

# Dereham Church Infant and Nursery School PUPIL PREMIUM 2017-18

Dereham Church Infant and Nursery School's Pupil Premium Profile 2017-18	
Total number of pupils in the school	219 children
Number of PP eligible pupils:	<b>37 children</b>
Total pupil premium budget:	£48,120.00
Evidence of School Performance	
Key Statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	Leaders' use pupil premium funding effectively to enhance the experience and equality of opportunity for pupils across the school. As a result, pupils receiving this additional support make good progress in their learning. In many areas they are reaching standards at least in line with their classmates. <i>Ofsted May 2015</i>
School's pupil premium statement (pupil premium strategy statement from 2017-18)	<p>In the 2017 to 2018 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years: £1,320 for pupils in reception year to year 6</p> <p>Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following: Adoption, a special guardianship order, a child arrangements order, a residence order</p> <p>If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.</p> <p>Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the <a href="#">virtual school head (VSH)</a> in the local authority that looks after the child. <a href="#">VSHs are responsible for managing pupil premium funding for looked-after children.</a></p> <p>Our aims are to narrow the disadvantage gap by addressing inequalities and raising the attainment of those pupils in low-income families.</p> <p>Principles on which we base our investment decisions: We ensure that teaching and learning opportunities meet the individual needs of the pupils in our care. We ensure that appropriate provision is made for all pupils who belong to vulnerable groups, including those from low-income families who are disadvantaged.</p> <p>Pupil premium funding will be allocated following a needs analysis which identifies priority classes, groups and individuals.</p> <p>The Chair of Governors, Headteacher and Senior Leadership Team of the school evaluate all of the year groups in the school. A recommendation is produced on how best to use the funding in order to support and accelerate the educational progress of our pupils in order that they all achieve and attain to their full potential whilst with our school, based on specific needs.</p> <p>The recommendation is evaluated by the Governing Body who approves the final agreed investment plan for the funding.</p>

Current Attainment (cohort 2017)				
	Pupils eligible for PP Our school Norfolk National (to be entered when available online)		All pupils Our school Norfolk National (to be entered when available online)	Pupils not eligible for PP Our school
% achieved at least <b>working at expected</b> in reading	62%	61%	78% 75%	83%
% achieved at least <b>working at expected</b> in writing	54%	51%	67% 67%	71%
% achieved at least <b>working at expected</b> in maths	62%	56%	76% 73%	81%

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% making at least good progress in Reception	92%				
% making at least good progress in Year 1	100%				
% making at least good progress in Year 2	64%				
% passing the Phonics Screening in Year 1	71%	91%	78%	83% 81%	
<b>Barriers in our future attainment (for pupils eligible for PP)</b>					
<b>In-school barriers (issues to be addressed in school, such as poor oral language skills)</b>					
Our school is the children's first school experience. When children begin our school they are monitored so their needs are clearly identified and as there are no previous assessments it can take time for action to take place and for agencies to work with individual children. It also takes time to build relationships with new parents and for them to fully engage with the school.					
Compound Vulnerabilities (whole school 2017-18) Out of the 35 Pupil Premium children, 19 have compound vulnerabilities.					
Data shows that children come into school significantly below the age related expectations and that their needs have not been addressed before starting our school.					
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>					
Outside agencies need to work with children with SEN(D) and delayed speech and language.					
No Cluster Speech and Language meetings occurred in the summer term and it is unclear whether these will continue. They are generally used to support the HLTA and intervention work.					
<b>Action Plan / Planned Expenditure</b>					
Academic Year	<b>2017-18</b>				
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 the implementation?
Children to be working at the expected or above in reading, writing and maths at the end of Key Stage One. Children to make at least good progress throughout the academic year.	Additional TAs 2x 25 hours and TAs 2x 10 hours to support the development of key skills in the morning Literacy & Mathematics sessions and Reading, Writing and Maths Intervention in the afternoon to increase the rate of progress. Cost: £35,452.08	Pupil Premium money was allocated in the same way in the previous academic year (2016-17) and Pupil Premium children were working at the expected standard in reading, writing and maths compared to Norfolk figures. (see above table for data)	Half Termly Pupil Progress meetings. Interventions monitored by AF.	AF.	At the end of each half term.
Children who have speech and language needs to be identified	HLTA to deliver Speech & Language/Talk Boost support, including EAL	Identified growing level of need in school and additional speech referrals being made with	Half Termly Pupil Progress meetings. Interventions monitored by AF.	AF	At the end of each half term.

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promptly and receive extra support which will have a positive impact on their learning.	Cost: £9763.56 New Early Talk Boost Intervention pack purchased to support children particularly in EYFS. Cost: £450.00	lack of speech therapist support.			
Children to make at least good progress throughout the academic year.	Additional TA support 15 hours (am) x 1 adult (shared) in the EYFS/Reception classes to support the emotional, social and learning needs identified of large classes with identified needs (Reception) Increased TA support to be used for intervention and support the teaching of key skills, particularly in writing from Nursery. Cost: £7460.76	<b>EYFS</b> Children enter Reception and Nursery broadly below age related expectations and with a range of specific needs.	Half Termly Pupil Progress meetings. Interventions monitored by AF.	AF	At the end of each half term.
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 the implementation?
All children to have the opportunity to participate in extracurricular clubs.	After School Clubs: Support staff funded to enable more extra-curricular clubs to take place and therefore more children able to attend. Cost: £1989.60	To ensure that all children have access and the opportunity to extracurricular activities, which we believe is important. PP children to be given priority places.	JW and LP will ensure that all children get the opportunity to participate in sports, music and art clubs.	JW LP	End of each term.
Total Budgeted Cost					£55,115.32
Review of Expenditure					

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Previous Academic Year	2016-17		
Targeted Support			
Desired Outcome	Chosen action/approach	Estimated Impact: Did you meet the success criteria?	Cost
Children to be working at the expected or above in reading, writing and maths at the end of Key Stage One. Children to make at least good progress throughout the academic year.	Additional TAs 2x 25 hours and TAs 2x 10 hours to support the development of key skills in the morning Literacy & Mathematics sessions and Reading, Writing and Maths Intervention in the afternoon to increase the rate of progress.	Pupil Premium children were working at the expected standard in reading, writing and maths compared to Norfolk figures. (see above table for data)	£9432
Children who have speech and language needs to be identified promptly and receive extra support which will have a positive impact on their learning.	HLTA to deliver Speech & Language/Talk Boost support, including EAL. Refer to speech therapist – programme agreed to be delivered by HLTA.	Of the 12 Pupil Premium children receiving S&L support in Reception, 100% made at least expected progress. 100% of the 6 Pupil Premium children in Reception receiving SALT intervention made at least expected progress.	£4523
Pupil Premium children in the EYFS to make good progress in PSHE and key skills to 'narrow the gap'.	Additional TA support 15 hours (am) x 1 adult (shared) in the EYFS/Reception classes to support the emotional, social and learning needs identified of large classes with identified needs (Reception). Increased TA support to be used for intervention and support the teaching of key skills, particularly in writing from Nursery.	EYFS data shows that children in the EYFS make at least good progress from their starting points. Progress for PSHE areas in Reception are as follows: 100% Self-confidence and awareness 100% Making relationships 83% Managing feelings/ behaviour Progress for keys skills in Reception are as follows: 92% Reading 92% Writing 92% Numbers 100% Shape, Space and Measure Progress for Writing in Nursery is 100%	£17,311

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Other Approaches			
Desired Outcome	Chosen action/approach	Estimated Impact: Did you meet the success criteria?	Cost
All children to have the opportunity to participate in extracurricular clubs.	After School Clubs: to fund support staff to take a greater number of clubs providing a wider range of activities enabling more children to access clubs, e.g. sports, gardening and art.	The club registers show a greater number of children participated in the extracurricular clubs on offer than previously.	£3243