

Pupil premium strategy statement

1. Summary information					
School	Horndale County Infant and Nursery School				
Academic Year	19-20	Total PP budget	£43, 560	Date of most recent PP Review	May 2019
Total number of pupils	116	Number of pupils eligible for PP	33	Date for next internal review of this strategy	December 2019

1. Current attainment - 2018-19 cohort		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (2018 national average)</i>
% pupils achieving the expected standard or above in reading	56%	90%
% pupils achieving the expected standard or above in writing	56%	85%
% pupils achieving the expected standard or above in maths	72%	90%
% pupils achieving the expected standard in Y1 Phonics Screening	43%	89%

2. 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.	Pupils Speaking and Listening skills On Entry to Foundation Stage leading to vocabulary difficulties in Key Stage 1.	
B.	Disadvantaged children in Y1 achieve low attainment in the Y1 phonics test	
C.	Quality of teaching needs to continue to improve in order to ensure pupils' needs are met.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Inconsistent levels of parental engagement.	
E.	Attendance and punctuality/lateness – children missing sessions or inputs to sessions, resulting in an unsettled start to the day.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in EYFS	Pupils Vocabulary and language skills in EYFS will develop through High expectations of staff linked to high quality texts and range of vocabulary

	<p>Measured through proportion of pupils making good progress through Dev. Matters bands</p> <p>Early Talk Boost sessions will increase pupil progress measures by +6 months</p>	By end of EYFS 75% will achieve ELG in S&L
B.	<p>An increase in the proportion of children who are eligible for the Pupil Premium and are achieving at age related expectations in phonics.</p> <p>Milestones along the way in. proportion of pupils meeting milestones - end of year phonics check</p>	<p>80% of pupils achieve Year 1 phonics check</p> <p>75% Y2 re-check</p>
C.	<p>Improve % of good teaching across school through Observations, learning reviews, data analysis and moderation</p>	100% of teaching to be good or better practice in all teaching
D.	<p>Improve parent/carer engagement.</p>	<p>Increase in % parents attending parents evening, EYFS new starters, Curriculum workshops, establishment of parents running school events e.g. library, coffee mornings etc.</p> <p>Homework completed more readily by pupils alongside parents</p>
E.	<p>Attendance rates for disadvantaged pupils will significantly reduce meaning they are in school for longer periods. – weekly attendance meetings</p>	<p>Reduction in late arrivals and persistent absentees among PP pupils so that attendance is at least in line with non-PP pupils (96%).</p> <p>Persistent absentees will be below national rate for all pupils – 8.9%</p>

4. Planned expenditure

Academic year **2019-20**

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?
<p>A. Improve oral language skills for pupils eligible for PP in EYFS</p>	<p>Speaking and listening focused sessions planned into the curriculum developing collaborative learning approaches where children of a mixed ability work together to focus on a shared task (EEF teaching and Learning Toolkit)</p> <p>High quality teaching of Phase 1 'Letters & Sounds' to ensure pupils are ready for phonics by the end of Nursery.</p>	<p>Children do not speak in full sentences missing pro nouns and determiners and often use non-standard language. By working in mixed ability groups for Specific speaking and listening activities they will hear structured language and can model their language with other children's.</p> <p>Evidence and past experience tell us that pupils are working well below on entry to Nursery. Although some pupils are ready by the end of Nursery we need to increase the % of pupils at ARE at this stage.</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Showing a good evidence strength of +6.</p>	<p>CPD in supporting TA's in developing language skills and speaking clearly in full sentences, questioning</p> <p>Modelling speaking and listening with the children. Opportunities for collaborative learning through the pupil led learning opportunities.</p> <p>Arrange opportunity for paired observations of practice (internal and external) Monitor impact through pupil progress meetings and analyses of data.</p> <p>Regular data analysis and pupil progress meetings will ensure raise in expectations to hold staff to account re: progress of pupils</p> <p>Cost: £1500</p>	<p>JC</p> <p>MMcD</p>	<p>Nov. 2019</p> <p>Feb. 2020</p> <p>May 2020</p> <p>July 2020</p>

<p>B. To improve attainment for Y1 pupils in the Y1 phonics test through high quality teaching and learning of an agreed Phonics Programme</p>	<p>Implement a highly effective & evidence based phonics programme (RWI)</p> <p>Appoint a Lead to monitor RWI</p> <p>New and well organised books will accurately link to pupil's phonics knowledge and understanding</p>	<p>EEF states there is a consistent body of evidence demonstrating the benefits of using structured programmes for the teaching of phonics.</p> <p>The evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. Showing a good evidence strength of +4.</p>	<p>Train all staff in an agreed approach to teaching phonics (RWI)– learning walks, lesson obs. Monitoring of books, assessments at least twice per term – weekly mentoring sessions to provide additional monitoring, weekly support CPD for staff</p> <p>RWI leader to use tracking and assessment data to monitor progress and identify vulnerable learners. Training for TAs to ensure effective delivery. Progress reviewed half-termly.</p> <p>Cost: £20,000</p>	<p>JC</p>	<p>4.10.19</p> <p>09.12.19</p> <p>10.02.20</p> <p>30.03.20</p> <p>18.05.20</p> <p>13.07.20</p>
<p>B. To improve comprehension skills in reading for all pupils within Year 2</p>	<p>Continue to develop the use of the Accelerated Reader programme</p> <p>Clear structure for the teaching of comprehension skills to be established particularly for Y2 pupils</p> <p>Dedicated comprehension teaching session planned into the timetable to support all learners with key comprehension skills.</p>	<p>According to the EEF there is extensive evidence in this area from a range of studies over the last 30 years that on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Evidence and past experience tell us that pupils books linked accurately to their phonics knowledge and reading and comprehension skills. Pupils who accessed the AR programme made accelerated progress in reading in 2018/19.</p> <p>Showing a good evidence strength of +6.</p>	<p>English leader to use tracking and assessment data to support pupil progress meetings to monitor impact of AR programme for those pupils who access this.</p> <p>Comprehension skills sessions to be monitored for their impact in improving pupils' skills.</p> <p>Cost: £3500</p>	<p>JC</p> <p>CB</p>	<p>December 2018</p> <p>April 2019</p> <p>July 2019</p>

<p>C. Improve % of good teaching across school through Observations, learning reviews, data analysis and moderation</p>	<p>Planning, marking, teaching and learning are consistent and meet the needs of all learners.</p> <p>All pupils make at least expected or better than expected levels of progress in learning through careful planning and teaching.</p> <p>Books show good progress over time.</p> <p>Staff are able to identify areas for development and can work in partnership with others to further improve performance.</p> <p>TA's are more responsive and pro-active in supporting learning</p>	<p>Evidence shows that quality first teaching for all has the greatest benefit for disadvantaged pupils</p>	<p>Learning reviews, Learning walks, lesson obs. Monitoring of books, assessments at least twice per term – weekly mentoring sessions to provide additional monitoring.</p> <p>Governors to monitor through committee groups, reports by subject leaders, HT reports Cost: £5000</p>	<p>CB SLT</p>	<p>October 2019 December 2019 February 2020 May 2020 July 2020</p>
Total budgeted cost					£30,000
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?
<p>A. Improved oral language skills in EYFS leading pupils to speak in full sentences</p>	<p>Designated Speaking and listening focused sessions for identified pupils feed into daily learning opportunities using designated programmes Talk Boost/ Early Talk Boost</p>	<p>On entry some children do not speak in full sentences, by working in focused small groups they will be exposed to a wider range of vocabulary on a daily basis to enrich their speaking and listening skills.</p>	<p>CPD in supporting staff questioning skills and model talking to pupils. Cost: £2000</p>	<p>MMcD</p>	<p>Termly</p>

<p>B. Vulnerable children eligible for PP in make rapid progress by the end of the year in phonics so that they meet age related expectations.</p>	<p>Daily 1:1 targeted intervention support for individual and small groups of pupils planned to cater for specific needs as identified in half termly monitoring and daily RWI sessions</p>	<p>EEF states there is a consistent body of evidence demonstrating the benefits of using structured programmes for targeted interventions. Using RWI to deliver 1:1 and small group tuition for identified pupils would be consistent with the school's approach to the delivery of phonics.</p> <p>Phonics intervention have been proven to raise literacy attainment in KS1. The evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. Showing a good evidence strength of +4</p>	<p>Monitoring via observation, work scrutiny and pupil progress meetings</p> <p>Regular review of interventions. Regular communication between all teachers and TA's review of selected groups and children and then these may change dependent on impact and progress made towards children's individual targets and next steps.</p> <p>Cost: £5000</p>	<p>JC</p> <p>JF</p>	<p>Termly</p>
Total budgeted cost					<p>£7000</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>E. Improved attendance rates for pupils eligible for PP</p> <p>Attendance rates for disadvantaged pupils will significantly reduce meaning they are in school for longer periods.</p>	<p>Office staff will ensure that there is an increased emphasis on preventing children (especially those in disadvantaged group) from being at risk of poor attendance.</p> <p>Weekly monitoring of persistently absentees through systems that ensure parents /carers are fully aware of implications before it becomes an issue.</p> <p>School to employ a Parent Support Adviser ½ day per week to monitor attendance and to hold parents to account.</p> <p>School support getting disadvantaged pupils into</p>	<p>Implementing a Parent Support Adviser allows us to provide additional support for the parent which in turns allows for a settled child in school.</p> <p>After reviewing EEF guidance 'Research into Improving Attendance in Schools serving deprived area's', it is clear that strong pastoral support leads to improved attendance as strengthening links between parents and school as well as the wider community promotes and emphasises the importance of education and attendance. The role of the PSA would be to bridge these links between home and school.</p>	<p>Restructured admin role to be responsible as part of her duties in reducing absences and improving attendance especially for disadvantaged children.</p> <p>Half termly feedback reports (anonymous) to Governing Body about the types of work being undertaken and the levels of support being delivered.</p> <p>Cost: £10,000</p>	<p>AC</p> <p>MO</p> <p>CB</p>	<p>Weekly reviews</p> <p>Half-termly reports to governors</p>

	school and to access their learning.				
D. Parental engagement	<p>Regular parenting workshops to help parents with understanding how to support their children at home in phonics, reading, writing, maths & EYFS.</p> <p>Entice parents to attend workshops/parents evening/ return letters and forms with incentives e.g. £50 Tesco voucher.</p> <p>Increase regular promotion of events through social media, school app, text message system etc.</p> <p>Lead pilot 'Tips by text' programme to support parents in the EYFS.</p>	Evidence form EEF suggests that the association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. Showing a good evidence strength of +3	<p>Tips by Text assessment to be completed at the start and end of the programme to measure pupils progress.</p> <p>Track the number of downloads/views of online presentations following parents meetings</p> <p>Compare number of parents attending events in comparison to last year and share this with governors.</p> <p>Governors to monitor parents views at events.</p> <p>Cost: £1000</p>	<p>MMcD</p> <p>CB</p> <p>MO</p>	<p>30.09.19</p> <p>July 2020 (TBC)</p>
Total budgeted cost					£11,000

5. 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																											
E. Improve reading (inference skills) across the school	Introduction of the Accelerated Reader programme to improve comprehension skills	<p>Following the introduction of AR in Year 2 we found that AR had a greater impact on pupils not in receipt of PP at the end of KS1 however there is a positive impact of 8% in comparison to those pupils achieving the expected standard compared to when they left Reception.</p> <table border="1" data-bbox="689 483 1317 603"> <thead> <tr> <th rowspan="2">Reading</th> <th colspan="3">2018</th> <th colspan="3">2019</th> </tr> <tr> <th>All</th> <th>FSM</th> <th>Non-FSM</th> <th>All</th> <th>FSM</th> <th>Non-FSM</th> </tr> </thead> <tbody> <tr> <td>Exp +</td> <td>75%</td> <td>72%</td> <td>79%</td> <td>74%</td> <td>56%</td> <td>90%</td> </tr> <tr> <td>GD</td> <td>28%</td> <td>33%</td> <td>21%</td> <td>24%</td> <td>11%</td> <td>35%</td> </tr> </tbody> </table> <p>The AR Growth report showed a very positive impact for the cohort where the average reading age increase was +1.05 compared to national. Pupils average scaled scores increased by +168 with an average Est oral frequency of +50.</p>	Reading	2018			2019			All	FSM	Non-FSM	All	FSM	Non-FSM	Exp +	75%	72%	79%	74%	56%	90%	GD	28%	33%	21%	24%	11%	35%	<p>Pupils are very positive about this approach and report they are enjoying their reading. Books were largely matched well to pupils reading abilities. Where the match was not as secure was for the least able pupils as their phonic knowledge was not as secure as it needed to be to be fluent readers. Further consideration should be given to when the least able pupils begin on Accelerated Reader and the match of books should be carefully monitored to ensure that they still have ability to apply their phonic skills well until they become more fluent.</p> <p>The school has not yet developed a consistent, systematic approach to the teaching of comprehension skills. Leaders have identified this as a development for the school which is planned for the next academic year.</p>	£12,000
Reading	2018			2019																											
	All	FSM	Non-FSM	All	FSM	Non-FSM																									
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<p>A. Improve Early literacy / vocabulary skills on entry to Foundation Stage</p> <p>D. Encourage sustained engagement of parents including vulnerable families and their children</p>	<p>Improve language skills as a result of Talk Boost intervention.</p> <p>Ensure successful home learning and curriculum workshops are held for parents. throughout the early years and KS1.</p> <p>Ensure good quality phonics teaching will accelerate progress.</p>	<p>This intervention has not taken place this year due to staffing issues. Leaders report that it has been used successfully in previous years. In the place of Talk Boost 'Letters and Sounds Stage 1' intervention has taken place in nursery. This develops children's speaking and listening skills and lays the foundations for later phonic work. It supports pupils to develop visual memory, auditory memory and sequencing as well as developing vocabulary and language comprehension.</p> <p>The strong environment and teaching across nursery was promoting pupils communication skills and adults were interacting well with children during their play. Pupils readily accessed books and opportunities for mark making were evident but needed further development as no pupils were choosing to develop this area of learning.</p> <p>There was a great deal of variance in the quality of phonics teaching and no consistency of approach. In too many sessions, teaching lacked a clear structure and pace. It was not effectively matched to the needs of learners which is resulting in pupils not progressing as they should. Books were not always accurately matched to pupils phonetical skills. It is vital that the school relooks at the books that pupils are being provided with to read – they should be closely matched to the sounds that pupils know so that pupils develop confidence in reading and can practice the sounds they have learnt.</p>	From the evidence reviewed, the impact of this pupil premium intervention for this desired outcome is mixed. Approaches to the teaching of pre-phonics skills and the promotion of language development in nursery are effective and parent partnerships are positive. However, crucially, phonics teaching is not effective and requires urgent attention.	£5000																											

<p>C. Teaching staff and support staff deliver quality interventions</p>	<p>Small group to deliver intervention 1st Class @ number and specific booster sessions for Year 1 and 2 pupils.</p> <p>One-to-one phonic interventions.</p> <p>Reading interventions.</p>	<p>1st Class @ number has not taken place this year due to staffing issues. It has been replaced by more fluid interventions in mathematics that have targeted pupils to achieve the expected and greater depth standard. For these sessions to be most beneficial, ensure that they are informed by strong formative assessment of pupils' gaps in understanding as that teaching is targeted and will have the greatest impact on attainment.</p> <p>Reading interventions aimed at developing pupils' comprehension skills would benefit from a clearer structure and a focus on key reading skills that are being used by teachers as part of the main teaching. Pupils should be expected to provide more detailed answers to explain their own ideas drawing on parts of the text to justify their answers.</p> <p>One-to-one phonics interventions were well delivered by a number of staff. They focused on preparing pupils for the phonics check. Adults had good subject knowledge about phonics and their pronunciation was accurate. Whilst the intervention in and of itself was beneficial, it may well be unnecessary if the approach to the teaching of phonics across the school was to be addressed</p>	<p>From the evidence reviewed, the impact of this pupil premium intervention for this desired outcome is mixed. There is evidence that a few more disadvantaged pupils are at age related expectations currently in Year 1 and Year 2 than they were at the end of Reception, but the gains could be a lot more significant. Of the interventions outlined above some were more effective than others.</p>	<p>£25000</p>
<p>E. Continue to raise attendance of pupils in receipt of PP funding</p>	<p>Head teacher to ensure robust monitoring of attendance.</p> <p>Parent link meetings including coffee mornings seek to build stronger links with hard to reach parents.</p>	<p>Attendance in school has been on an upward trend but has dipped a little this year. At the end of the Spring term attendance of combined Reception, Year 1 and Year 2 pupils was 95% (2017-18 national 95.8%). For disadvantaged pupils it was 93.3% and for non-disadvantaged it was 95.9%. This gap is larger than the national gap.</p> <p>Attendance is closely monitored by the headteacher and a range of strategies are used to promote the importance of good school attendance. There are a range of weekly, termly and whole year rewards for pupils with good attendance to keep the importance of attendance high profile. The school collect pupils from home if parents are struggling to get their child into school. Parents are provided with half-termly information about their child's attendance. When attendance dips to 92% parents are expected to meet with the headteacher so that support can be provided. The school generally does not authorise term-time holidays and if parents still take their children out of school for more than 10 sessions, it is referred to the Local Authority where fixed penalty notices can be issued.</p> <p>The attendance of disadvantaged pupils is compared with the others and this is reported to governors on a termly basis. Currently the persistent absence of disadvantaged pupils is not monitored in the same way. It is recommended that this becomes part of weekly monitoring so that swift action can be taken when necessary.</p>	<p>From the evidence reviewed, the impact of this pupil premium intervention for this desired outcome is mixed. There is evidence that the school has a comprehensive approach but further review is necessary as it currently is not having as positive an impact as it needs to.</p>	<p>£5000</p>