



Pupil Premium Plan 2018 -2019

SPRING MEADOW INFANT AND NURSERY SCHOOL

Evaluated July 2019



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 also accessed by children at home with parents engaged in the process to raise standards of reading. The technology was a challenge at time – 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 18 – 19 **£68,500**

What will narrow the attainment gap?

This table is designed to acknowledge the key issues that would lead the attainment gap to narrow with the impact being seen in both hard and soft data. The impact column shows how each of these specific actions will be visible and demonstrated.

Key Areas for Improvement								
1 - Reduce the attainment gap for children in Y2 in reading, writing and maths								
2 - Develop speech and communication for children in the EYFS, especially within the nursery.								
3 - Improve the % of children who are attaining at expected in their reading through the use of Lexia.								
Identified Key Issues	Objectives	Action	Cost	Impact – How you will see it	Evaluation Dec 18	Evaluation Mar 2019	Evaluation July 2019	Final summary evaluation
Reading –	PPG children to make 7 steps progress in 1 academic year	Daily school and home practise Lexia -	£4000	PP children of all abilities will demonstrate accelerated progress through the levels achieved	Reception 4 by 1 step, 4 by 2 steps 1 by 3 steps	Reception 4 by 3 steps 2 by 4 steps 2 by 5 steps	Reception 3 by 4 steps 1 by 5 steps 4 by 6 steps	Progress made by children reflects challenges and ability. In school documentation shows the

				and improved progress using school reading books.	<p>1 by 4 steps 2 by 5 steps Average of 1.6</p> <p>Year 1 2 no steps 7 made 1 steps 2 made 2 steps Average of 1.1</p> <p>Year 2 2 no steps 5 made 1 step 8 made 2 steps 6 made 3 steps 2 made 5 steps Average of 2.4</p>	<p>3 by 6 steps Average of 4.4</p> <p>Year 1 1 no steps 1 made 1 steps 3 made 3 steps 2 made 4 steps Average of 2.6 steps</p> <p>Year 2 1 made no steps 1 made 1 step 2 made 3 steps 9 made 4 steps 1 made 5 steps 3 made 6 steps 1 made 7 steps 1 made 8 steps Average of 4.2</p>	<p>2 by 7 steps 1 by 8 steps 1 by 9 steps Average 6.0</p> <p>Year 1 2 by 2 steps 2 by 3 steps 2 by 5 steps 1 by 6 steps</p> <p>Year 2 1 no steps 1 by 1 step 1 at 2 steps 1 at 4 steps 3 at 5 steps 8 at 6 steps 1 at 7 steps 3 at 8 steps 1 at 9 steps 2 at 10 steps</p>	case study information for key children who did not meet the target set for them as a PPG child
Reading –	PPG children to make 4 steps progress in 1 academic year	2 ½ hours per week to work daily for 30 minutes with the same two children to	£3800	Fluency of reading improves for each child – child achieves ARE by the end of the academic year.	<p>See above</p> <p>See above</p>		Children identified in Y2 benefitted from daily reading. Impact shown see Timetable (K Wodehouse)	

		practise reading aloud																																																																				
Tutoring 1-1 before and after school	To enable underachieving PP children to close gaps in writing and maths	Teachers to tutor a child at least two times per week for a 6 week period. Then move to new child or change approach	£30 an hour teacher time Based on 7 hours per week for 30 weeks of the year £6300	Outcomes in books show an improvement in amount produced and accuracy. (editing and use of purple pen) Class teachers report an improvement in attention and confidence/desire to work independently	<table border="1"> <thead> <tr> <th>Child PP tutoring</th> <th>Reading Progress</th> <th>Writing Progress</th> <th>Maths Progress</th> </tr> </thead> <tbody> <tr><td>A</td><td>8.0</td><td>10.0</td><td>6.0</td></tr> <tr><td>B</td><td>9.0</td><td>10.0</td><td>4.0</td></tr> <tr><td>C</td><td>1.0</td><td>8.0</td><td>8.0</td></tr> <tr><td>D</td><td>Left</td><td></td><td></td></tr> <tr><td>E</td><td>10.0</td><td>10.0</td><td>4.0</td></tr> <tr><td>F</td><td>6.0</td><td>6.0</td><td>7.0</td></tr> <tr><td>G</td><td>6.0</td><td>8.0</td><td>6.0</td></tr> <tr><td>H</td><td>8.0</td><td>8.0</td><td>6.0</td></tr> <tr><td>I</td><td>10.0</td><td>8.0</td><td>7.0</td></tr> <tr><td>J</td><td>6.0</td><td>7.0</td><td>7.0</td></tr> <tr><td>K</td><td>8.0</td><td>10</td><td>8.0</td></tr> <tr><td>L</td><td></td><td></td><td>7.0</td></tr> <tr><td>M</td><td></td><td></td><td>7.0</td></tr> <tr><td>N</td><td></td><td></td><td>7.0</td></tr> <tr><td>O</td><td></td><td></td><td>6.0</td></tr> </tbody> </table> <p>Blue highlights were focused on in an attempt to achieve GD. This was secured as a result of additional input using PPG funding. 5th class work has not been able to go ahead due to one member of staff being on long term sick leave.</p>	Child PP tutoring	Reading Progress	Writing Progress	Maths Progress	A	8.0	10.0	6.0	B	9.0	10.0	4.0	C	1.0	8.0	8.0	D	Left			E	10.0	10.0	4.0	F	6.0	6.0	7.0	G	6.0	8.0	6.0	H	8.0	8.0	6.0	I	10.0	8.0	7.0	J	6.0	7.0	7.0	K	8.0	10	8.0	L			7.0	M			7.0	N			7.0	O			6.0	<p>Gaps closed in Year 2 reading – now – 1.7% it was -34 Sept 18 writing –now -5.5% it was – 21% Sept 18 maths – now 15.6% it was – 25%</p> <p>Reasoning is now a key feature in most maths books. Evidence is present to show children progressing through maths challenges. More able children were exposed to work at a higher level hence reaching GD. Differentiation is now good. Writing – marking and FB changes over the year enabled greater opportunities for children to take ownership of own work and identifying errors and improving. (Purple Pen)</p>
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Developing oracy for EYFS children - % of TA salaries	Children to listen and speak at age appropriate level by the end	Interact with children on a daily basis modelling clear language	80% of Nursery TA salary.	PP children to increase the interactions they make during 1-1 and small group situations.	Spring Term – TAs doing daily reading, frequent phonics work, social skills/support in play, SALT input with Rec PP	Class teachers reported improvements in the children’s abilities to meet standards within C&L.																																																																

	of the academic year				EYFS Teachers and TAs – Summer Term – worked with all Rec PP children to give experiences outside of the class in small groups to develop language skills. Average points progress: List and attention: 4.6 Understanding: 5.7 Speaking: 5.2		5 out of 12 met the national standard at the end of the year. 2 children with SEND are working within 30-50 banding, and so progress has been made, but is slow. Other 5 children made progress in line with expectations – see case study.
Home school partner play therapy –	PP children to express their feelings clearly so needs are met	Identified children to work with the HSP on a weekly basis. Katrina to share outcomes with teacher and parent to support next steps learning.	FSP (50% of salary)	Class teacher and parent report an improvement in esteem. Child observed playing happily and confidently during independent play times	Key children have received support as well as their families. A significant number of children who have a CP plan in place have also been supported by Katrina W Family Support Worker. Self-esteem is raised in school. Core groups are attended to support families to duplicate positive behaviours at home.		E.g Child a significant improvements in parting from parent and improved attainment and progress in lessons. Child B liaison with family in crisis, child home tutored. Child C reduction in serious challenging behaviour incidents. Additional support at lunchtimes for challenging behaviour support.
Tutoring in school – HLTA	To provide opportunities to read with a Higher Level Teaching Assistant with skills in reading recovery	% of salary	£6,000	Attainment will increase by four terms across three.	See reading evaluation above		
TAs in Y1 –	To ensure PP children have additional support during English and Maths lessons so they can make	Teaching assistants work with PP children during English and Maths learning	£10,000	PP children outcomes show increase in attainment as a result of support provided – showing they are making progress towards meeting ARE.	4 children not at ARE all SEN Child who is below also has Vulnerability CP New arrival at expected		The overriding needs of the PP children were social and emotional. TAs often played the role of counsellor in supporting these children to remain in the school and eventually returning to the

	accelerated progress.						class and trying to take part in learning.
Non scale 3 TAs oracy and 1-1 support for reading, writing and maths	As above,	Y2 also have pm support because the year group has a significant number of children who are attaining below expectations – 1-1 reading	£10,000	PP children outcomes show increase in attainment as a result of support provided – showing they are making progress towards meeting ARE.	As above re tutoring the input is having a significant impact on pupil progress and diminishing the gap in reading. This is appearing in the outcomes in the writing and maths books and good progress is being evidenced as a result of QFT and the expertise of the support staff.		The combination of 1-1 reading daily practice alongside other interventions impacted positively on children – see data above.
SEND and Experienced Teacher – small group teaching	To provide small group teaching of English and Maths so that learning to learn skills can emerge.	Writing and maths lessons provide by two skilled teachers 4 days out of 5	£7,200	Children are able to listen for short periods of time when in large or small groups – they can access learning within their own classes and do not to be taught outside of the class in Jan 19	This group functioned for the whole of the autumn term. The children were significantly below the rest of the year group and lack basic number skills from the EYFS programmes of study.		This work Continued to in main stream classes. See data above.
After school club places	Children to enjoy positive play outside of the school day.	PP children receiving tutoring to play with high quality resources in a supportive environment	£3000 Based on ten free days per week	Increase in positive behaviours and self-esteem.	This initiative has had an outstanding impact on the self- esteem of key children. There has also been a correlation between an increase in this and outcomes in books. (case study for AP)		This provision proved to be a success mostly in raising the self-esteem of very shy, quiet and withdrawn children to be more positive about themselves and interact more with others. Improvement also seen in children’s attendance and desire to attend school/separate more readily from a parent in the morning.
Breakfast club places	Children to enjoy positive	PP children receiving tutoring to	£1500 Based on 10 free	Increase in positive behaviours and self-esteem.	As above		As above

	play outside of the school day.	play with high quality resources in a supportive environment	places per week				
SLT analysis of PPG 1/2 day per week of Deputy Head time	Focus planning for individuals to build on prior learning	Contact parents, teachers and children to agree approaches and timings etc to deliver additional learning outside of the school day	£3,800	Parent and child have a greater understanding of what they must do to close the gaps in knowledge so that ARE is achieved by the end of the academic year.	Parents remain reticent to meet with the tutor, but this has been successful in terms of getting parents to return later than usual to collect their children.		JP (HLTA) continued to liaise with parents with mixed responses re up-take. LK (DHT) continued to analyse and support JP to deliver content that would impact on outcomes required.
TLR for teacher for PPG championing work	The Pupil Premium Champion teacher to ensure PP needs remain high on the agenda	Analyse outcomes Inform staff of needs and outcomes. Inform SLT what else could be done for the PP children. Attend any LA provided events.	£2000	PPG children have a leader who speaks up for them at all times. PPG children and families know who the leader is and can approach for support when needed. Attainment for the PPG children increases so most achieve ARE by the end of the academic year.	AJ is now in post as the PPG champion for the school. She is working well alongside LK to make contact with all stakeholders to ensure all offers are explicit and teachers, parents and children are all aware of the offer and how to exploit the resources we have.		Impact on families re entitlement to attend free clubs etc. was achieved. PPG champion worked with PPG lead to understand the role, which was challenging for her to undertake as she was class based all year.
Educational visits	Every PPG child attends all visits and benefits from these cultural experiences	Children can share their learning with peers. Parents do not feel pressure to fund events or withdraw their child (e.g. illness)	52 children 3 visits per year, approx. cost £12 per visit = £1872	No child misses out on cultural experiences. Children can speak articulately about what they learnt or saw. Families keep important funds to buy basic items and not feel pressured to pay for school visits.	This is in place and offered for all visits.		Continue

<p>PPG families do not have funds to access cultural venues such a theatres, plays and museums etc. to develop knowledge and wider vocabulary</p>	<p>Children and their families experience opportunities not available to them on low incomes</p>	<p>Cultural opportunities for More able PPG children and families.</p>	<p>£7216</p>	<p>Children get to experience high quality family events supported by school staff.</p>	<p>This has not taken place yet</p>		<p>This activity did not take place this year.</p>
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