

Sprowston Infant School Pupil Premium Strategy Statement Oct 2019

1. Summary information					
School	Sprowston Infant				
Academic Year	2018-19	Total PP budget (April- april)	£35,560	Date of most recent PP Review	Oct 2018
Total number of pupils	169	Number of pupils eligible for PP	25	Date for next internal review of this strategy	Oct 2020

2. Current attainment (not including SRB) 2019 outcomes		
Key Stage 1	<i>Pupils eligible for PP in school</i>	<i>Pupils <u>not</u> eligible for PP nationally</i>
% expected or above in reading	71% (5/7 children)	78%
% expected or above in writing	57% (4/7 children)	73%
% expected or above in maths	71% (5/7 children)	79%
Year 1 Phonics check	67% (4/6 children)	84%
Year 2 Phonics retake	100%	56% (all pupils)
Year R Good level of development	45%	74%

3. Barriers to future attainment for pupils eligible for PP (school collated the results of detailed questionnaires about the individual children)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Social, emotional and mental health issues for some eligible pupils are having a negative effect on their academic progress.	
B.	Pupils enter YR with very low speech and language skills.	
C.	Fine motor skills/handwriting	
D.	Attitudes to reading	
E.	Continue to narrow attainment gaps at KS1, particularly writing. Other gaps are in line (within one child).	
External barriers (issues which also require action outside school, such as low attendance rates)		
F.	Disadvantaged pupils have lower attendance than their peers.	
G.	Lack of parental support and contribution. Home issues including parental mental health, social care issues.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils with SEMH (Social, Emotional and Mental Health) issues will be supported to improve well-being and engagement with learning. Measured by ELSA scores, pupil voice, behaviour incidents.	<ul style="list-style-type: none"> ✓ Pupils are well supported and engage fully in learning to make good progress from their starting point. ✓ Children have positive playtimes and are engaged in learning. ✓ Children demonstrate a positive attitude towards school, are engaged in their learning and make good progress from their starting points.
B.	Pupils with speech and language difficulties will be able to achieve well. Measured by end of year outcomes and progress.	<ul style="list-style-type: none"> ✓ Pupils in YR will make accelerated progress in Listening and Attention. ✓ Pupils in other year groups who have had speech and language difficulties will be supported to catch up. ✓ Such pupils will be able to increase their access the curriculum. ✓ This will contribute to improvements in Literacy and other areas.
C.	Pupils with fine motor skills difficulties will get the support they need to improve their skills and therefore achieve better across the curriculum. Measured by end of year outcomes and progress.	<ul style="list-style-type: none"> ✓ Interventions carried out and effective. ✓ All year groups focusing on handwriting as whole class issue. ✓ Writing on lines in YR, handwriting books Y1, highlighted lines in Y2 to support.

D.	Pupils have positive attitudes to reading and achieve well in Reading. Measured by pupil voice, end of year outcomes and progress.	<ul style="list-style-type: none"> ✓ Reading areas in all classes ✓ Range of initiatives in school to promote reading for pleasure. ✓ Surveys show improved attitudes. ✓ Library being used regularly. ✓ Disadvantaged pupils achieving well in reading.
E.	Disadvantaged pupils achieve well in writing at KS1, further narrowing the gap with their peers. Measured by end of year outcomes and progress.	<ul style="list-style-type: none"> ✓ Effective interventions carried out where necessary ✓ Any other support needed to improve writing is given. ✓ Curriculum across school changed to increase focus on basics of writing – areas that have proved stubbornly difficult over years.
F.	Disadvantaged pupils will attend regularly, meaning less learning missed, more consistency and less disrupted schooling. Measured by attendance and PA figures.	<ul style="list-style-type: none"> ✓ Close the gap between all pupils' overall attendance and disadvantaged pupils. ✓ Bring the proportion of persistent absentees for disadvantaged pupils in line with all pupils.
G.	Targeted parents will be more engaged with school and know how to support their child with their learning. Measured by parent and pupil voice, PSM records, end of year outcomes and progress.	<ul style="list-style-type: none"> ✓ Parents will engage with their child's learning. They will feel supported and have a point of contact. ✓ Attendance improves which impacts positively on pupil's attainment and well-being. Families feel well supported to enable their children to progress. Parents have increased awareness of entitlement to Pupil Premium.

5. Planned expenditure 2019/2020

i Quality 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?	When will you review implementation and how?
A	<ul style="list-style-type: none"> Individual behaviour plans where necessary Coffee morning to be held with parents focusing on mental health and well-being-specific advice and guidance Behaviour improvement focus across school – common use of visuals, carpet squares, quiet voices 'Hand of 5' for all pupils – improves feeling of safety. PSM to carry out ELSA work with children on a 1:1 or group basis CPD for specified staff on RPI and management of high level behaviour – Step Up. Giving pupils free access to clubs 	<ul style="list-style-type: none"> There have been many studies that have concluded that poor mental health undermines educational attainment. Reduction in high level behaviour incidents improves learning for all. Higher expectations of behaviour across school helps build culture of high expectations – extends to work, presentation etc. Reduction in low level behaviour improves focus and therefore attainment of pupils. Children need to feel secure before can engage in learning effectively. Children who enjoy school and have positive play experiences are more likely to engage in their learning and have higher attendance 	<ul style="list-style-type: none"> PSM has regular supervision from Ed Psych for ELSA. Behaviour is included in all SLT monitoring and pupil progress meetings throughout year. 	<p>Nov 2019</p> <ul style="list-style-type: none"> Learning walks show large improvement in behaviour in two classes. Two children on individual behaviour plans show huge improvement in behaviour and work. <p>Jan 2020</p> <ul style="list-style-type: none"> Pupil voice Learning walks <p>Cost: ELSA £350 PSM £10,000 Step Up: £350 Clubs: £180</p>
B	<ul style="list-style-type: none"> Wellcomm activities for identified groups. Early interaction groups YR. YR staff using signalong to support communication. Extra support and advice from speech and language therapist. EP time when required Speech and language SRB placement Class staff following speech and language programmes with individuals. 	<ul style="list-style-type: none"> Wellcomm baseline assessments showed 75% of year group were below age-expected levels for speech and language. Children who struggle with speech and language are likely to fall behind with literacy and other subjects. 	<ul style="list-style-type: none"> Input from educational psychologist and speech and language therapist to ensure groups run properly. Ongoing supervision from SENCO. Pupil progress meetings to check provision in place. SEN folders monitored to see records of work done. 	<p>Jan 2020</p> <ul style="list-style-type: none"> Wellcomm follow up assessments Learning walks Pupil voice Book scrutiny Data analysis <p>Cost: WellComm £300 SALT £2000 EP: £2000 SRB: £2000 TA interventions: £1881</p>

<p>C</p>	<ul style="list-style-type: none"> • Squiggle while you wiggle/dough disco groups in YR. • Y2 handwriting club. • Whole school focus on handwriting • Curriculum changed to increase focus on handwriting for everyone 	<ul style="list-style-type: none"> • PP questionnaires found its an area of difficulty for 40% of PP children. • Handwriting is an area that children persistently find difficult and every year is the area that is a barrier to some disadvantaged children achieving expected at KS1. 	<ul style="list-style-type: none"> • Monitoring of books regularly by SLT. • Monitoring of plans and writing sessions regularly by SLT. • SENCO training for TA delivering sessions. 	<p style="text-align: right;">Nov 2019</p> <ul style="list-style-type: none"> • Book scrutiny shows improved presentation in Y1 and Y2. School Writing progression map simplified to allow more focus on handwriting + discussions with staff. <p>Cost: TA interventions £717</p>
<p>D</p>	<ul style="list-style-type: none"> • AH Reading for Pleasure research project – all teachers carrying out new initiatives that promote reading. • Parents reading at end of day in class weekly • New books bought • Library reorganised and improved. • Favourite stories and authors in Y1 – staff discussing and children voting for favourites to read. • YR visiting local library with aim of getting all children to register and take out books. • Reading dog • Secret reader • Interventions to improve reading fluency 	<ul style="list-style-type: none"> • PP questionnaires found attitudes to reading and ability were poor in 35% of PP children. • Reading is the key to academic success, without it children cannot access the curriculum. 	<ul style="list-style-type: none"> • Teachers’ contributions to the project are being done as part of TLC, so they are working as partners and reviewing and feeding back every half term. • Regular English monitoring and support from subject leader. 	<p style="text-align: right;">Oct 2019</p> <ul style="list-style-type: none"> • Reading attitudes survey carried out showing mixed picture. • Follow up surveys throughout year. • Outcomes in reading across school. <p>Cost: Books: £1000 Reading areas: £600 TA interventions: £2508</p>
<p>E</p>	<ul style="list-style-type: none"> • Writing curriculum and progression map altered to ensure focus on spelling and handwriting – the two areas which are always barriers to children achieving expected in Y2. • Focused writing groups established in Y1. • Greater depth writers planned for separately in Y2 to allow more creativity in writing. • Handwriting club • Squiggle, dough disco in YR 	<ul style="list-style-type: none"> • Writing is the one KS1 area where the gap has never closed for disadvantaged pupils. • Disadvantaged pupils do not attain greater depth in writing. 	<ul style="list-style-type: none"> • Regular monitoring from SLT focusing on Y1 groups ongoing. • Regular book scrutinies. • Pupil progress meetings half termly 	<p style="text-align: right;">Nov 2019</p> <ul style="list-style-type: none"> • Monitoring shows good progress in Y1 books <p style="text-align: right;">Jan 2019 (and half termly)</p> <ul style="list-style-type: none"> • Pupil progress meetings • End year outcomes in writing • Progress in books throughout year.

F	<ul style="list-style-type: none"> • Closing registers early/late forms • First day calling • Half termly monitoring by HT, looking at those below 90%, those with falling attendance. • PSM works with parents where attendance is a problem. • Medical evidence where absence does not improve. • Fast track process/fixed penalty notice with county attendance officer where absence continues to be a problem. 	<ul style="list-style-type: none"> • Attendance has a very strong correlation with achievement. • Research shows pupils who are below 90% for their school career achieve one GCSE grade worse on average. • PP children's attendance has improved but is still below that of other pupils. 	<ul style="list-style-type: none"> • Attendance overseen by HT – monitored half-termly. • HT reports to governors termly. 	<p style="text-align: center;">Jan 2019</p> <ul style="list-style-type: none"> • Monitoring of attendance – ongoing half termly. • Half-termly pupil progress meetings • Pupils' work • Pupil voice • End year outcomes
G	<ul style="list-style-type: none"> • Coffee mornings • PSM working with individuals to support home behaviour. • PSM works with parents with attendance issues. • Use children's centre space to create two rooms for PSM – one for group work with children, the other for meeting with adults. • PSM runs FSPs for families needing support. 	<ul style="list-style-type: none"> • Having a more stable home life benefits pupils in reducing their stress so they are more ready to learn. • Improving attitudes and behaviours at home supports work in school. • Children with better attendance achieve better. 	<ul style="list-style-type: none"> • Termly meetings for DSLs to share priorities/debrief. • Regular meetings PSM/SLT 	<p style="text-align: center;">Jan 2019</p> <ul style="list-style-type: none"> • Pupil progress meetings • Monitoring throughout year • Pupil outcomes <p>PSM: £10,000</p>
Total budgeted cost				£33886

6. Review of expenditure of Previous Academic Year 2018-19. Total allocation £34,540

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost	Lessons learned (and whether you will continue with this approach)
<p>Pupils with SEMH (Social, Emotional and Mental Health) issues will be supported to improve well-being and engagement with learning.</p>	<ul style="list-style-type: none"> • Pastoral support manager (PSM) trained in ELSA (emotional literacy support programme) • CPD on behaviour management for all staff – Step On • CPD for specified staff on RPI and management of high level behaviour – Step Up. • SENCO CPD visiting specialist provision. • SEMH SRB placement • Targeted behaviour interventions for children- parents also engaged at every stage. • Chn to get free access to after school clubs and trips 	<ul style="list-style-type: none"> • Pastoral support manager has worked with 49% of disadvantaged children. • ELSA progress. • Child attending SRB has improved behaviour when back in school. No longer disruptive to others and able to focus on his own learning. • Specific behaviour programme put in place for one child who was on verge of permanent exclusion after several fixed term exclusions. The child has had no more exclusions since. • Access to school trips, breakfast clubs and afterschool has increased children’s engagement with the curriculum. 	<ul style="list-style-type: none"> • PSM £15,885 • ELSA £360 • Norfolk Steps training £350 • Specialist resource base placement £2071.32 • Safeguarding multi-agency training £510 • Improving access to extra-curricular activities £206.47 	<ul style="list-style-type: none"> • It is difficult to have lasting impact on parents’ behaviour management at home – this needs to be supported by other agencies who can support within the home. PSM to continue to work with parents on this where necessary. • Ensure there is joined up thinking with teachers, parents and PSM. PSM has created referral form for teachers to improve clarity of aims of intervention and tracking impact. • Successful experience of individualised behaviour programme and SENCO CPD has put us in a good position to manage behaviour of high level individuals going forward.

<p>Support for children with learning difficulties</p>	<ul style="list-style-type: none"> • Use of educational psychologist to assess and give advice on children with specific needs. • School buying in additional support from private speech therapist as well as NHS speech and language provision. • Early interaction groups in YR – begun by therapist, taken over by SENCO after training. • Signalong training for YR TAs from speech therapist. 	<ul style="list-style-type: none"> • EP support has shown good impact, e.g. EP assessments showed a child to have problems with working memory, and suggested ‘talking tins’ to record and playback own sentences for writing. This was put in place and had a good impact. The child was able to write independently, rather than struggling to remember ideas between writing. It was also used with other children who were having similar difficulties to good effect. • More pupils identified earlier and school has activities to carry out developing speech and language. • Early Interaction groups showed good improvement in children being able to listen and attend, which carried over to the classroom. 	<ul style="list-style-type: none"> • TA small group and 1-1 interventions £6573 • Educational Psychology/speech therapy involvement for children’s learning difficulties + specialist group £4025 • Learning resources for disadvantaged children £100 	<ul style="list-style-type: none"> • Specialist advice has been beneficial where it has been put into place and followed through by teachers on a daily basis. • Early speech and language support is essential and needs to be an area we continue to invest in.
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<p>Improvements in quality of teaching and learning</p>	<ul style="list-style-type: none"> • CPD on challenge-based learning for 6 members of staff. • Visits to St John's Primary to see approach. • Intensive support for Y1 staff implementing challenge-based learning. • Release time for subject leaders to gain overview of subjects. • Using pupil progress meetings to identify and plan targeted interventions and track impact. • Using BPVS as a measure of progress in vocabulary. • CPD for TAs on interactions – maximising learning. • Introduction of 'TLC' model with TAs – professional development and supporting each other. 	<ul style="list-style-type: none"> • Practice in Y1 has improved dramatically. Monitoring shows behaviour and engagement are much better. • Writing books show significant improvements since changing approach in January. • Phonics results up to 94%, which is a huge improvement and in top 10% nationally. • Subject leaders have folders, evidence and action plans in place and reviewed ongoing. Working on progression maps to ensure appropriate progression across all subjects. • Tapestry posts show improved focus on areas of learning and children's learning being moved forward. • TAs have begun TLC approach – now view targets as more professional development than performance management. 	<ul style="list-style-type: none"> • Challenge-based learning training £1350 • Teacher 10% £2885.40 • Subject Leader release time £1080 • BPVS £235 	<ul style="list-style-type: none"> • Implementation of challenge based learning was very successful and clearly improved teaching and learning – continue to tweak the approach this year as required. Need to review plans throughout year to ensure progression of subjects and effectiveness of activities. Continue to monitor approach and consistency of application. • Increase rigour of pupil progress meetings, with 'evidence' box added to more precisely track progress. Also monitoring of interventions to ensure happening consistently. • BPVS used but found WellComm to be a better measure as it incorporates use and understanding of language. To use this from now on. • Continue to develop curriculum across school, with focus on progression by subject, building understanding across all staff.
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<p>lack of parental engagement, parents with mental health issues, social care issues, attendance</p>	<ul style="list-style-type: none"> • PSM working closely with families where we have had safeguarding concerns or where it is felt home situation impacts on children in school. • Improving attendance of disadvantaged pupils – July 2018 attendance was considerably lower than other pupils, with very high proportion of PAs. • Supporting parents to overcome barriers to children’s learning and increasing engagement of parents in learning. • Coffee mornings with parents 	<ul style="list-style-type: none"> • Many of our parents are struggling to support the needs of their children and rely on school to provide strategies. PSM has worked with 39% of disadvantaged families over the year. This quick intervention has prevented families moving into tier 3 and supported them where necessary to help make life a little easier. • PSM worked with parents whose children had low attendance – morning routines, resilience, behaviour management. On occasion has picked up a child where parent cannot get them to school. HT monitors attendance regularly and addresses low attenders. Attendance for disadvantaged improved from 92.14% to 94.54% over the year. PAs reduced from 45% to 10%. • Increased number of parent learning sessions – phonics sessions in YR and Y1, meetings for all year groups around curriculum, Reading and Maths cafes, YR post next week’s phonics on Tapestry every Friday to show correct actions and enunciation. • Coffee mornings well attended. Brought in some parents who are often reluctant to come into school. One parent was able to talk to PSM about issues and further support with behaviour at home was given as a result. • SENCO has accompanied 2 parents to medical appointments to support. 		<ul style="list-style-type: none"> • Although it has worked, it is difficult to have lasting impact on parents’ behaviour management at home – this needs to be supported by other agencies who can support within the home. PSM to continue to work with parents on this where necessary. • Continue attendance approach, which has been successful, aiming to improve further this year.
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