

Stanford Infant School Pupil Premium Report 2015/2016



Pupil Premium funding is delegated to the school to ensure that disadvantaged children are making good or better progress to ensure their attainment is closer to the expected standard by the end of their respective year group. This report details how Stanford Infant School has used its Pupil Premium allocation for the academic year 2015/2016 and the impact of the spending.

Contextual Information 2015/2016 (taken from School Census January 2016)

Number of Pupils and Pupil Premium Grant received	
Total number of pupils on roll R-Yr2	266
Total number of pupils eligible for PPG	21
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£26,400
Amount of PPG+ received per pupil	£1,900
Total number of pupils eligible for PP+	5
Amount of PP+ received per pupil	£1,900
Total amount of PP+ received	£9,500
Total amount received for the financial year 2015-2016	£35,320

**Numbers may differ at various points in cohorts, due to children becoming eligible for Free School Meals (FSM) at different points or leaving/joining the school.*

What we do well:

- ✓ Holistic view of the child and their family
- ✓ Shared understanding of the child's needs
- ✓ Promote the well-being of *all* children, especially our disadvantaged and vulnerable learners
- ✓ Involvement of their families in the life of the school
- ✓ Pupil Premium first approach to interventions

What we need to do to improve and further diminish the differences:

- Ensure a 'no excuses' culture for *all* children
- Develop a clear awareness/understanding of barriers to learning for each child
- Rigorously review interventions in place to ensure pupils make at least expected progress, especially in Writing, ensuring everyone has the highest aspirations for these children

Attainment of pupils at the end of Early Years Foundation Stage: (Reception)

Early Years Data					
Number of pupils in this cohort: 89					
Number of disadvantaged pupils in this cohort: 9					
	Disadvantaged Pupils	Non-Disadvantaged	Difference	National Non-Disadvantaged	Difference
% of pupils working at expected or exceeding standard in Literacy	44%	84%	-40%	Unknown	Unknown
% of pupils exceeding the expected or exceeding standard in Mathematics	66%	92%	-26%	Unknown	Unknown
% achieving a Good Level of Development	22% (7/9)	71%	-49%	Unknown	Unknown

There is a significant gap between our disadvantaged learners in the Specific Areas of Literacy and Mathematics and thus overall Good Level of Development. The disadvantaged learners in the cohort had a combination of factors which impacted on their capacity to access learning and their attainment in one or more of the specific areas; however, they made good/rapid progress from lower starting points. All are now far more settled to learn and are already making positive steps forward in Year 1. We will undertake a full analysis of the children who did not achieve a Good Level of Development (GLD) at the end of the Early Years Foundation Stage in order to provide the right support to ensure these children achieve at least 'expected' by the end of Year 1. It is worth noting that the additional literacy support put into Year 1 last academic year has had a positive effect and therefore should be continued this academic year.

Attainment of pupils in Phonics: (Year 1 and 'retakes' in Year 2)

Phonics Data for Year 1			
Number of pupils in this cohort	89	% who met the standard	91% (81/89)
Number of disadvantaged pupils in this cohort	8	% of disadvantaged pupils who met the standard	88% (7/8)

Phonics Data for Year 2			
Number of 'retake' pupils in this cohort	23	% who met the standard	56.5% (13/23)
Number of 'retake' disadvantaged pupils in this cohort	1	% of disadvantaged pupils who met the standard	100%
Number of pupil's who achieved the expected standard overall	89% (78/88)		

Attainment of pupils at the end of Key Stage 1: (Year 2)

The table below shows the percentage of disadvantaged pupils at Stanford Infant School who achieved the expected standard or greater depth compared with national non-disadvantaged pupils across Reading, Writing and Maths (RWM).

In 2015-2016, disadvantaged learners outperformed other pupils in the school in Reading, Maths and Science; however, there is still a prevalent gap in Writing, which we need to continue to address this academic year.

Again, 2015-2016 unvalidated data shows that there is a positive difference in Reading, Maths and Science for our Disadvantaged learners compared to Non-Disadvantaged learners nationally but a negative difference in Writing for our Disadvantaged learners compared to Non-Disadvantaged learners nationally. Therefore, Writing will be a priority this year.

Key Stage 1 Data					
Number of pupils in this cohort: 89					
Number of disadvantaged pupils in this cohort: 7					
	Disadvantaged Pupils	Non-Disadvantaged	Difference	National Non-Disadvantaged	Difference
% of pupils working at the expected standard in Reading	86%	82%	+4%	78%	+8
% of pupils working at greater depth in Reading	71%	51%	+20%	27%	+44%
% of pupils working at the expected standard in Writing	57%	72%	-15%	70%	-13%
% of pupils working at greater depth in Writing	0%	24%	-24%	16%	-16%
% of pupils working at the expected standard in Maths	86%	74%	+12%	77%	+9%
% of pupils working at greater depth in Maths	29%	23%	+6%	20%	+9%
% of pupils working at the expected standard in Science	100%	87%	+13%	85%	+15%
% of pupils working at the expected standard in R/W/M	57.1%	67.1%	-10%	Unknown	Unknown

Attendance of Disadvantaged Learners

Year Group	Overall Attendance	Authorised Absence	Unauthorised Absence	Combined Absence
Reception (9)	96.14%	3.46%	0.40%	3.86%
Year 1 (9)	95.94%	2.31%	1.75%	4.06%
Year 2 (7)	94.49%	3.26%	2.25%	5.51%

PP Overall	95.6%	2.96%	1.45%	4.41%
NPP Overall	97%			

See Attendance Report for 2015-2016 for a full analysis

Impact of Interventions

Intervention/Activity	Cost	PP	Objective	Summary of Impact
After School Activity Clubs		3	Supported payment for clubs.	Equality of opportunity for children eligible for Free School Meals.
ECaR support – both Reading Recovery and 'Readers & Writers'	£17,397	6	ECaR was to support PP children to make progress in their reading and writing whatever their attainment level so was delivered depending on the needs of the PP children.	Disadvantaged learners who undertook the RR programme made better than expected progress (6 steps on average) in both Reading and Writing. Disadvantaged learners who undertook the Readers & Writers programme made expected progress (5 steps) in Reading and just below expected progress in Writing. Although it should be noted here that 3 of the 5 children made expected or better than expected progress in Writing. See separate analysis for greater detail.
Family Seal – cooking in the community	No cost	11	Cooking workshop in school – family member and child invited into school to cook mincemeat to sell at the Christmas Fayre.	Learning Mentor + TA worked hard to engage family members positively with the school; providing support and encouragement. Children were <u>proud</u> that they had contributed to the School Fayre and as a result many of them also attended with their family.
Improving Attendance	£862.50	2	Supports with Attendance and Punctuality – see separate Attendance Report for 15-16.	Case Study developed for Disadvantaged Learners where attendance/punctuality was a concern.
Learning Mentor	£13,175	14	1:1 or small group support addressing aspirations, self-esteem and confidence, social communication skills, behaviour difficulties and settling to learn support.	Provides invaluable support in helping vulnerable children access and benefit fully from the school day. Specific enrichment activities made available to those children who may face particular barriers to their learning, e.g. children with significant Attachment difficulties. The aim is to ensure that children become more independent in their learning; as this is achieved the support provided to learners is reduced as the children display a

				greater level of confidence. Feedback evidence from pupils, their teachers and parents showed that after 1:1 mentoring the pupils gained in self-esteem; they felt more confident to take an active part in lessons, and ultimately in progress and attainment.
Music Lessons	£20	2	All disadvantaged learners in Year 2 are offered a musical instrument lesson FOC.	Two children learnt the recorder in-school and really benefitted from the opportunity.
School Counselling X4 hours per week	£6,219	4	The Counselling helps children to explore their feelings around current or past difficulties, whilst simultaneously addressing specific problems. They are supported to make choices, manage crises, work through feelings of inner conflict and focus on improving relationships with others.	A full report on the impact of the counselling will be provided by the YMCA Dialogue Counselling Service in Nov 2016 and therefore this section will be updated then.
School Milk	£403.41	25	Free Milk	All children eligible for the Pupil Premium are offered milk at break time.
School Start Sound Awareness (Reception)	(part of S&L budget)	2	Additional help for children in developing communication skills during the first year of school. The 30-week programme is aimed at developing Language and Sound Awareness skills and designed to reduce the number of children needing additional speech and language provision in Year 1.	Children were identified in the Autumn Term (2015) by their teachers and assessed against specific age related outcomes. Specific support was provided by our Speech & Language TA. The programme was followed with half-termly assessments. Both children were excited into a Year 1 Narrative Programme to further develop the skills they achieved in Reception.

Speech & Language Therapy	£6,175	2	Speech and Language TA trained to help children to develop their communication skills either one a 1:1 basis or in small groups.	Children identified as finding talking and listening harder than others. The programmes are developed to help individuals/groups attain good communication skills. <u>Child 1:</u> 1:1 support and advice for supporting stammer in class. <u>Child 2:</u> 1:1 pre-learning of vocabulary and further identification of sensory needs and provision amended.
Subsidising School Trips	£344.50	22	All children in receipt of the Pupil Premium are funded for School Trips and Visits.	Equality of opportunity – all children participate in off-site visits and other enrichment activities.
Support with Breakfast Club	£585	2	To enable children to be on time for school and ready to learn as well as ensuring that they have had an adequate breakfast.	Overall attendance and punctuality for one child who accessed this support improved attendance from 95.7% in the Autumn Term 2015 to 100% by the Summer Term and was on-time every day. It should be noted that this child was also collected from home to attend Breakfast Club. The disadvantaged learners who accessed Breakfast Club were ready to learn at the start of each day due to the routines and meal at Breakfast Club.
Talkabout	(part of S&L Budget)	6	A framework for the development of social skills. It begins with a basic assessment procedure to evaluate the child's self-awareness, as well as the awareness of others.	Yearlong programme – fewer behaviour incidents in the classroom and playground; see incident logs. Children happier and engaging appropriately with their peers; using the correct language to resolve any difficulties.
Team Build	(part of LM role)	6	Lego building becomes the medium for social development, such as sharing, turn taking, making eye-contact, and following social rules.	Children far more ready to work with others in class; reported by children and their teachers.

Touch Base Team	Part cost of DHT/LM	5 PP+ children & 2 additional vulnerable children	Touch Base Team in place for all our adopted children or other children who display insecure attachments.	Our strategic attachment lead, alongside our attachment key adult, support the child and family. There is a corporate responsibility in adaption and recovery so that our vulnerable learners can have what they need in order to help reach their potential. As a result, all children were 'born in mind' by all staff in the school. Successful transitions in place for next year group and moving on to Junior School. <i>Parent Comment: "great that there is good appreciation of attachment issues – it's why we chose the school and we feel it was the right decision."</i>
Writing Booster Group	No cost	3	Children in Reception identified as needing additional support to see themselves as writers, worked with EY's lead in 'green mouse' writers group.	<u>Child 1</u> : achieved expected in writing at the end of Reception. <u>Child 2</u> : achieved expected in writing at the end of Reception. <u>Child 3</u> : just below expected in writing at the end of Reception but self-confidence continued into Year 1 and is accessing FFT Wave 3.
5 Ways to Well-Being Project	No cost – funded by 'Our Future City'	1	The 5 Ways to Wellbeing are a set of evidence-based actions which promote people's wellbeing. They are: Connect, Be Active, Take Notice, Keep Learning and Give.	Music used as a starting point to explore how well-being can be improved in the classroom, particularly for pupils who have been identified with having low self-esteem or lacking in confidence. Following the project, the child listened with more awareness to the sounds around him and was more confident in Music Lessons.

Analysis and Next Steps

The best provision or strategies for 2015-2016 included:

- Learning Mentor to support children's Social, Emotional and Behavioural needs with a particular focus on insecure attachments and engaging with harder to reach families;
- National programmes with quality training and resources and clear measurable impact measures, i.e. School Start, Reading Recovery.

The allocation for the financial year 2016-2017 is **£35,900** and below are our stated aims:

AIMS	HOW WE WILL DEVELOP THIS
To ensure that we employ a range of effective strategies to support disadvantaged learners in our school	
<ul style="list-style-type: none"> ➤ To develop a whole school vision for Disadvantaged Learners to ensure commitment to the importance of the disadvantaged agenda 	<ul style="list-style-type: none"> ✓ Whole school Disadvantaged Learners vision developed with all stakeholders ✓ Ensuring a 'no excuses' culture to all staff.
<ul style="list-style-type: none"> ➤ Develop a clear understanding/awareness of barriers to learning for all children 	<ul style="list-style-type: none"> ✓ To ensure maximum progress for disadvantaged pupils by focussing on their progress during Pupil Progress meetings and Year Group Meetings ✓ Develop rigour and challenge at these meetings ✓ Disadvantaged learners to be planned for – ensuring they get what they need
<ul style="list-style-type: none"> ➤ To develop a robust tracking grid for disadvantaged learners across the school 	<ul style="list-style-type: none"> ✓ Intervention spreadsheet developed to track provision for each child ✓ Money spent to come down to 'cost per intervention' & per pupil ✓ Interventions to be specifically targeted with clear outcomes
<ul style="list-style-type: none"> ➤ Embedding a rigorous monitoring and review of effective classroom practice 	<ul style="list-style-type: none"> ✓ 'Deep Dive' with School's Partnership Advisor to identify strengths and ways forward for the school ✓ SLT leadership days to focus on disadvantaged learners – 'a day in the life...' ✓ Rigorous data focus on disadvantaged learners to identify any gaps
<ul style="list-style-type: none"> ➤ Fully developing the role of the Learning Mentor, including Boxhall Intervention Programmes 	<ul style="list-style-type: none"> ✓ Further training/networking for Learning Mentor ✓ Specific programmes designed for key children to support them in independent learning ✓ Clear targets for each child are shared with the class teacher
To diminish the difference in Writing between our disadvantaged learners and non-disadvantaged learners.	
<ul style="list-style-type: none"> ➤ To ensure longer-term benefit of ECaR, we will develop the Fisher Family Trust Intervention Programme this academic year. 	<ul style="list-style-type: none"> ✓ Continuing with ECaR / Readers and Writers. ✓ HR (Teaching Assistant) has accessed Every Child a Reader training, with the support of SK (ECaR Teacher). The intended impact is Quality First Teaching and intervention support with evidence of effective progress for pupils below age-related expectations. The FFT Intervention Programme is based on initial assessment; it addresses the skills

	and knowledge at word, sentence and text level. The aim is for the children to develop a range of independent reading and writing strategies and progress as a successful reader and writer and continue to make good progress in class.
➤ To plan specifically for disadvantaged learners	✓ Development of English planning to ensure all children are getting what they need and are increasingly aware of what they need to do in order to improve their learning