

Pickering Community Infant and Nursery School



Pupil premium strategy statement (primary)

1. Summary information					
School	Pickering Community Infant and Nursery School				
Academic Year	2017-18	Total PP budget	£32,740	Date of most recent PP Review	January 2017
Total number of pupils	245	Number of pupils eligible for PP	23 plus 6 for EYS	Date for next internal review of this strategy	November 2017

2. Current attainment		
Attainment data for Year Two July 2016 Data to be updated for current cohort in July 2017	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 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 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

6. Review of expenditure				
Previous Academic Year		2016 to 2017		
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
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.	A significant part of the rationale for this work was due to a significant change in teachers. Two Success criteria: A – Awaiting data C - Awaiting data D - Awaiting data	Following the successful introduction of a collaborative learning approach to professional development, the development of a more strategic approach to CPD (Continuing Professional Development) across the teaching staff team will facilitate a wider whole school focus on developing key areas relating to teaching and learning across school. The ideas and principles behind a 'Choice and Challenge' approach has been fully embraced by teachers across school. More focused whole school development will support all teaching staff in understanding and embedding this approach. All areas will continue next year with developments in the processes facilitated by	£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 		a change to the planning and delivery of CPD for all teaching staff.	
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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 - Met The first cohort of children in Readers Counts for academic year 2016-17 showed an average of 12.2 months progress in their reading age and 10.7 months progress in their phonic age in 4.5 months based on PERA tests. The first cohort of children for First Class at Number for academic year 2016-17 showed 13.5 months progress in 3.5 months. We expect to see an impact from these interventions for the end of year attainment of PP children. Confidence and engagement of ??????	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.	

	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.	C - Awaiting data D - Awaiting data		
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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
Children eligible for PP are given a wider range of high quality experiences. (Outcome E)	<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>Employ ATA and GTA to run an after school art club with priority places given to children eligible for PP.</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.</p> <p>Due to organisational difficulties, fewer children than expected or hoped for benefitted from the Art Club this year.</p>	<p>Training for staff has been useful but the impact of this on classroom practice beyond music lessons has been minimal. Training around music will need to change focus to have a specific impact on classroom teaching and this will form part of the school development plan this year.</p> <p>The employment of a specialist music teacher will continue next academic year.</p> <p>A review with the after school activities leader has led to a revised plan for encouraging access to this next 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>	£4,528.40