

Henry Bradley Nursery & Infant Pupil Premium Strategy 2018-2019

Summary information for 2017-2018					
School	Henry Bradley Nursery & Infant School				
Total PP budget	£61,180		Date of most recent PP Review		Sep 2018
Total number of pupils	157	Number of pupils eligible for PP	45	Date for next internal review of this strategy	Feb 2019

Attainment & Progress at end of 2017-2018 academic year		
	Pupils eligible for PP in school 17/18	Pupils nationally 16/17
% children achieving a Good Level of Development (GLD) by the end of EYFS, achieving the Early Learning Goals (ELGs).	45%	71% (-26%)
% children attaining the expected standard in Phonics at the end of Yr1.	76%	81% (-5%)
% children attaining the expected standard in Phonics Yr1 + Yr2 combined.	87%	92% (-5%)
% children attaining the expected standard in Reading at the end of the year in Y2.	71%	76% (-5%)
% children attaining the expected standard in Writing at the end of the year in Y2.	65%	68% (-3%)
% children attaining the expected standard in Maths at the end of the year in Y2.	65%	75% (-10%)
% children making expected progress in Reading by the end of the year in Y2.	76%	-
% children making expected progress in Writing by the end of the year in Y2.	76%	-
% children making expected progress in Maths by the end of the year in Y2.	71%	-

Barriers to future attainment identified (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
1.	<p>On entry into Nursery, baseline assessment highlighted children were below age related expectations in all areas:</p> <ul style="list-style-type: none"> • SCSEA, R and SSM appeared to be a relative strength • MFB and MH appeared to be relative weakness • Virtually no children above ARE <p>Gender</p> <ul style="list-style-type: none"> • Girls were generally stronger than boys in Prime Areas • However, boys are stronger in Specific Areas
2.	<p>On entry into Reception, baseline assessment highlighted more than half of the children were achieving below Age Related Expectations (but not significantly so)</p> <ul style="list-style-type: none"> • Of the Prime Areas, MFB and U is the weakest and HSC / Sp is the strongest • The Specific Areas are very low on entry, especially Reading • There is already an in-school gap between PP / Non-PP in most areas with Non-PP achieving above PP in majority of areas • Only a small percentage of PP children were achieving ARE (although the figure is slightly higher this year compared to last year on entry)
3.	45% of PP children achieved a GLD at the end of Reception compared to 71% for all children nationally.
4.	76% of PP children at the end of Y1 were working at or above the expected standard in phonics compared to 81% for all children nationally.
5.	87% of PP children at the end of KS1 were working at or above the expected standard in phonics compared to 92% for all children nationally
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
1.	There are a number of hard to reach families with PP children who are persistently absent (attendance 90% or less). There are also a number of hard to reach families with PP children who are persistently late to school and together this impacts upon children's attendance, acting as a barrier to learning.
2.	There are a number of families with PP children requiring additional support from: school, the Multi-Agency Team & Social Care. Socio-economic, DV and mental health problems impact upon parents' and children's wellbeing and act as a barrier to learning.
3.	<p>There is a significant number of children who lack the life skills to support their Understanding of the World, and lack both the vocabulary and first hand experiences which together impact on their writing at a higher level.</p> <p>There is a significant number of children who start school without the 10 keys to unlocking school readiness.</p>

Review of expenditure for 2017-2018

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)
Increased awareness of the parents of the expectations when the children start school, and then as they move year group.	Provide parents with "Ready for School in Derbyshire" guidance. Provide parents with end of year expectations booklets. Ensure all relevant information is given on new parent evenings. Direct parents to the website where they can find all the curriculum documentation.	Parents are aware of the importance of being ready to start school and begin their learning journey. Parents are aware of the expectations of children in their learning journey with us.	Parents do not always take note of or remember the messages provided at initial meetings as there is a lot of information to digest. Information disseminated to parents on being "Ready for School" and the "End of Year Expectations" needs to be regularly reinforced and emphasised. We need to reach out to parents of "bye-pass" children to provide them with all the relevant information.
Increase the percentage of children achieving a GLD in line or above the national average.	On-going self-evaluation processes, triangulation of data, observations, learning walks, moderation & work scrutiny, CPD opportunities.	Internal and cross school moderation and work scrutiny has supported staff when making assessment judgements and next step decisions for learning. LOs and LWs show T&L is at least good. At least 71% of children at the end of FS2 achieve a GLD comparable to all children nationally.	Ofsted highlighted the need to ensure quality Literacy and Numeracy provision for both indoor and outdoor learning and that children should be encouraged to engage in order to raise the GLD. There needs to be a consistent approach to reading and writing that encourages the children in both areas so over time more children engage with such activities indoors and outdoors.
Increase the percentage of children attaining the phonics threshold at Y1 & 2.	Review the T&L of phonics: <ul style="list-style-type: none"> • Training TAs on enunciation • Provision maps targeting children effectively • Effective use of EEF toolkit of strategies • Deployment of staff. 	At least 81% of children at the end of Y1 are working at or above the expected standard in phonics compared to 81% comparable to all children nationally. LOs & LWs show T&L in phonics is at least good.	Provision maps need to be carefully targeted at the right children and the purchase of additional resources. To engage children staff need to ensure regular variation of approaches and the focus on active learning as opposed to passive worksheets. We need to provide enough quiet areas for children to work in small focus groups.
Increase the percentage of children making at least expected progress and attainment at the end of Y2.	On-going self-evaluation processes, triangulation of data, observations, learning walks, moderation & work scrutiny, CPD opportunities.	At least 92% of children at the end of KS1 are working at or above the expected standard in phonics in line with all children nationally. The progress and attainment of children in reading, writing and maths at the end of KS1 is at least in line with all children nationally.	There is a need to ensure baseline judgements are moderated alongside final assessment judgements to ensure accurate progress data. Self-evaluation procedures need to be regular and systematic, covering all aspects of triangulation and moderation of judgements is essential. Having trained moderators within school staff is invaluable.
Total budgeted cost			£40,000

Targeted support			
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)
Increase % of PP children achieving a GLD by the end of EYFS (achieving the ELGs).	Target children for ECaT in FS1. Target children for Talk Boost in FS2. Provide more opportunities for children to engage in writing and number activities.	Targeted children for ECaT made accelerated progress. Targeted children for Talk Boost made accelerated progress. PP GLD increased from 36% to 45%.	Staff attended refresher training in delivery of ECaT & Talk Boost. Training was disseminated to staff delivering programmes. Monitoring and observation took place to ensure appropriate delivery. Accelerated progress was made by those children who received the targeted support. However, GLD was still significantly below national and effective targeting of children (particularly disadvantaged) needs to take place.
Increase % of PP children attaining the expected standard in Phonics at Yr1 and Yr1+Yr2 combined.	Effectively deploy staff to deliver phonics to PP children and identify appropriate strategies from EEF Toolkit. PP provision maps agreed for the support of PP children. TAs deployed through these targeted intervention strategies.	The % of PP children in Y1 passed the phonics screening check rose from 58% to 76%. The % of PP children in Y1 & Y2 combined passed the phonics screening check rose from 82% to 87%.	Teachers and TAs need to continue to effectively target support in lessons and during afternoon interventions. Parents need to become more involved in supporting their children's learning. Attendance of persistently absent pupils (particularly disadvantaged pupils) needs to be more effectively addressed.
Increase % of PP children making at least expected progress & attainment by the end of KS1.	Teachers to accurately assess for learning and target PP children with appropriate and effective strategies from EEF Toolkit. PP provision maps agreed for the support of PP children. TAs deployed through these targeted intervention strategies.	% PP children attaining the expected standard in Reading at the end of the year in Y2 rose from 66% to 71%; however, this was still below the national average for all children. % PP children attaining the expected standard in Writing at the end of the year in Y2 fell from 72% to 65%; however, still comparable to the national average for all children. % PP children attaining the expected standard in Maths at the end of the year in Y2 rose from 55% to 65%; however, this was still below the national average for all children.	Using TAs to target children who need additional support in literacy and numeracy has worked well this year. Effective "booster" sessions in the afternoons that follow up morning lessons has worked well as an intervention strategy this year.

Increased progress through increased parental participation in school activities and at home.	School events are identified and parents targeted to participate: <ul style="list-style-type: none"> • Reading mornings • Stay & Play sessions • Coffee afternoons • Parent information & curriculum afternoons • Dad days. 	Our PP parents are a large percentage of our hard to reach parents. We need to engage with these parents and help them enjoy their child's educational journey. Data shows that parental participation leads to better attendance and outcomes for children.	Dialogue with parents to encourage participation. Whilst there was an increase in parental participation, particularly with the introduction of reading mornings, some hard to reach parents still do not attend school events. We have a very low attendance rate for information events like Phonics and maths evenings, online safety evenings etc. and a number of parents who persistently fail to attend parent consultation evenings. We need to look at how to engage with parents more effectively.
Total budgeted cost			£15,000
Other approaches			
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)
Improved attendance	Attend attendance conference. Review attendance policy & action plan. Review reward systems: Golden book assembly, attendance certificates, cake, trip Review first day response procedures.	Attendance for 17/18 was 95.7%. This is generally in line with all schools nationally (95.3%) and primary schools nationally (96%)	Effective targeting of parents with persistently absent children is required The % of persistent absenteeism is significantly higher for PP families. This remains a challenge.
PP children will have full access to all aspects of school life (trips, events, after school clubs)	Funding made available to support families with the payment of trips, activities and clubs.	The cost of some school activities, trips and events can be a barrier for some families. We wish to ensure that all our children have an inclusive experience at school and have the same opportunities to engage.	This has enabled disadvantaged pupils to fully participate in trips, activities and events that would otherwise have been financially challenging for parents.
Increased support for pupils and families from outside agencies, in particular the Educational Psychologist	Purchase Gold level support package from the LA for Ed Psych and the necessary BSS package. Build our networking across schools to increase our access to additional outside agencies and services.	Expert advice in supporting individual children has enabled the school to improve the support and nature of that support, improving the quality of provision for pupils.	The increased involvement of BSS, Ed. Psych and SSEN has significantly impacted on our ability to tailor provision for pupils requiring support and intervention.
Total budgeted cost			£6,180

Planned Expenditure for 2018-2019 to target areas identified

Academic year	2018/19				
Total PP budget	£59,540				
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					
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
Increased awareness of the parents of the expectations when the pupils start school, and then as they move year group.	<p>Provide parents and preschool providers with "Ready for School" guidance.</p> <p>Provide parents with end of year expectations booklets.</p> <p>Provide parents with termly curriculum newsletters.</p>	<p>All parents and preschool providers need to be aware of our expectations in terms of school readiness.</p> <p>All parents need to be aware of expectations as pupils progress in their learning journey with us.</p> <p>All parents need to know how they can support pupils in their learning journey.</p>	<p>Disseminate "Ready for School" flyers to preschool providers.</p> <p>Parent meetings for new Nursery & Reception starters.</p> <p>Provide copies for parents on home-school visits.</p> <p>Information disseminated to parents on "End of Year Expectations" for each year group.</p> <p>Messages reinforced at parent-teacher meetings.</p>	Headteacher & Deputy Headteacher, EYFS Team.	Termly Parent questionnaires.
<p>Increase the percentage of pupils (PP) achieving a GLD in line or above the national average.</p> <p>Pupils to make expected or better attainment by the end of KS1 from their respective start points at the end of FS2</p> <p>Pupils to make expected or better progress by the end of KS1 from their respective start points at the end of FS2</p>	<p>Provide more learning opportunities for Literacy and numeracy for pupils both indoor and outdoor.</p> <p>Effectively use self-evaluation processes, triangulation of data, observations and work scrutiny to more effectively enhance provision.</p> <p>Effective deployment of TAs based on sound self –evaluation and assessed needs of children.</p>	<p>On entry into Nursery a large majority of pupils were either below or well below typical development.</p> <p>On baseline into Reception, a large % of pupils were still below typical development.</p> <p>68% of FS2 children achieved a GLD at the end of 2017 compared to 71% nationally (only 45% of PP pupils).</p>	<p>Use of DFC expenditure and matched funding project will finance the Rec unit.</p> <p>LA will oversee the development during the summer.</p> <p>Effective and accurate self-evaluation processes, triangulation of data, observations and work scrutiny linked to PM and CPD will drive improvement round the desired outcomes.</p> <p>Effective deployment of TAs related to identified need.</p>	Governors, Headteacher & Deputy Headteacher, SLT	Oct 18, Dec18, Feb19, Apr 19, Jun 19

<p>Improve the quality of teaching & learning so the majority of lessons move from good to outstanding.</p> <p>Ensure PP pupil progress is at least in line with that nationally for 2017.</p> <p>Ensure PP pupil attainment is at least in line with that nationally for 2017.</p>	<p>Through PM, CPD and the self-evaluation process we need to drive up T&L standards so it is more consistently outstanding. Ofsted outcomes will also provide key drivers for improvement.</p>	<p>Self-evaluation (monitoring & observations, triangulation) demonstrates teaching is judged as generally Good.</p>	<p>Through PM, CPD and the self-evaluation process we need to drive up T&L standards so it is more consistently outstanding.</p> <p>The focus on key Ofsted outcomes linked to the teaching standards will be used alongside self-evaluated outcomes.</p>	<p>Governors, Headteacher & Deputy Headteacher, SLT</p>	<p>Oct 18, Dec18, Feb19, Apr 19, Jun 19</p>
Total budgeted cost					£25,000
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
<p>Ensure teachers routinely provide PP pupils in the early years with opportunities to develop their literacy and numeracy skills so that greater proportions of children can achieve a GLD by the end of the Reception year that is at least in line with the national average of 69%</p>	<p>Literacy and numeracy tables/activities are set up inside and outside daily as part of continuous provision. Adults identify children that need positive intervention and need directing to provision. Monitor and revise impact.</p>	<p>Children are not self-directing their own initiated learning across the continuous provision; particularly the boys, so there is limited breadth in their learning experiences.</p>	<p>Learning Walks, observations and assessment reviews. Work & planning scrutiny Termly review meetings Staff meeting updates</p>	<p>Headteacher Deputy Headteacher SLT & EYFS coordinator</p>	<p>Oct 18, Dec18, Feb19, Apr 19, Jun 19</p>
<p>Ensure staff focus on improving PP pupils' confidence and fluency in phonics so that more pupils reach a higher standard in the phonics screening checks.</p>	<p>Review phonics provision and scheme. Visit other settings with effective phonics and outstanding phonics screening results. Look at implementing new scheme/strategy and planning required. Look at training needs and organise training.</p>	<p>The school's phonics results are in line with 2017 national average but PP pupil results are below: Y1 76% compared to 81%. Y1&Y2 combined 87% compared to 92%.</p>	<p>Learning Walks, observations and assessment reviews. Work & planning scrutiny Termly review meetings Staff meeting updates</p>	<p>Headteacher Deputy Headteacher SLT & Literacy coordinators.</p>	<p>Oct 18, Dec18, Feb19, Apr 19, Jun 19</p>

<p>Ensure teachers maintain a strong emphasis on supporting PP pupils so that the remaining differences in attainment & progress between PP pupils and other pupils nationally are eliminated.</p>	<ul style="list-style-type: none"> ➤ Identify needs of disadvantaged children and strategies to have greatest impact. Review progress against target and impact of intervention strategy. Adjust support as required. ➤ Use ECaT to target children in FS1 (Nursery). ➤ Use Talk Boost to target children in FS2 (Reception). ➤ Use PP strategy to target children within FS2 & KS1 using a range of strategies from the EEF (Sutton Trust) and assess impact. ➤ Use incisive feedback across all areas of the curriculum, about what pupils can do to improve their knowledge, understanding and skills. ➤ Effective Marking & Feedback using Assessment at the Point of Learning strategies ➤ Effective deployment and use of TAs. ➤ Develop effective strategies for promoting and enhancing dialogue and critical thinking skills: ➤ Continue to develop strategies for speaking & listening that promotes the contribution from all children. ➤ Implement new Derbyshire PHSE scheme that strategically focuses on wellbeing. <p>(See also SES, SIP & attendance action plan)</p>	<p>PP GLD and end of KS1 attainment and phonics threshold attainment are below the national average:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">GLD</th> <th style="text-align: center;">School PP 2018</th> <th style="text-align: center;">National 2017</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">45%</td> <td style="text-align: center;">71%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Phonics</th> <th style="text-align: center;">School PP 2018</th> <th style="text-align: center;">National 2017</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td style="text-align: center;">76%</td> <td style="text-align: center;">81%</td> </tr> <tr> <td>Y1&2</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">92%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">KS1 Att.</th> <th style="text-align: center;">School PP 2018</th> <th style="text-align: center;">National 2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">71%</td> <td style="text-align: center;">76%</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">68%</td> </tr> <tr> <td>Maths</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">75%</td> </tr> </tbody> </table>	GLD	School PP 2018	National 2017		45%	71%	Phonics	School PP 2018	National 2017	Y1	76%	81%	Y1&2	87%	92%	KS1 Att.	School PP 2018	National 2017	Reading	71%	76%	Writing	65%	68%	Maths	65%	75%	<p>Learning Walks, observations and assessment reviews. Work & planning scrutiny Termly review meetings Staff meeting updates Moderation (in-school and cross school)</p>	<p>Headteacher Deputy Headteacher SLT & Literacy & Numeracy coordinators.</p>	<p>Oct 18, Dec18, Feb19, Apr 19, Jun 19</p>
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Total budgeted cost					£25,000
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 ?
Improved attendance	Review attendance action plan. Analyse strategies and impact. Look at persistent absentees and review approaches with these families. Involve MAT Attendance Officer (Jo Pell) in attendance panel meetings. Review reward systems. Review first day response procedure and follow-up procedures.	Attendance for 17/18 was 95.7%. This is generally in line with all schools nationally (95.3%) and primary schools nationally (96%) However, the % of persistent absenteeism is significantly higher for PP families. This remains a challenge.	Effective targeting of parents with persistently absent children is required To recognise links between families in crisis and attendance is important	Headteacher Deputy Headteacher Business Officer	Half termly
Improve pupil wellbeing	Allocate money to support PP families when funding trips, visits and events might be financially challenging.	Some families voicing their concerns over paying for these. Some parents asking to withdraw their children from trips due to financial hardship.	Open dialogue with parents. All staff trained to scrutinise those pupils who fail to contribute to trips or request withdrawal so office staff can follow-up concerns.	Headteacher Deputy Headteacher Business Officer Teachers	After every trip, visit, event.
Total budgeted cost					£9,540

Additional details and information in support of the above sections.

For further information please see our SES & SIP, Attendance Action Plan and Ofsted key points for improvement.