

Pupil premium strategy statement Biscovey Nursery and Infants Academy

1. Summary information					
School	Biscovey Nursery and Infants Academy				
Academic Year	2016/17	Total PP budget	62,040	Date of most recent PP Review	Oct/Nov 2016
Total number of pupils	313	Number of pupils eligible for PP including Ever 6	49	Date for next internal review of this strategy	March 2016

2. Current attainment			
	<i>Pupils eligible for PP</i>	<i>Whole cohort</i>	
		<i>School Average</i>	<i>National Average</i>
	23 Pupils	87 Pupils	
% Achieving greater depth / Working at Reading.	61%	78%	74%
% Achieving greater depth / Working at Writing.	56%	71%	65%
% Achieving greater / Working depth at Maths.	52%	63%	73%
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A.	Literacy and Numeracy; on completion of an audit (October 2016) it was found that 34% of PP pupils needed extra focus in these areas to help bring them in line with their peers as well as stretch them further to achieve higher. The Education Endowment Fund (EEF) identifies that developing Phonic awareness adds an additional 4 months progress and Mastery learning adds an additional 5 months progress.		
B.	Emotional and Social; On completion of an audit (October 2016) it was found that 31% of PP pupils needed extra focus in these areas. In particular in EYFS 2 and Year One this is showing to be the biggest barrier with EYFS 2 having 48% and Year One having 46%. It has been noted that not all PP pupils access the schools Thrive program and are missing out on learning due to their emotional and social needs not being met. This prevents them from accessing quality wave 1 teaching enabling them to achieve the highest standards possible. EEF suggests that supporting children's social and emotional learning has a significant impact, adding 4 months additional progress.		

C.	Behaviour and concentration; On completion of an audit (October 2016) it was found that 22% of PP pupils had behaviour and concentration issues. This not only disrupts their own learning but others around them also. In particular it has been noted that 48% of EYFS 2 PP pupils need support in this area to help teach them learning to learn behaviours ready for year one. The EEF suggests targeting behaviour can add an additional 4 months progress.	
External barriers		
D.	Attendance and punctuality; a small number of disadvantaged pupils have poor attendance and punctuality.	
4. Desired outcomes		Success criteria
A.	Raise the attainment of disadvantage pupils so that they meet the expected standards in literacy and numeracy and exceed where possible with no cap on attainment.	Focused interventions that target pupils who are below expected standards as well as pupils that are above or exceeding.
B.	Develop pupil's emotional and social needs so that they can access learning and attain the highest possible standards.	Focused interventions to support pupil need. Monitoring of academic attainment and progress of these groups will show improvements in this area.
C.	Behaviour and concentration issues are reduced and improved so that pupils access quality wave 1 teaching.	Whole school behaviour policies and systems are upheld consistently across the school. Smaller class sizes in year two and interventions supporting emotional and social behaviour are targeted in EY2. Close monitoring of behaviour and academic attainment will show improvements.
D.	Target attendance rates for disadvantaged pupils to help raise their intrinsic motivation to attend school.	Quality extra curricular activities to raise motivation and aspirations. Monitoring of attendance rates for specific and all pupils will show improvements.

5. Planned expenditure					
Academic year		2016/17			
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?
PPC to ensure that the profile of disadvantaged children is raised / maintained consistently across the school and that all staff are aware of not only Pupil Premium (PP) but of the individual pupils themselves that are identified as disadvantaged pupils.	PPC 10 hrs per week. Ensures monitoring of PP using Classroom Monitor, staff liaison, Pupil portfolios and parent meetings. In coordination with SLT and teaching staff PP to identify barriers and strengths for disadvantaged pupils.	To ensure that the profile of disadvantaged pupils is emphasised across the school and that disadvantaged does not mean low attaining. All disadvantaged pupils and their peers should be given every opportunity to reach their full potential with no cap on attainment and aspirations.	Regular communication between PPC and teaching staff to ensure that pupil need is monitored and met. Regular meetings between Head of School, PPC and Senior Leadership Team (SLT) to evaluate impact of role. This will help to ensure that timely interventions are implemented as necessary to meet pupil need.	Head of School. PPC	Half Termly
Improve Literacy EY2 and Year 1 to ensure that all pupils including disadvantaged meet and strive to exceed national standards with no cap on attainment raising aspirations for all.	4 x 20 minute phonics sessions for EY2 and Year one per week. Conducted daily four days per week.	Pupils identified through phonics testing (including disadvantaged pupils) who are falling behind or at risk of falling behind expected national standards. Pupil results have shown that this is proving successful.	Close monitoring by Literacy coordinator using classroom monitor, feedback and pupil progress meetings with teaching staff.	Literacy coordinators	Half Termly

Improve Numeracy to ensure that all pupils are meeting the national standards and being stretched accordingly, no glass roof is put on attainment.	Numeracy Intervention for year 1, 2 and EY2	Initially it will target year two pupils who are in need of extra support to catch up. It will then target Year one to ensure that their attainment levels are raised and stretched with no cap on attainment. In addition to this mastery learning is applied across the year groups EEF (2016) states that this can add an additional 5 months progress.	Close monitoring by the numeracy Co-ordinators.	Numeracy Co-ordinators	Half Termly
Improve Literacy and Numeracy Year 2	Reduction in class sizes in year 2 to ensure quality wave 1 teaching targets all pupils.	Reduced class sizes have a positive impact on the child adult ratio and support all areas of learning.	Due to year groups exceeding their PAN in some year groups class sizes have to be monitored to ensure that pupils access the highest quality teaching possible.	Year 2 Lead	On going
Emotional and Social well-being. To improve pupil growth and development to help them become school ready and access the EYFS 2 curriculum so that pupils including disadvantaged can achieve the highest possible outcomes.	PPC to identify barriers to pupil learning in correspondence with teaching staff. Trained TA to work across the 3 EY classes to work with pupils as required.	An audit conducted by the PPC in October 2016 highlighted emotional and social well-being as a significant barrier to learning amongst disadvantaged pupils. Teaching staff have identified that Pupils, including disadvantaged pupils need support in developing relationships. This will help them access the EYFS curriculum and enable them to learn and develop alongside their peers. In addition to developing relationships teaching staff also have identified that some pupils, including disadvantaged pupils are in need of extra support in learning personal hygiene skills. These skills can be taught and demonstrated through story books and group discussion / circle time sessions.	Sessions to be organised and monitored by the EY2 leader in combination with EY2 teaching staff and TA's. PPC to monitor and evaluate impact for disadvantaged pupils in liaison with teaching staff.	EY 2 Co-ordinator	Half Termly

Volunteers in Practice (VIPS)	Trained TA to lead a volunteer program 10hrs per week.	Evidence from previous years that this program is successful at targeting a large number of pupils to help develop and progress their reading. Particularly those pupils who do not access one to one reading at home.	Sessions to be organised by Fisher Family Trust (FFT) coordinator in liaison with VIPS leader.	FFT coordinator	Ongoing
Total budgeted cost					£55,018
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?
Improve Skills in reading and writing	Fisher Family Trust 10 hours per week delivered by a trained TA.	Evidence from previous years that this program works and pupils do ever drop back. There is an entry and exit criteria. Process supports close monitoring of disadvantaged pupils and individual children.	1:1 provision	FFT co-ordinator	On going
Total budgeted cost					2,912
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?
Improving outcomes for higher achieving pupils.	Utilise interventions / staff which have been put in place to stretch pupils further with no glass roof on attainment. Mastery learning approaches are being implemented in year 1 and 2.	Evidence from the EEF (2016) highlights significant progress can be made by utilising quality interventions and learning approaches.	Close monitoring by the SLT, teaching staff using classroom monitor and moderation.	SLT / Head Teacher	Ongoing

Improve behaviour	Good to be green	Evidence from other schools has shown this to be a successful program.	Staff training in correct procedures for the program.	Head of School	Termly
Support emotional and social development in year1. R time	A targeted approach once a week in year one.	This program has been implemented in previous years and was discontinued with curriculum / government changes. However staff identified that it was successful in supporting pupils.	Delivered by qualified teaching staff that have previous experience of working with the program. (Books already sourced from previous years).	SLT / Year one lead	Termly (materials previously bought)
Thrive Aimed at improving social and emotional development.	An approach that equips you to work in a targeted way with children and young people who have struggled with difficult life events to help them re-engage with life and learning.	This program was newly implemented in September 2015 and has proven to be a success. Training has been delivered to all staff and the Head Teacher has undertaken more enhanced training.	Delivered by staff trained in the Thrive program.	Head of School, SENCO and Thrive leader.	Ongoing £500
Total budgeted cost					£500.

6. Review of expenditure				
Previous Academic Year		2015/2016		
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
Volunteers in Practice VIPS Develop disadvantaged pupils reading to help bring them in line with their peers and stretch pupils further.	VIPS coordinator employed to run a reading program using volunteers. Volunteers are trained by the VIPs coordinator to ensure that reading practices are conducted effectively.	All pupils including disadvantaged pupils who attended the VIPs program made progress.	This approach has proved highly successful, it targets a large quantity of pupils and ensures that pupils receive high quality provision, particularly pupils who do not access one to one reading at home. Due to the success of this program this approach will be implemented again.	10000
Pupil Premium Champion (PPC) To raise awareness of disadvantaged pupils across the school with both staff and parents.	Organises activities and identifies needs of PP pupils.	The impact of the PPC has been positive in raising the profile of PP pupils as well as improving parent / school relations.	The positivity and necessity of this role has meant that PP have been recognised and supported. The role has grown as the profile of PP has risen. To enable close monitoring it is essential that a holistic view of each individual disadvantaged pupil is undertaken as well as intense monitoring of academic results using classroom monitor.	10971
Resources co-ordinator	Orders specific resources for PP pupils.	Resources co-ordinator has ensured pupils are supplied with learning resources	Close monitoring of resources has ensured that pupils were supplied with appropriate learning materials as necessary. However, it has been identified that this money will now be better utilised within staffing costs to help implement interventions to raise the attainment of pupils with no glass ceiling on attainment.	4000

<p>Learning Support Assistant (LSA)</p> <p>Nursery Nurse</p> <p>To work across the school working with pupils as needs require.</p>	<p>Works with PP children to deliver interventions. EG Fisher Family Trust. Extra full day to support reading and writing.</p>	<p>LSA to work across the school as needs require, targeting not only disadvantaged pupils but all pupils.</p>	<p>On reflection it has been recognised that this expenditure will be better utilised in reducing class sizes to ensure pupils access quality wave one teaching. However, FFT will still be implemented due to its success rate.</p>	<p>27574</p>
<p>Resources</p>	<p>Equipment & Resources to suit individual PP children's needs.</p>	<p>Extra resources bought to meet pupil need to support them in their academic development.</p>	<p>Resources were purchased to help support pupil learning. These resources have been successful in enhancing learning and progress. However, it has been decided that this money will now be better utilised in staffing and delivering high quality interventions. The school will be able to utilise resources previously bought to support in the interventions.</p>	<p>2000</p>
<p>School Visits /Plays</p>	<p>Support for PP Children</p> <p>50 x 34 +1700</p>	<p>Pupils access school trips / activities helping them to access activities they may not experience at home. Helps develop self-esteem, knowledge / learning aiding aspirations.</p>	<p>On completion of an audit conducted October 2016 it has been recognised that not all parents of PP pupils realise they are entitled to this facility. Therefore the PPC has to make parents aware that they are entitled.</p>	<p>1700</p>
<p>ICT</p> <p>To widen disadvantaged and all pupils experience of technology</p>	<p>Extra learn pads to engage disadvantaged children and accelerate learning for G&T. 6 pads</p>	<p>Have enabled pupils to access technology they may not of otherwise accessed at home.</p>	<p>Classroom experience has highlighted that the software could be improved. The learn pads have been used widely across all year groups. However, new software is being investigated to improve this resource further.</p>	<p>4000</p>
<p>Overtime O/T</p> <p>Pupil Premium Champion (PPC)</p>	<p>Out of school office hours to meet with parents and children for discussion on progress and concerns, e.g; attendance and lateness.</p>	<p>Has helped to enhance home school relations with disadvantaged pupils.</p>	<p>The current PPC has set hours within the school day where parents can access the PPC. Therefore no monies for overtime have been allocated in the 2016/17 budget. However, it is recognised that parent / school relations are important and the PPC actively liaises with parents through phone calls, letters and face to face.</p>	<p>2000</p>

<p>Librarian</p> <p>To give disadvantaged and all pupils the opportunity to access reading books of their choice.</p>	<p>PP children have the opportunity to extend their literacy skills and develop listening skills.</p>	<p>Helps to develop listening, language and encourages / demonstrates positive ways to behave.</p>	<p>Pupils have been timetabled in small groups to access the library and listen to stories. However this system has now been incorporated within the schools day, coordinated by teaching staff.</p>	<p>1027</p>
<p>Maths Intervention Resources</p>	<p>The Number Box – Ta's to lead Maths Intervention</p>	<p>Intervention delivered by a trained TA to target disadvantaged pupils who are in need of extra support as well as stretch more able pupils.</p>	<p>After further review it was decided that current resources in school could be used to fill gaps in learning. Currently maths has been under review and 2 coordinators have been implemented to develop a maths intervention.</p>	<p>2000</p>
<p>Milk for PP Children</p>	<p>Milk to be available for all PP children.</p>	<p>Helps support growth and development as well as maintain concentration.</p>	<p>Evidence from pupils has shown that they enjoy the milk provided and it provides good health benefits for disadvantaged pupils. This will be continued in future.</p>	<p>400</p>
<p>Phonic Books</p> <p>To ensure pupils have a wide range of reading resources.</p>	<p>Phonic intervention books to support reading.</p>	<p>Books purchased to help engage pupil interest particularly disadvantaged boys. The books will be used across the school, Classrooms, Fisher and VIPS providing a wider variety of genre to choose from.</p>	<p>This has helped to enhance and develop reading resources. The books will be used in future across the school.</p>	<p>2000</p>
<p>Contingency Funds</p>	<p>Monies set aside for unexpected events. E.g Mileage, Bizzy Bees, transport and training.</p>	<p>Parents can be assured that their child will be well looked after and catered for should need arise.</p>	<p>A contingency fund will be kept in future to help support need as required.</p>	<p>3000</p>

