p>HLTA to provide morning nurture</p>	<p>EEF teaching and learning toolkit - review of evidence of impact of social and emotional learning:</p> <p><i>Moderate impact for low cost based on extensive evidence. (+5)</i></p>	<p>HLTA (trained mental health first aider) to coordinate and provide EWEL interventions across school. (0.5)</p> <p>HLTA and support TA to provide</p>	<p>Boxhall Profiles undertaken.</p> <p>Daily withdrawal from classes for those children causing disruption across classes</p>	<p>Fewer incidents of daily withdrawal. Reduced disruption across school. Zero FTE. Ofsted report states that 'pupil's behave well in school'; 'the environment is positive and orderly'; 'One or two pupil require additional</p>

children from lessons to decrease. Number of FTE for PP children to decrease.	group support for small group. Mental Health First Aider available to provide support to Parents and Children (One-to one Listening Matters; Small group Good to be Me program; Small group Taming the Temperaurus program, Story Links)		nurture group support. (0.5)	and school for their learning and that of other PP children.	support...staff treat pupils fairly and firmly' Zero FTE. Fewer incidents of daily withdrawal. Not completed due to COVID-19
Total budgeted cost:					£28,000.00
(iii) Other approaches					
Desired Outcome D	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
Increased attendance rates for PP children. Reduce the number of persistent absentees who are PP so that it is at least in line with NA. Increased punctuality for PP children.	Employ new Attendance & Welfare Officer with ability to support target families more widely and monitor and provide support	Employment of Attendance Officer in previous year had positive effect in improving persistent absentee attendance rates for children but further work is required	Attendance Officer £10,000.00	Previous year – 7 PP children below 90% at end of the year. (78% of all below 90% for year were PP)	18 children 90% below. 94% of children PP 11 children 90% below. 100% of children PP Not completed due to COVID-19

	to vulnerable families.	to reduce D/ND gap and ensure punctuality for those targeted disadvantaged children.			
Total budgeted cost:					£13,000.00
Desired Outcome E	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
PP children have increased access to enrichment activities that support their development.	PP children given priority for attendance at free after school clubs run by school.	Extensive research points to the benefits of developing resilience and raising self-esteem through allowing children opportunities to engage in outdoor adventure. High performing schools subsidise trips and extra-curricular activities for disadvantaged pupils. (DfE Supporting the attainment of disadvantaged pupils August 2018)	TAs/Breakfast Supervisors (0.2) £4,800.00	Number of PP children accessing: - Breakfast Club (45%) - After school clubs (PP children given priority – exact figures vary by club – some 100% PP)	PP children being given priority for after school clubs. Ranges between 75% and 100% of PP children accessing clubs dependent upon club. Not completed due to COVID-19
Total budgeted cost:					£4,800.00

Total Budgeted Cost – 2019-2020 – £94,300.00

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor: Roger Banks

Pupil Premium Meeting

Autumn: 9.12.2019

Spring: April 2020

Summer: Not completed due to COVID-19

Autumn Summary

Work is being done to accelerate progress for those PP identified. Further work is required with persistent absentees.

Spring Summary

Work is being done to accelerate progress for those PP identified. Reduction evident in number of persistent absentees including number of PP persistent absentees overall.

Summer Summary

Not completed due to COVID-19

