

Pickering Community Infant and Nursery School



Pupil premium strategy statement

1. Summary information					
School	Pickering Community Infant and Nursery School				
Academic Year	2020-21	Total PP budget	£27,010	Date of most recent PP Review	July 2020
Total number of pupils	183	Number of pupils eligible for PP	27 plus 4 current for EYS	Date for next internal review of this strategy	September 2020

2. Current attainment				
	Pupils eligible for PP (our school 2019) 17 children	Pupils not eligible for PP (national data 2019)	Pupils eligible for PP (our school 2020) 7 children	Pupils not eligible for PP (national data 2020)
Children achieving Expected or above in reading	8 children (47%)	78%	No data available due to Covid-19	No data available due to Covid-19
Children achieving Greater Depth in reading	3 children (18%)	28%	No data available due to Covid-19	No data available due to Covid-19
Children achieving Expected or above in writing	7 children (41%)	73%	No data available due to Covid-19	No data available due to Covid-19
Children achieving Greater Depth in writing	0%	15%	No data available due to Covid-19	No data available due to Covid-19
Children achieving Expected or above maths	8 children (47%)	79%	No data available due to Covid-19	No data available due to Covid-19
Children achieving Greater Depth in maths	0%	24%	No data available due to Covid-19	No data available due to Covid-19

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, 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.

5. Planned expenditure

Academic year 2020 to 2021

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)	Teachers to work collaboratively across school with a focus on 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	Learning walks, work and planning scrutinies, data analysis (see monitoring and evaluation schedule) Collaborative Learning records	SG	Termly

	<p>All teaching staff, including teaching assistants, are actively engaged in developing pedagogy through focused CPD that is applied in classrooms for teaching and learning.</p>	<p>business of high quality teaching and learning.</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>Feedback from staff and reflection through CPD evaluations</p> <p>Link governor monitoring reports</p>	<p>SG</p>	<p>On-going and summatively at least termly.</p>
Total budgeted cost					<p>£6,000</p>

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 interventions that help children to keep up with learning in their classroom. 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>Whilst there is evidence to suggest that children benefit from targeted interventions there is growing evidence that this does not necessarily transfer back into the children's learning back in the classroom. We have also seen this during the last few years despite changes in provision to address this. A trial at the start of the last academic year showed some promising signs when ATAs worked alongside children in the classroom and then offered support with concepts that children had not fully grasped.</p>	<p>Learning walks and data analysis (see monitoring and evaluation schedule)</p> <p>Link governor monitoring reports</p>	SG and core subject leaders	On-going and summatively at least termly.

	Use both Lexia for PP children and Bug Club for all children to access online resources to support reading and spelling development.	<p>Rationale: Prior lower attaining children need to make accelerated progress to close the attainment gap in reading.</p> <p>Lexia offers a well-structured, highly personalised support package for reading and spelling skills. All children eligible for Pupil Premium have access and are given a range of opportunities to use this in school and support is offered to parents to help facilitate the use at home. Bug Club offers a digital option for reading texts at home and in school.</p>			
Total budgeted cost					£19,000

i. 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 eligible for PP are given a wider range of high quality experiences. (Outcome E)	Employ specialist music teacher to train staff in high quality music teaching and to provide themed music days to add further experiences beyond the curriculum for music.	<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</p>	<p>Feedback from staff on the training they undertake.</p> <p>Monitoring of music curriculum delivery (see Arts leader action plan).</p>	SG and CR	Termly

		<p>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>With current restrictions on potential school visits, we need to continue to offer a range of wider experiences for our children that contribute to their development.</p>	<p>Rationale: We know that a number of our children have limited life experiences that their none disadvantaged peers may benefit from. This can have a negative impact on their ability to understand a wider range of vocabulary that is necessary for accessing learning across the curriculum.</p> <p>Alex Quigley (EEF) draws together a wide range of research and evidence in his books which demonstrate the positive contribution of wider experiences for children in developing their language and comprehension to support the closing of the language gap.</p>	<p>Any visits and visitors must be closely aligned to the long term plan for children across school and staff should be given opportunities to consider and plan for how this will contribute to language development in their teaching and learning.</p>	<p>SG with key stage leaders</p>	<p>Annually</p>
Total budgeted cost					£1,600

Other statutory requirements of funding

All Pupil Premium Pupils are eligible for free milk at KS1.

Total budgeted cost £400

6. Review of expenditure				
Academic year		2019 to 2020		
ii. 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)	Teachers to work collaboratively across school with a focus on improving quality first teaching and learning through self-reflection, research and collaborative learning.	Teacher and teaching assistant engagement with research and CPD continues to grow. Assessment data in the spring term for year two showed significant progress for a number of our PP children in reading and maths particularly. Staff reflected on changes in practise which resulted in this in order to adapt other practises in class. Due to Coivsd-19, class teachers were unable to action this during the spring and summer terms 2020.	Following our review at the end of the last academic year and given changes in leadership structure over the last eighteen months, we made changes to the structure of collaborative learning. We were unable to implement many of these due to school closure following the Covid-19 pandemic. Implementation will follow the re-opening of schools in September 2020. A move back to aligning more closely with the DfE Standard for Teachers Professional Development principles will also be made.	£8,250
	All teaching staff, including teaching assistants, are actively engaged in developing pedagogy through focused CPD that is applied in classrooms for teaching and learning.			

iii. 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.	There continues to be high impact for the children involved in intervention programmes for both maths and reading. Applying this back in the classroom environment has been difficult and this hasn't, during the first half of the year, resulted in significant progress for disadvantaged children in their overall assessments. Due to ongoing support for children, access to Bug Club and First News was high prior to lock down with staff providing many opportunities for children to access this resource. During lock down, access was varied for many different reasons. Early Years Pupil Premium funding was used for additional adult support to enable greater opportunities for high quality CLL teaching and learning.	The use this year of our maths ATA working alongside children back in their classrooms for some maths sessions has shown promising results in developing confidence and supporting children in making links between their intervention and class learning. Over the next academic year, we are therefore going to build on this strategy to use ATAs to support children with developing skills they may have not quite mastered in their previous lesson and then working alongside them in their next maths session.	£24,100
	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>Access to Bug Club and First News offers our children access to additional opportunities to access a range of text and genres including using technology. Extra opportunities are given to PP children to access this in school.</p>			
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iv. 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 train staff in high quality music teaching.</p>	<p>The PPA staff team have shown confidence in their delivery so far of the music curriculum</p>	<p>Covid-19 meant that PPA staff didn't benefit from some of their CPD with our music specialist this year, which is vital to continuing to deliver high quality CPD.</p>	<p>£400</p>

Other statutory requirements of funding	
<p>All Pupil Premium Pupils are eligible for free milk at KS1.</p>	
Total budgeted cost	<p>£271</p>