

Pupil premium strategy statement (primary)

1. Summary information					
School	Caister Infant, Nursery School & Children's Centre				
Academic Year	2019-20	Total PP budget	£80,780	Date of most recent PP Review	November 2019
Total number of pupils	245	Number of pupils eligible for PP	76 FS2 - 27 Y1 – 18 Y2 - 31	Date for next internal review of this strategy	Termly

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths – end of KS1	63% (2019) 52.6% (2018)	68% (2019) 73% (2018)
% making progress in reading		
% making progress in writing		
% making progress in maths		
% achieving Good Level of development at the end of EYFS	72%	85% (72)
% achieving Y1 Phonic check threshold	80%	79% (82%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	PSED skills for children, especially those from external nursery providers.
B.	Metacognition and self-regulation skills that can mean that children are not ready to learn.
C.	Speech Language and Communication needs.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental support for children in the early acquisition of reading.
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Quicker access to reading through accelerated phonics teaching.	Children move through Read Write Inc phonics programme more quickly. More children reach the threshold for the Y1 Phonic check.
B.	Children are more socially and emotionally literate.	Thrive assessments show progress. Children are able to access the quality first curriculum more easily.
C.	Children have a range and breadth of opportunities to support their learning.	Children can access opportunities fully.

5. Planned expenditure					
Academic year	2018-2019				
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.					
i. 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 emotional resilience	Thrive	Improved metacognition and self regulation is recognised to have a significant impact on raising outcomes for disadvantaged pupils	We have 4 trained Thrive Practitioners. The online assessment tool allows us to have a baseline that can be reviewed.	SH	Spring Term 2019
Total budgeted cost					£41,152
ii. 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?
Improved outcomes and progress for all children in Numeracy and Literacy	Support for literacy and Numeracy intervention across the school 1-1 and small group intervention	Research evidence demonstrates that targeted support especially in the early years to support the swift acquisition of phonics helps children to acquire the basic skills that they require to access the curriculum rapidly	We will monitor the programmes that we use rigorously. We have a renewed focus on the use of RWI this academic year – see SIDP	NS DW SH – SENCo Leadership Team	Review will be ongoing at the beginning and end of interventions. We will use RWI assessments to assess impact

To allow children who speak English as an Additional language to settle in to school and make rapid progress	Support for children with English as an Additional Language. 1-1 and small group support	Children new to English or those who have limited exposure to English outside of school need structured support and access to good first language role models	We will focus on the outcomes and progress for these pupils as part of our termly analysis of pupil data through our pupil progress meetings.	NS SH OL	At termly pupil progress meetings with Year Group Leaders
For children to develop fluency and confidence in their speech at an early age	Specialist support for SALT with an emphasis on children in FS1&2	We have many children who start school with poor speech production and comprehension	Children's progress will be monitored through the Talk Boost programme	SH KS CH	At termly pupil progress meetings with Year Group Leaders
Total budgeted cost					£53,813
iii. 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?
To increase children's social and emotional resilience	Forest School	This approach has been shown to help children to become more resilient, make choices and reduce their stress levels	Through observation and monitoring. Children who have received this intervention will be focused on at the termly Pupil Progress meetings	NC	Termly £1,943
All children will have access to a wide variety of experiences	Support for educational experiences where non PP children are requested for a parental contribution	Children should not be denied experiences that support the curriculum. There is an understanding that for some families contribution to the cost of these is difficult. Our funding allows us to prioritise these for some children	We will ensure that this arrangement is made clear to families in letters and documentation relating to trips and visits	NS and Admin Team	Ongoing £3,500
Total budgeted cost					£100,408

6. Review of expenditure				
Previous Academic Year				
i. 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)	Cost
Increased emotional resilience	Thrive	Success criteria was met. Children were largely supported in class. More children were supported through the programme. No Fixed Term or	We need to continue this approach. Staff need regular refreshers to keep their focus and to maintain a coherent staff approach and rationale.	£48,337
ii. 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)	Cost
Improved outcomes and progress for all children in Numeracy and Literacy	Support for literacy and Numeracy intervention across the school 1-1 and small group intervention	Strong data outcomes for PP children in the Year 1 Phonic check – they outperformed their Non-PP peers. Good progress for children from starting points – above national average for children who did not achieve GLD reaching ARE.	Intervention is well place in class rather than through withdrawal. This allows children to have full access to the curriculum. Staff focus on closing gaps through performance management and data tracking discussions.	
To allow children who speak English as an Additional language to settle in to school and make rapid progress	Support for children with English as an Additional Language. 1-1 and small group support	Outcomes for EAL children are good – they often exceed the attainment of their non EAL peers. The cohort is small at our school so this data will vary.	We need to support EAL children in extending and developing their vocabulary. This especially important for those that don't speak English out of school.	Total - £19,399
iii. 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)	Cost
To increase children's social and emotional resilience	Forest School	Thrive assessments and PSED show increased resilience. This allows children to succeed in a different context.	We continue to value this approach and develop our resource. We have appointed a second trained Forest School leader.	£2000
All children will have access to a wide variety of experiences	Support for educational experiences where non PP children are requested for a parental contribution	This enables children to participate fully in everything that the school offers – especially beyond the school day.	We will continue to fund this going forward.	£5000

7. Additional detail