

Pickering Community Infant and Nursery School



Pupil premium strategy statement (primary)

1. Summary information					
School	Pickering Community Infant and Nursery School				
Academic Year	2016-17	Total PP budget	£35,660	Date of most recent PP Review	NA
Total number of pupils	242	Number of pupils eligible for PP	20 plus 4 for EYS	Date for next internal review of this strategy	January 2017

2. Current attainment		
	Pupils eligible for PP (our school) 11 children	Pupils not eligible for PP (national average)
Children achieving Expected or above in reading	7 children (64%)	78%
Children achieving Expected or above in writing	5 children (45%)	70%
Children achieving Expected or above maths	7 children (64%)	77%
Children making at least expected progress in reading (FS to KS1)	11 children (100%)	No available data
Children making at least expected progress in writing (FS to KS1)	10 children (91%)	No available data
Children making at least expected progress in maths (FS to KS1)	10 children (91%)	No available data

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>this varies from child to child and year group to year group</i>)	
A.	Poor language skills
B.	Less progress than peers, especially in writing
C.	Attainment in writing is lower than in reading and maths at the end of Key Stage 1
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Limited wider experiences beyond school
E.	Personal family circumstances

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Quality first teaching across the school continues to improve.	All children achieve well by the end of Key Stage 1, given their relative starting points. All teaching staff are reflective practitioners who adapt teaching to meet the needs of all children, including disadvantaged pupils. Teaching staff engage with current and relevant educational research to enhance teaching and learning.
B.	Interventions are well targeted to have high impact for children.	Children make progress in targeted area(s) during the course of the intervention.
C.	The gap in attainment between pupils eligible for PP in school and their non-PP peers nationally closes in reading, writing and maths.	The attainment gap between PP and their non-PP peers nationally at the end of KS1 reduces to less than 10% in reading, writing and maths.
D.	The progress of prior low attainers from Foundation Stage is accelerated so that a greater percentage achieve the Expected Standard or above at the end of Key Stage 1 in reading, writing and maths.	The percentage of prior lower attaining PP pupils achieving the Expected standard at the end of KS1 is greater than their non-PP peers nationally in reading, writing and maths.
E.	Children eligible for PP are given a wider range of high quality experiences.	The standards in the delivery of the music curriculum increase. Children have increased access to extra-curricular Arts experiences.

5. Planned expenditure

Academic year 2016 to 2017

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?
Quality first teaching across the school continues to improve (Outcomes A, C and D)	Deputy Head Teacher to work non class based across school with a focus on improving quality first teaching and learning.	<p>Rationale: A change in the experience of the teaching team and the school's ambition to move teaching and learning to Outstanding.</p> <p>Evidence from EEF suggests that high quality teaching for all has a much greater impact on disadvantaged pupils compared to their non-disadvantaged peers.</p> <p>Research from the NCETM around effective professional development suggests an approach using within-school initiatives that 'offer teachers opportunities to work together to embed new ways of teaching'.</p> <p>Effective collaboration that is given time and priority is a proven way of raising standards in teaching and learning - The Australian Institute for Teaching and School Leadership (2015), Leana, CR (2011) and Dufour, Dufour and Eaker (2008).</p>	<p>Learning walks, work and planning scrutinies, data analysis (see monitoring and evaluation schedule)</p> <p>Collaborative Learning records</p> <p>Pre and post Maths Hub project evaluations</p> <p>Feedback from staff and reflection through action plan review meetings and staff meetings</p> <p>Link governor monitoring reports</p>	RN	Termly
	All teaching staff engaged in a collaborative learning approach to developing pedagogy (see Collaborative Learning – CL - guidelines and action plans for CL and Maths Hub project)				SG

	<p>Develop 'Choice and Challenge' approaches across school to</p> <ul style="list-style-type: none"> • raise expectations of and give further opportunities for all children • supporting children's further development of positive learning behaviours 	<p>Evidence from research by Peacock et al (2004, 2012, 2016) and the EEF shows that a teaching and learning structure with a focus on metacognition has a significant impact on children's achievement.</p>		SG/RN	On-going and summatively at least termly.
Total budgeted cost					£11,750

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?
Interventions are well targeted to have high impact for children (Outcomes B, C and D)	Employ ATAs and HLTAs to enable school to provide evidence based, high quality interventions. Train, support and coach staff delivering interventions to ensure maximum impact.	<p>Rationale: Prior lower attaining children need to make accelerated progress to close the attainment gap in reading and maths.</p> <p>1st Class @ Number Research from Edge Hills shows that on completion of this intervention children made an average Number Age gain of 12 months in only 3.5 months and 93% of them showed more confidence and interest in learning mathematics in class after 1stClass@Number.</p> <p>Readers Counts Research from Edge Hills shows that on completion of this intervention children; made an average Reading Age gain of 14 months in 4.5 months; their comprehension scores more than doubled and 96% of them showed more interest and confidence in reading in class after Readers Count.</p>	<p>Learning walks and data analysis (see monitoring and evaluation schedule)</p> <p>Intervention meetings (fortnightly)</p> <p>Link governor monitoring reports</p>	SG and KL	On-going and summatively at least termly.

	<p>Employ ATAs and HLTAs to enable school to provide bespoke interventions that respond to the individual needs of children eligible for PP. Train, support and coach staff delivering interventions to ensure maximum impact.</p>	<p>Rationale: Many commercially available interventions are targeted at raising the attainment of prior low attainers. These do not always meet the needs of the individual children in school.</p> <p>Evidence from the EEF states that when interventions delivered by TAs are well supported and carefully structured they have a greater impact.</p>		SG and KL	On-going and summatively at least termly.
Total budgeted cost					£17,500

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?
<p>Children eligible for PP are given a wider range of high quality experiences. (Outcome E)</p>	<p>Employ specialist music teacher to teach across Reception, Year 1 and Year 2, to train staff in high quality music teaching and to provide an extra curricular music club.</p>	<p>Rationale: Our teachers are equipped to provide learning experiences for children to meet the content of the curriculums for FS and KS1 but more specialist music training will provide wider access to skills and expertise for developing the music curriculum further.</p> <p>Evidence in the section 'The benefits of music (academic literature review)' in the DfE and dcms document 'The Importance of Music' identifies a wide range of studies and evidence which support that the high quality, effective teaching of music has a positive impact on both social and academic development for children.</p> <p>Research from the NCETM around effective professional development suggests an approach using within-school initiatives that 'offer teachers opportunities to work together to embed new ways of teaching'.</p>	<p>Feedback from staff on the training they undertake.</p> <p>Monitoring of music curriculum delivery (see Arts leader action plan).</p>	<p>SG and CR</p>	<p>Termly</p>
	<p>Employ ATA and GTA to run an after school art club with priority places given to children eligible for PP.</p>	<p>Recent research ("Out of school activities during primary school and KS2 attainment" CLS) suggests that children who take part in clubs were found to have a higher average points score by the end of Key Stage 2. Whilst we may not see an immediate academic impact for children offered</p>	<p>Pupil voice feedback</p> <p>Arts leader monitoring</p>	<p>SG and CR</p>	<p>At the end of every block of sessions.</p>

		this club, we expect to provide children with the important social, interaction and creative experiences associated with after school clubs that they may not otherwise have.			
Total budgeted cost					£5,000