

Spring Meadow Infant and Nursery School

Pupil Premium Plan for 2019 – 2020

The plan begins with summarising the successes of the previous year's provision.

Summary Evaluation of overall impact 2018 – 2019

1 - The Gap between the PPG children and the non PPG children closed significantly in Year 2. This is as a result of a combination of many differing actions taken by the staff across the school, the support of the parents and the hard work and dedication of the children to work hard to achieve the best possible outcomes.

2 – Staff across the EYFS focused on developing the communication skills of all children. PPG children received additional support to improve their communication skills through interventions which included experienced teachers providing external opportunities to communicate, e.g. visits to local shops to chat/speak with a purpose. Data shows the impact of this work on PPG children as well as soft data information from class teachers.

3 – Lexia as an additional tool to support PPG children with their reading has proven to be successful and popular. It has been used daily in school as an intervention, but is was also accessed by children at home with parents engaged in the process to raise standards of reading. The technology was a challenge at times – internet connections weak and machines dated. Additional wifi was purchased to improve speeds. Individual progress is shown below re steps made over the year. The school will continue to purchase this as a resource that does support progress, but also because it raises self-esteem and self-belief in the child that they are a reader.

The addition this year 18 – 19, of 1-1 tutoring and the use of the before and after school provision to develop social skills have proven to be high value and high impact resources which will continue to be used into 2019 – 2020.

Spring Meadow Infant and Nursery School

Pupil Premium Action Plan

Funding Grant for 19 – 20 **£68,680**

(new funding will be received in April 2020)

Pupil Premium Plan

Key Areas for Improvement:

1 – Language development: To support children to meet age related expectations in communication and language

2 – Attainment in core subjects: To increase the number of children who meet age related expectations in phonics, reading, writing and maths

3 – Social, emotional and mental health: To enable all members of staff to fully understand the importance of mental wellbeing in school. Focus support for identified PPG children.

4 – Curriculum to provide children with the opportunity to thrive and recognise in themselves the strengths and talents they have.

Priority 1: Language development

To support children to meet age related expectations in communication and language

Key Objectives:	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
For all KS1 and EYFS staff to be able to support the communication and language interventions for PPG children.	To identify which communication and language programs we currently have for identified children. Training session to evaluate language and communication programs and appropriate training for support staff. Investigate language assessment tools for KS1 children or explore producing our own.		Nov 19	Children needing additional support in communication and literacy are identified from Baseline Assessment, participate in Talking Box intervention and make accelerated progress. NELI intervention is implemented after training – possibly last 10 weeks of Summer Term for Nursery children

<p>Core communication and language interventions are in place which fit the needs of PPG children.</p> <p>All curriculum planning of teaching and learning to include three tiers of vocabulary</p>	<p>To research and select from the following programmes: NELI (support staff), Talk Boost, REAL project (focus on parents) to enable children to receive a consistent approach to improving their speaking skills.</p> <p>Arrange 2 hour training slot to develop staff understanding of sustained shared thinking and using questions to develop reasoning– (EEF) EYFS lead.</p> <p>For leaders to monitor planning to ensure teaching of vocabulary is meeting pupil need in all lessons.</p> <p>Identify children to take part in agreed interventions – group or individual.</p>	<p>£5000 - £2500 x2 TAs. For NELI training</p> <p>20% of EYs support staff salary for intervention work daily £20,000 in the EYFS.</p>	<p>Jan 2020</p> <p>May 2020</p> <p>Bi-weekly</p> <p>Half-termly</p>	<p>to lead into 20 weeks of Reception in Sept 2020.</p> <p>All staff use high quality interactions to develop children’s communication and language skills and vocabulary.</p> <p>Children who have PPG attached show at least 4 terms progress across the academic year.</p>
<p>Key Objective:</p> <p>There is a consistent, whole school approach to shared reading to support children’s comprehension skills.</p>	<p>Staff training</p> <p>English lead to explore the PEER framework (EEF) as a consistent whole school approach to shared reading and language/comprehension development.</p> <p>All staff to be trained in the school’s chosen shared reading framework.</p> <p>Parental workshops take place to support parents with shared reading at home with children</p>			<p>Children are confident when explaining their thinking about a text.</p> <p>Teachers know and understand the most effective ways of teaching shared reading to the class and how to meet the needs of differing abilities.</p>
<p>Monitoring (leadership and Governance)</p>	<p>Evaluation/Impact (termly updates)</p>			<p>Next Steps</p>

Priority 2: <u>2 – Attainment in core subjects: To increase the number of children who meet age related expectations in phonics, reading, writing and maths</u>				
Key Objectives	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
<p>Reading PPG children to make accelerated progress in reading</p> <p>PPG Outcomes and Progress::Embed successful approaches to secure accelerated progress for targeted pupils and the in year gap will be substantially diminished. Targetting PPG – Year 2 - 85.7%, Year 1 -</p>	<p>PPG children to have daily reading sessions to include phonics (see below)</p> <p>PPG children to use Lexia program daily.</p> <p>PPG children to play a variety of sight and vocab games throughout the week.</p> <p>Year 2 8 children.</p> <p>Year 1 15 children.</p> <p>Year R 11 children.</p>	<p>£4000 Lexia licence already paid for.</p> <p>TAs to provide interventions.</p> <p>100% of salary of one TA</p> <p>Reception TAs 10% as above in previous section.</p> <p>FSP salary 20% of salary for interventions related to T&L.</p>	<p>Daily Monitor each half term to assess progress.</p> <p>£20,000</p> <p>6 X £2000 = £12,000</p> <p>£4000</p>	<p>PPG children will make accelerated progress and meet ARE at the end of the relevant year.</p> <p>Every child's targets set with the teacher and the line manager will be met based on the priority needs of that child. (see individual PM targets for each child)</p>

72.7% Year R – 75%		HLTA - 20% of salary for tutoring for key children DHT – 10% of salary tutoring Head Teacher reading support	£5600 £5000	
Key Objectives	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
Phonics End of Year 1: Results in the Year 1 Phonics test will be at 83%, close to national which in 2019 was 76.2% End of Year 2: Phonics results at the end of Year 2 will be 92% (National for 2018-2019 was 91.4%) Reception: Phonics attainment – at least 72% meet the end of the	Whole School See School Improvement Plan. PPG Interventions Reception, Year 1 and Year 2 - Daily reading with staff with book closely related to phonic ability. Session to include focus on one sound - building up a resource of sounds and words (on cards) to take home that are repeated/revised in daily reading session at school. Include understanding of what has been read. Staff to share with parents above system.	% of Class TA salary. Purchase reading books closely aligned to phonic ability. £1200 from school budget not PP funding.	Cost included above. October 2019	Reception teachers can confidently provide appropriate books for each child. Children make rapid progress as a result of books matching known phonic sounds. Attainment is in line or above expectations for age and stage.

EYFS Sounds~Write expectation.				
Monitoring (leadership and Governance)		Evaluation/Impact (termly updates)		Next Steps
Key Objective	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
Maths Outcomes at the end of KS1 will be at 79.7% or above national levels (provisional national in 2019 is 75.6 %) Reception: Maths at least 75% of children reach expectations in maths	Whole School See School Improvement Plan PPG Interventions Reception planning to be based on White Rose so that children are familiar with the approaches in KS1. Identify children to do 5 Minute Box type of activities on a daily basis with a focus on maths vocabulary and basic skills. Identified PPG children to receive tutoring. Tutor to liaise with class teacher to discuss needs of child and ways to take learning forward.	Costs related to salary for HLTA, see section above re salary costs.	Monthly requirements set out in SIP. Weekly program	High quality teaching by all staff will enable every child to be successful. This approach to teaching will impact on PPG children. Regular and consistent basic skills input for PPG children will develop confidence in the child to more readily access class teaching.

Monitoring (leadership and Governance)		Evaluation/Impact (termly updates)		Next Steps
Key Objective	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
Writing To increase the number of PPG children achieving ARE in writing	Whole School KS1 – Embed 3 phase English planning system NASEN training - ensure that the needs of all children are met through planning. Writing to be embedded in foundation subject planning New marking and feedback to be embedded – in topic writing as well as English writing. EYFS – Planning lead to investigate ways to ensure PPG children engage with writing tasks on a daily basis. Bi-monthly moderation of PPG writing for those not achieving ARE. Language programs (see above) implemented. PPG Intervention Identified PPG children to receive tutoring. HLTA tutor to liaise with class teachers to discuss needs of child and ways to take learning forward.	Part of staffing budget	Oct 19	Work in PPG books show clear targets are being worked on by every child and all tasks enable a child to improve their work building on prior learning. Foundation subject books show that the same writing targets are being worked on and enabling wider practise for every child. Staff in Reception will be seen encouraging children to want to write on a daily basis. Outcomes from tutoring show good progress.

	Basic skills check to make sure that all mechanical skills are in place.			There is a clear record for every child showing gaps and a planning record of teaching in progress to support attainment – allowing for overlearning to support memory.
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Priority 3:

3 – Social, emotional and mental health: To enable all members of staff to fully understand the importance of mental wellbeing in school. Focus support for identified PPG children.

Key Objective	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
To encourage better recognition and self-management of emotional states to enable children to better access the educational opportunities presented to them.	<p>To adopt a therapeutic approach to behaviour - Steps approach: – SENDCo and DHT to attend Steps Tutor training.</p> <p>HT, SENDCo and DHT to discuss when and how Steps approach is embedded into school practice and policy through training.</p> <p>X2 Mental Health champions to be oversee the social, emotional and mental health of pupils. FSP to attend local mental health forum to research ideas and share good practice.</p> <p>Whole School mental health training Train x2 support staff to deliver the ELSA programme - An Emotional Literacy Support Assistant (ELSA) is often a TA/LSA equipped to offer individualised or small group support for children/young people who are experiencing temporary or long term additional emotional needs. This</p>	<p>Training = £1450 + x5 days at training.</p>	<p>Academic year 2019 - 2020</p> <p>April 2020</p> <p>Jan 3rd 2020 Training to begin in January 2020.</p>	<ul style="list-style-type: none"> • Positive impact on pupil attendance • Increase in academic achievement • Improved self-esteem in vulnerable children • Positive changes in the home environment (e.g. using anger regulation strategies) • Reduction of difficult and dangerous behaviours <p>Improved interactions between peers and adults</p> <p>Positive impact on the relationship between school and home</p>

	<p>provides a safe and supportive relationship within which children can think through challenges.</p> <p>FSP - Identified children to work with the HSP on a weekly basis. FSP to share outcomes with teacher and parent to support next steps learning</p>	FSP salary – 80%		<p>Raised awareness of emotional literacy at the whole school level</p> <p>Increased understanding of how to support children's needs, particularly in the area of social, emotional and mental health</p> <p>Significant gains in targeted emotional literacy skills</p>
Monitoring (leadership and Governance)		Evaluation/Impact (termly updates)		Next Steps
Priority 4: <u>4 – Curriculum to provide children with the opportunity to thrive and recognise in themselves the strengths and talents they have.</u>				
Key Objective	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
Enabling every child to experience high levels of success and enjoyment in their learning	<p>For every child, including PPG to be supported in identifying which element of the curriculum they love the best.</p> <p>To use recording opportunities to build on the English writing skills being developed in the English lessons (same targets to be planned for when writing is needed)</p> <p>Through pupil voice, children can articulate what areas of learning they enjoy and influence the curriculum.</p>	-	Half termly focus and evaluation of pupil outcomes	<p>Writing shows an increase in fluency and confidence when using basic skills.</p> <p>Children are confident to say what they are learning, what they are getting better at.</p> <p>Children show high levels of enjoyment and motivation to engage with the learning.</p>

	Through curriculum planning, teachers will tailor the curriculum to ensure that children have a greater opportunity to excel in the areas that they love.			
Monitoring (leadership and Governance)		Evaluation/Impact (termly updates)		Next Steps

Spending Summary

Costing summary	
1 – Language development: To support children to meet age related expectations in communication and language	£25,000 – training and salary costs.
2 – Attainment in core subjects: To increase the number of children who meet age related expectations in phonics, reading, writing and maths	£42, 600 – staffing costs and training
3 – Social, emotional and mental health: To enable all members of staff to fully understand the importance of mental wellbeing in school. Focus support for identified PPG children.	No costs – Opp area funding and YMCA support
4 – Curriculum to provide children with the opportunity to thrive and recognise in themselves the strengths and talents they have.	No cost from PPG budget
	Total cost £67.600 + £1, 080 pounds towards the ELSA training.