

Pickering Community Infant and Nursery School



Pupil premium strategy statement

1. Summary information					
School	Pickering Community Infant and Nursery School				
Academic Year	2018-19	Total PP budget	£30,400	Date of most recent PP Review	September 2018
Total number of pupils	209	Number of pupils eligible for PP	24 plus 0 current for EYS	Date for next internal review of this strategy	April 2019

2.	3. Current attainment			
	Pupils eligible for PP (our school 2017) 8 children	Pupils not eligible for PP (national data 2017)	Pupils eligible for PP (our school 2018) 8 children	All pupils nationally (no breakdown currently available)
Children achieving Expected or above in reading	5 children (63%)	79%	7 children (88%)	76%
Children achieving Greater Depth in reading	4 children (50%)	28%	3 children (38%)	26%
Children achieving Expected or above in writing	5 children (63%)	72%	6 children (76%)	70%
Children achieving Greater Depth in writing	3 children (38%)	18%	3 children (38%)	Data not yet released
Children achieving Expected or above maths	5 children (63%)	79%	7 children (88%)	76%
Children achieving Greater Depth in maths	3 children (38%)	23%	3 children (38%)	22%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)
<i>In-school barriers (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	
5. 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, particularly 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.	Interventions are selected for children based on the current needs of disadvantaged 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.

6. Planned expenditure

Academic year 2017 to 2018

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 leading teaching staff, through CPD, to improving quality first teaching and learning through self-reflection, research and collaborative learning.	Rationale: Evidence from EEF suggests that high quality teaching for all has a much greater impact on disadvantaged pupils compared to their non-disadvantaged peers. Our approach is a long term, sustainable one that does not separate Pupil Premium expenditure from the core business of high quality teacher and learning.	Learning walks, work and planning scrutinies, data analysis (see monitoring and evaluation schedule) Collaborative Learning records Feedback from staff and reflection through CPD evaluations	RN	Termly

	<p>All teaching staff are actively engaged in developing pedagogy through focused CPD.</p>	<p>Work with Huntington Research School has highlighted the positive impact that carefully focused CPD can have on teaching and learning for all pupils.</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>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>	<p>Link governor monitoring reports</p>	<p>SG</p>	<p>On-going and summatively at least termly.</p>
	<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>SG/RN</p>	<p>On-going and summatively at least termly.</p>
Total budgeted cost					<p>£7900</p>

Current Outcomes

Spring term 2018 up date

Changes to our school CPD plan have resulted in a more cyclic approach to staff development, in which all teaching staff are involved. Research is used more in CPD work and, as a result, staff are more regularly accessing relevant texts and research for themselves and engaging in discussions about this with colleagues.

Choice and Challenge is well established in Year Two in Writing and Maths and developing in Year One and Reception in the same subject areas. As a result, many of our children talk more about and are beginning to reflect upon their learning in an age appropriate way. CPD planned for Foundation Stage to explore Choice and Challenge through child led learning and Reading Leader undertaking an audit of current reading provision and beginning to trial some ideas regarding Choice and Challenge in Reading.

Collaborative learning continues to be a key tool in developing high quality teaching and learning in all classrooms. The Deputy Head and Head Teacher are the two collaborative learning partners. Changes will be made to this in the summer term, which will equip more staff in the skills and their understanding as learning partners.

Summer term 2018 update

Spring term evaluation against the DfE Standard for Teachers Professional Development demonstrates that the school's CPD offer is now consistently meeting the standard across all five recommendations. Teacher and teaching assistant engagement with research continues to grow across the school – particularly around the key school development priorities.

Collaborative Learning involving the wider SLT as learning partners has commenced. This regularly focuses on making connections between evidence and practice in the classroom as well as key school development priorities. Choice and Challenge is being used consistently across Key Stage 1 for writing and maths and developments are under way for its use in Reading. The PPA team have also started to successfully use this approach in Art. In Foundation Stage, Choice and Challenge is being used to bring greater focus personalised learning during free flow times.

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.

	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.	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. Evidence from the EEF states that when interventions delivered by TAs are well supported and carefully structured they have a greater impact.		SG and KL	On-going and summatively at least termly.
Total budgeted cost					£17,500

Current Outcomes

Spring term 2018 update

Training has begun to provide CPD for an ELSA (Emotional Literacy Support Assistant) in school. The member of our teaching assistant team is also being supported by our PSHCE Leader.

Readers Count and First Class at Number children are under taking their final assessments before the second groups start after half term. Mid assessments for Readers Count show significant progress for most children.

Summer term 2018 update

ELSA - Training has been completed during the Spring term and the teaching assistant is now working with 8 children of whom 6 are Year One (4 PP) and 2 are Year Two (both PP). It is too early to establish impact of this but there are well developing relationships and checking in routines are now well established.

Year 2 reading comprehension intervention – close communication between the TA delivering the intervention and class teachers has led to all children involved making more rapid progress in reading which is having an impact in class as well as being noted by parents at home.

Communication and Language intervention in Reception – pre and post tests demonstrate that all children have made progress through this intervention. Close liaison between the class teachers and the TA delivering the intervention has been prioritised to help children make connections between what they do in the intervention and what they do in class.

Year 1 Active Literacy Kit – this intervention has started but it is too early to evidence any impact for these children.

First Class @ Number – children have made progress through this intervention. This is supported by the TA leading the intervention also spending time working alongside these children in the classroom as well.

Readers Counts – All children have made accelerated progress through the intervention (average of 1 year's progress in 5 months) in sentence reading age and phonic age. This is being seen back in the classroom for these children as well.

Year 1 phonics – all children are making progress through this programme.

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

Current Outcomes

Spring term 2018 update

Children continue to have access to high quality music teaching in Reception, Year One and Year Two. Our Music Teacher also provides CPD for staff to support them in developing their own confidence in and their skills in music teaching and learning.

33% of Key Stage One Pupil Premium Children take part in Sing Squad so far this academic year

0% of Key Stage One Pupil Premium Children take part in Recorder Club so far this academic year – this was not advertised as being for PP children

25% of Key Stage One Pupil Premium Children take part in Art Club so far this academic year

Summer term 2019 update

High quality music teaching continues with the PPA team continuing to access CPD both through the involvement in the teaching sessions and half termly CPD sessions for this team.

33% of Key Stage One Pupil Premium Children take part in Sing Squad so far this academic year

25% of Key Stage One Pupil Premium Children take part in Art Club so far this academic year

Due to the low numbers of pupils who are eligible for Pupil Premium funding in this year group in our school, this data is statistically insignificant.

7. Review of expenditure				
Previous Academic Year		2017 to 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
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>Success criteria:</p> <p>A; Children at the end of Year Two in 2018 continued to attain well above national at the Greater Depth Standard in Reading, Writing and Maths and broadly in line with national at the Expected Standard.</p> <p>C; Pupils in our school eligible for Pupil Premium who reached the end of Year 2 in 2018 outperformed 'All pupils' nationally in each of the three areas of Reading, Writing and Maths at both the Expected Standard and the Greater Depth standard.</p> <p>D; Pupils who were low attaining at the end of Foundation Stage made good progress through 2017-18 to close the gap between them and their peers. The whole school</p>	<p>This two year approach has played a part in a significant impact on teaching and learning across the school. Teachers are confident, reflective practitioners who make informed choices about teaching and learning in the classroom.</p> <p>There has been significantly more engagement with educational research to inform classroom practice.</p> <p>A culture of teacher leadership has been established across the school which has empowered teachers to work in teams to continue to drive improvements in quality first teaching and learning.</p> <p>Collaborative learning is successfully used across the school and is being moved to a peer to peer model during 2018.</p>	£11,750
	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)			

	Develop 'Choice and Challenge' approaches across school to <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 	focus on this potentially vulnerable group contributed to this.		
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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
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.	Success Criteria; B; <u>ELSA</u> - Training has been completed during the Spring term and the teaching assistant is now working with 8 children of whom 6 are Year One (4 PP) and 2 are Year Two (both PP). It is too early to establish impact of this but there are well developing relationships and checking in routines are now well established. Due to the nature of the intervention much of the impact has been seen with increases in children's emotional wellbeing, self-confidence and their ability to share emotions. All children are better able to express their emotional feelings and all of the children moved their character up the blob	The impact of Readers Counts this year has been far greater than in the last academic year due to changes in the organisation of cover for the teacher leading the intervention. We will continue with current interventions next academic year.	£17500

		<p>tree during their post session assessments. Pupil voice post assessment discussion show child being much more open to group discussions where they share their feelings and emotions.</p> <p><u>Communication and Language intervention in Reception</u> – pre and post tests demonstrate that all children have made progress through this intervention. Close liaison between the class teachers and the TA delivering the intervention has been prioritised to help children make connections between what they do in the intervention and what they do in class.</p> <p>The Talk Boost sessions were highly effective in supporting children’s communication and language developments. Over the 10 week session the four children involved all made progress from their baseline starting point. Initial pre assessment testing showed children averaging a score of 67.5/90 which improved to a post assessment score of 89/90.</p> <p><u>First Class @ Number</u> – children have made progress through this intervention. This is supported by the TA leading the intervention also spending time working alongside these children in the classroom as well.</p> <p>During this intervention the group of five children worked through the first class at number intervention conducting pre assessment activity that gave a standardised score. The starting average standardised score for the group was 90 which improved to 101 during the intervention. The number age of the group also increased with the average increase across the group being 12 months.</p> <p><u>Readers Counts</u> – All children have made accelerated progress through the</p>		
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		<p>intervention (average of 1 year's progress in 5 months) in sentence reading age and phonic age. This is being seen back in the classroom for these children as well.</p> <p><u>Year 1 phonics</u> – all children are making progress through this programme.</p> <p>Confidence and engagement of all pupils in class work has improved.</p> <p>As part of the phonics intervention fifteen out of the seventeen children involved improved their pre assessment scores, whilst two children's scores remained the same.</p> <p>The average pre phonics test score for the group was 18/40 this increased to 26/40 during the actual phonics screening test. The pupil premium cohort of this intervention all made good progress with the average pre test score increasing from 12.75/40 to 22.5/40.</p>		
	<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>C; Pupils in our school eligible for Pupil Premium who reached the end of Year 2 in 2018 outperformed 'All pupils' nationally in each of the three areas of Reading, Writing and Maths at both the Expected Standard and the Greater Depth standard.</p> <p>D; Pupils who were low attaining at the end of Foundation Stage made good progress through 2017-18 to close the gap between them and their peers. The whole school focus on this potentially vulnerable group contributed to this.</p>		

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
<p>Children eligible for PP are given a wider range of high quality experiences. (Outcome E)</p>	<p>Employ specialist music teacher to teach music 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>The standards in the delivery of the music curriculum have increased significantly over the course of this year for children, in Years One and Two particularly. Children's skills and attainment in music have increased. This has had a positive impact on confidence and engagement. Demonstrative of this is the increased amount of parental feedback about the quality of music that they have seen from their perspective across the full age range.</p>	<p>Training for the PPA lead team has continued this year to upskill them in leading music as part of their remit. This will continue next year as well. 58 children were part of the school's 'Mini Singing Squad' of whom 12 were eligible for PP. 15 children were part of the recorder club with 1 eligible for PP.</p>	<p>£4,528.40</p>
	<p>Employ ATA and GTA to run an after school art club with priority places given to children eligible for PP.</p>	<p>The number of pupils eligible for PP who attended this club was 5 this year. All children who were eligible and wanted a place were given one.</p>	<p>The employment of a specialist music teacher will continue next academic year. We will run the club again next academic year. There would need to be a significant increase in the number of PP children accessing this for it to continue beyond next year.</p>	