

## Pupil premium strategy statement: Biscovey Nursery and Infants Academy

1. Summary information					
<b>School</b>	Biscovey Nursery and Infants' Academy				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£66,000 LAC £4,600	<b>Date of most recent PP Review</b>	07/19
<b>Total number of pupils</b>	246 Inc EYFS1	<b>Number of pupils eligible for PP</b>	16.09% (26 PP 2 E6)	<b>Date for next internal review of this strategy</b>	Jan 2020

2. Current attainment					
<u>EYFS</u>	Pupils eligible for PP	Others	All BINA Pupils	All Pupils National	
% achieving Good Level of Development in the EYFS		%	%	%	
% achieving Expected Standard or above in Reading +	%	%	%	%	
% achieving Expected Standard or above Writing +	%	%	%	%	
% achieving Expected Standard or above in Maths (Number) +	%	%	%	%	
% achieving Expected standard in writing	%		%	-	
<u>Year Two</u>	-	-	-	2017	2018
% achieving Expected Standard or above in Reading	%	%	%	%	%
% achieving Expected Standard or above Writing	%	%	%	%	%
% achieving Expected Standard or above in Maths	%	%	%	%	%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Social and emotional; Previously a triangulation of evidence collated in school (Audit 2018, Staff observations, Professional discussion, data) has identified that pupils require support with their social and emotional needs to enable an impact on attitudes to learning and social relationships in school. This has been further supported by the implementation of Trauma Informed Schools (TIS) Training, delivered by Headstart Kernow which has heightened the Social, Emotional and Mental Health (SEMH) issues that children can face.
B.	Poor Language and communication; Disadvantaged pupils have low level language and communication on entry, evidence suggests that if language and communication is targeted at a young age it will improve their later life chances (EEF 2017).
C.	Disadvantaged Pupils coming from very low starting points.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Pupils who have three or more barriers / Adverse childhood experiences (ACEs) to accessing quality wave one teaching.
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria

<b>A.</b>	<p>Social and emotional needs.</p> <ul style="list-style-type: none"> <li>➤ Pupils will be supported across the school using a whole school Trauma Informed (TIS) Approach (Whole school staff training, including individual practitioners).</li> <li>➤ Designated trained TIS practitioners will help support pupils and staff individually, as required, to enable that individual pupil need is met.</li> <li>➤ Pupils will have access to resources and specialised activities to enable them to access quality wave one teaching.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils will be developing emotionally to become confident self - assured learners.</li> <li>➤ Pupils will be confident and able to self - regulate their behaviour, this will enable them to be equipped with the emotional tools to access wave one teaching.</li> </ul>
<b>B.</b>	<p>Improve language and communication in disadvantaged pupils through effective high-quality classroom talk. In addition, earlier starting age where practitioners model and develop language skills.</p> <ul style="list-style-type: none"> <li>➤ Quality wave one teaching which enables pupils to develop valuable language and communication skills, incorporating the metacognition and self-regulation approach.</li> <li>➤ Teaching will consider different starting points and pupils will be identified on an individual basis. Where necessary the BLAST intervention will be delivered by trained practitioners to EYFS 1 &amp; 2. <i>* However, the Nuffield Early Language Intervention (NELI) program is being investigated (4/7/2019) to help provide additional support for EYFS 2 Pupils, this program is supported by the Nuffield Trust, University of Oxford, EEF and Elklan. (this program may replace BLAST in EYFS 1 if it proves more successful).</i></li> <li>➤ Whole school reading program where disadvantaged pupils are listened to daily ensuring that pupils experience a variety of strategies, for example; inferring meaning from context; summarise or identifying key points, develop questioning strategies. The EEF states this will add an additional 6 months' progress.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will be able to communicate verbally and non-verbally confidently. In addition, children will be able to express their wants and needs in an appropriate way.</li> <li>➤ Children will show secure understanding of language and communication and will be able to work in collaborative groups supporting each other making their thinking explicit through discussion. In addition, the TIS approach will enable pupils to develop confident language skills to</li> <li>➤ Pupils will be able to apply their reading strategies within lessons.</li> </ul>

<b>C.</b>	<p>Improve attendance of disadvantaged and non-disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>➤ Good attendance will be promoted, and absence reduced, including persistent absence, this will be monitored by the attendance officer / welfare team.</li> <li>➤ Early patterns of absenteeism will be acted upon effectively.</li> <li>➤ Effective morning procedures will ensure that pupils are punctual to their lessons.</li> <li>➤ Pupils welfare will always be paramount and safeguarded.</li> <li>➤ We will strive to have strong partnership with families and the wider community.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils will access their full-time educational entitlement.</li> <li>➤ Attendance will be good amongst all pupils including disadvantaged.</li> <li>➤ Pupil will be accessing quality wave one teaching consistently ensuring that they can reach the best possible academic outcomes.</li> <li>➤ Pupils will feel safe and happy within the school environment and know how they should be treated and how they should treat others.</li> </ul>
<b>D.</b>	<p>Pupils who have three or more barriers to accessing quality wave one teaching.</p> <ul style="list-style-type: none"> <li>➤ Class provision maps in place to highlight areas of need and support pupil's individual development.</li> <li>➤ Whole school TIS screening will enable identification of barriers to learning; This will enable clear processes to be put in place to help support pupils.</li> <li>➤ Qualified TIS team which develop support programs for identified vulnerable pupils, this is overseen by the Inclusion Team Lead.</li> <li>➤ Attendance monitored by the attendance officer. This will ensure that disadvantaged and non-disadvantaged pupils are supported with their attendance at school as necessary. The attendance officer will report to the Welfare Team Lead.</li> <li>➤ The Welfare Team will highlight vulnerable pupils and monitor them closely with clear links to outside agencies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils will have individual plans in place to support their learning.</li> <li>➤ Pupils will have access to emotionally available adults that are special to them.</li> <li>➤ Pupils and parents will understand the importance of attendance and using the clear attendance procedures will be held account for non-attendance.</li> <li>➤ Pupils will be supported by the Welfare Team and where necessary will access supportive provision and outside agencies.</li> </ul>

5. Planned expenditure					
Academic year		September 2019- July 2020			
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?
To continue to improve the phonic skills of all pupils to help them access all areas of the curriculum.	Read Write Inc (RWI) Program. A literacy program rooted in phonics using decodable texts to teach children to read and write ensuring that pupils keep up and not catch up. Pupils will also receive 'Spot books' to read at home which will enhance their reading and home school relationships.	RWI is a proven approach and in school evidence of the program has identified that the program is highly effective, any extra intervention needed is a continuation of the RWI program. In addition, continual monitoring also enables pupils to be identified immediately, RWI teachers can ask for an assessment to be conducted at any point if they feel a child has progressed or dipped. Furthermore, RWI trained class TAs' can deliver quick snapshot intervention in class as necessary.	The program is overseen by a program manager who supports staff daily in the delivery as necessary. Regular phonic assessment enables pupils / staff are supported as required. In addition, regular CPD delivered by Katie Lillis is undertaken.	RWI Lead	Pupil assessment will take place termly and at the point of pupil need. In addition, regular staff observations and training will occur to provide targeted support.
Total Budgeted cost					
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
<p>Improve Language and Communication to help aid and support children's learning in the present and the future. This will have a positive impact on their future life chances.</p>	<p>Earlier starting age for pupils. Pupils will have access to well trained staff and quality learning resources. Staff will use many approaches to bring learning alive and to stretch children's language and development.</p>	<p>The EEF (2017) highlights that involving children in quality interaction from an early age can add an additional 6 months to their development over a year. This will improve their future life chances.</p>	<p>Qualified teaching staff will plan and deliver an exciting curriculum. Clear planning that is monitored and reviewed weekly will ensure quality of teaching.</p>	<p>EYFS Lead &amp; Assistant Lead</p>	<p>Termly/Yearly</p>
	<p>BLAST 1 – This program will continue to be used in EYFS 1 &amp; 2 as the EYFS Lead Teacher as found it to be of benefit to pupils, particularly EYFS 1. However, the Nuffield Early Language Intervention (NELI) program is being investigated (4/7/2019) as an alternative to help provide additional support to Pupils, this program is supported by the Nuffield Trust, University of Oxford, EEF and Elklan. A decision will be made as to which program to use once all avenues have been investigated.</p>	<p>Evidence suggests that supporting a pupil's speech and language can have a significant impact on their future life chances. In addition, this will enable them to access the phonic program with more confidence. The program has an entry and exit criteria which enables successes and failings to be identified.</p>	<p>Qualified staff will deliver the program and clear monitoring will be undertaken.</p>	<p>EYFS Lead &amp; Assistant Lead</p>	<p>Half Termly / as the program criteria demands (6 weekly)</p> <p>September 2019 – It has been decided to continue to use the BLAST program, the Nuffield trust program proved to be expensive and complicated to implement in comparison to BLAST. The BLAST program will be reviewed at the end of Autumn 1 to identify impact.</p>

Daily reading of all disadvantaged pupils to help support and underpin their learning. This will enable them to access quality wave one teaching and learning materials more effectively and with confidence.	Clear pupil lists which state / highlight the number of times a pupil needs to be heard read. Clear recording of pupil reading outcomes / points for development.	The DFE (2010) advocates intensive support for reading, suggesting it is highly beneficial to disadvantaged pupils and the EEF (2018) posits it can have an additional six months progress.	Qualified Teaching Assistants will record and document that pupils have been read to. The Pupil Premium Champion (PPC) will monitor the reading program and report back to SLT any successes or barriers.	PPC	Disadvantaged pupils are focused upon during learning walks and hub monitoring visits which are timetabled throughout the year.
Support Pupils' Emotional and Social behaviour to enable them to access quality wave one teaching.  Metacognition approaches.	Whole School Trauma Informed (TIS) Approach. Whole staff training as well as individual staff members who hold a level 5 Diploma in Trauma and Mental Health-Informed Schools practitioner status.  Staff training in metacognition and self-regulation approaches will ensure pupils are able to think about their own learning more explicitly.	Research shows that 'protective factors', namely interventions by emotionally - available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental health, physical and societal ill-health (Headstart Kernow 2018)  Research identifies that metacognitive approaches have a positive effect on pupil learning adding an additional seven months progress (EEF 2018).	Ensure staff awareness is maintained through modelling approaches, staff training, the use of the Motional program.  Teacher training will embed approaches and close monitoring and evaluation will assess the impact.	SENDCo & Inclusion leader,  Head of School, and Lead Phase 1 Teacher, Hub Monitoring Days	Half Termly  3 x Termly – Pupil Progress meetings, monitoring days & learning walks.
<b>Total budgeted cost</b>					

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve parental engagement to ensure pupils can access quality wave one teaching, where all people believe that their child can achieve the highest results possible.	Staff deployment will ensure that parents have opportune parent links as required. Primarily staff will be deployed on the door in the mornings and afternoon. Staff will be able to assist or signpost parents as necessary. PPC and PPC assistant will develop parent links through link into learning and parent workshops.	To ensure that both disadvantaged and non -disadvantaged pupils are supported daily. In addition, there will be teacher led workshops to help increase parental engagement this is supported by the OSI (2015) and EEF (2017) who suggest parental involvement is successful if strategies are implemented effectively adding an additional three months progress.	Overseen by Executive Head and Head of School. In addition, qualified teaching staff will devise effective sessions for parents to attend and participate in.	PP Lead, Assistant Lead and PSA	Termly



Support Vulnerable pupils to ensure that they can effectively access education.	The welfare team, the purpose of the team is to ensure that all pupils identified as vulnerable remain a prominent focus continually and that measures are put in place and reviewed as necessary and fortnightly. The team consists of different members of staff (some of which are funded by PP) across the setting; Head of School, Lead Teacher Phase 2/ Welfare Team Lead and Parent Support Advisor, Pupil Premium Lead.	It is paramount that all vulnerable pupils are supported as required to ensure they are safe from harm and can access education. Aspire Academy Trust Reviews Serious Case Reviews (SCR) termly, this continually highlights the need to be aware of safeguarding issues that may arise. All staff receive regular training and updates to ensure awareness is kept up.	Whole school training ensures staff are aware of how to record concerns and actions that need to be conducted in the event of a concern.	Inclusion Lead	Termly/ July 2019
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<p>Nessy Reading and Spelling program. To help support and develop pupils reading and spelling. The approach will be used in addition to quality wave 1 teaching and the RWI program it will target pupils learning with a clear entry and exit criteria.</p>	<p>Nessy Reading &amp; Spelling is an internet-based program developed by a team of specialist teachers and psychologists. Developed for students 5-12 years of age with reading differences such as dyslexia, Nessy is a powerful teaching tool for all students, including English as a second language learners.</p> <p>100 independent learning lessons spread over ten engaging islands employ an intensive, multisensory, and sequential method of instruction based on the highly respected and researched Orton-Gillingham approach to reading &amp; spelling.</p>	<p>To ensure that pupil learning styles are targeted effectively ensuring that they have every opportunity to keep up and not catch up and accelerating progress to meet pupils academic needs.</p>	<p>The intervention is delivered 3 times per week on a rota basis by two TA's, the program is measurable to identify pupil learning. In addition, pupils are able to access a dyslexia screening to help identify any areas of support.</p>	<p>To be confirmed</p>	<p>Program bought in 2018/2019</p>
<p><b>Total budgeted cost</b></p>					<p><b>70,600</b></p>

6. Review of expenditure				
Previous Academic Year 2018/2019				
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
Read Write Inc to improve the phonic skills of all pupils to help them access all areas of the curriculum.	Delivery of 5 x one-hour RWI sessions per week.	There has been an 11% increase on the previous 2018 Key Stage 1 results. The target for the year was 84%, the target reached was 82% in Key stage one. The target felt slightly short as one pupil was new to the school and was significantly below but made good progress from the starting point, another pupil was EAL who was receiving tutoring but missed 5 weeks of education. Had these pupils attained the final percent score would have been 86%.	<p>The program has been rolled out over two years, to ensure its development an RWI specialist staff member was employed to ensure that momentum was upheld across the school. This had a positive impact on EYFS 2 in 2017/2018 and Keys stage 1 in 2018/2019.</p> <p>The program will continue and further ongoing CPD training days are booked to ensure that the highest standards are upheld and improved upon to ensure pupils receive the quality RWI sessions.</p>	
BLAST	Two speech and language programs aimed at EYFS 1 and EYFS 2 delivered daily in small groups.	The BLAST program had a significant impact in EYFS 1 all pupils who accessed the program made progress this enabled pupils to interact with their peers and access quality learning particularly the introduction of RWI phonics in Spring 1.	It was felt that the impact was not as significant in EYFS 2 as it was in EYFS 1, on reflection it has been decided that the delivery of the program was not conducted effectively in EYFS 2. Pupils were taken out of class in groups and taught by a TA, the TA often had the same pupils who were repeating the program but not progressing. Therefore, it has been decided that for the next academic year the class teachers will be trained in its delivery, the sessions will be delivered daily within the class and the class teacher will work with the lower ability groups. The intervention will be reviewed at the end of Autumn 1 to ascertain if it has proven effective or not.	

A greater focus of more able pupils to ensure they reach their full potential with no glass ceiling on attainment.	Raising awareness to staff; ensuring staff model high expectations and raise aspirations. Staff will use a range of opportunities / teaching techniques to ensure PP pupils have high expectations.	The results have shown a dip in the attainment of greater depth pupils for both disadvantaged and non - disadvantaged. However, the results show that in reading pupils achieving greater depth are above National, this has been attributed to the RWI program.	It has been identified that the RWI focus has affected progress in writing, therefore Year two pupils who have passed their phonics screening will have high quality writing opportunities interwoven into the curriculum. Furthermore, focus will be added onto the delivery of the writing sections within RWI. Additionally, mathematics will be reviewed, the Phase two lead will be developing and embedding maths mastery. Teaching practices will be monitored through learning, walks, monitoring visits, pupil progress meetings and staff collaboration. Focus will continue to remain on proven approaches which include, metacognition, feedback,	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Parental engagement	Staff Deployment	Disadvantaged and Non-Disadvantaged pupils were supported daily at the start of the school day, this ensured that there was always a point of contact. However, professional discussion revealed that there was a need for a parent support advisor in addition to a meet and greet.	Professional discussion and reflection has identified that having designated school staff on the gates during the morning drop off has been successful in helping to support pupil and parents wellbeing, it has helped to trouble shoot parental questions and concerns that are not teacher orientated. In addition, has proved successful in supporting safeguarding concerns and incidents.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

PPC to ensure that the profile of disadvantaged children is raised / consistently maintained across the school.	PPC to ensure that PP pupils are identified, and pupil portfolios are upheld. Feedback from training / inclusion meetings is maintained. Parent meetings where necessary are undertaken.	The profile of disadvantaged pupils was maintained and barriers to learning were identified. In addition, the recognition that pupils should be receiving quality wave one teaching predominantly before intervention was highlighted to staff.	Pupil premium has remained a focus the PPC has delivered CPD sessions for staff and pupil portfolios are upheld. Following a recent Ofsted inspection pupil premium was deemed to be good at the school, the strategy statement outlined clear processes in the school for funding expenditure which was reflected within the school practices. The role of the Pupil Premium Champion will remain for the next academic year and has been retitled as Pupil Premium Lead.	
The Welfare Team to support vulnerable pupils both disadvantaged and non- disadvantaged.	Fortnightly meetings held to ensure that vulnerable pupils are supported.	The impact of this has ensured that vulnerable pupils have been supported continually and any concerns have been addressed and co – ordinated appropriately. The benefits of the team ensure that a whole picture of a child is taken into account and accurate recordings have been made and documented appropriately.	Time has been a barrier at times to enable meetings to take place. However, having the DSL overseeing the team ensures that pupils continue to remain a focus and emergency meetings can take place as required. Additionally, members are aware to report and record any concerns on the MyConcern system as well as taking any necessary actions. The Welfare team will continue but will now have allocated non-teaching post overseeing the team.  For the next academic year an inclusion team has been put in place which incorporates staff from both the infants and juniors this will help to ensure pupil / parent links are supported with better collaboration between staff and other agencies.	
<b>Total Budgeted cost</b>				88,020  1047,50

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.