

Dereham Church Infant and Nursery School PUPIL PREMIUM 2016-17

Dereham Church Infant and Nursery School's Pupil Premium Profile 2016-17	
Total number of pupils in the school	212 children
Number of PP eligible pupils:	41 children
Total pupil premium budget:	£53,000.00
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 2016-17)	<p>In the 2016 to 2017 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 virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children.</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. The Chair of Governors, Headteacher and Senior Leadership Team of the school evaluate all of the year groups in the school and based upon the specific needs of the children in the year groups 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.</p> <p>The recommendation is evaluated by the Governing Body who approve the final agreed investment plan for the funding.</p>

Current Attainment (cohort 2016)			
	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 working at expected in reading	92% 63%	75% 75%	70%

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% achieved at least working at expected in writing	83%	57%	71%	70%	68%
% achieved at least working at expected in maths	92%	62%	80%	74%	79%
% making at least good progress in Reception	85%				
% making at least good progress in Year 1	71%				
% making at least good progress in Year 2	94%				
% passing the Phonics Screening in Year 1	65% (a child was absent= 70%)		78%	78%	83%
Barriers in our future attainment (for pupils eligible for PP)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
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 2016-17) Out of the 41 PP children, 15 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.					
External barriers (issues which also require action outside school, such as low attendance rates)					
Outside agencies need to work with children with SEN(D) and delayed speech and language.					
Action Plan / Planned Expenditure					
Academic Year	2016-17				
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.	Pupil Premium money was allocated in the same way in the previous academic year (2015-16) and there were significantly more Pupil Premium children 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 BS.	BS	At the end of each half term.
Children who have speech and language	HLTA to deliver Speech & Language/Talk Boost	Identified growing level of need in school and additional	Half Termly Pupil Progress meetings.	BS	At the end of each half term.

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needs to be identified promptly and receive extra support which will have a positive impact on their learning.	support, including EAL	speech referrals being made with lack of speech therapist support.	Interventions monitored by BS.		
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 need (Reception) Increased TA support to be used for intervention and support the teaching of key skills, particularly in writing from Nursery.	EYFS 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 BS.	BS	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 having 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.	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, CB and SS will ensure that all children get the opportunity to participate in sports, gardening and art clubs.	JW SS CB	End of each term.
Total Budgeted Cost					£68,795.00
Review of Expenditure					
Previous Academic Year	2015-16				
Targeted Support					
Desired Outcome	Chosen action/approach	Estimated Impact: Did you meet the success criteria?			Cost
Children to be	Additional TAs 2x 25 hours and TAs 2x 10	There were significantly more Pupil Premium children			£9432

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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.	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.	working at the expected standard in reading, writing and maths compared to Norfolk figures. (see above table for data)	
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.	Speech and Language report clearly shows the impact of the additional speech and language support.	£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 need (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.	£17,311
Other Approaches			
Desired Outcome	Chosen action/approach	Estimated Impact: Did you meet the success criteria?	Cost
All children to having 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.	From looking at the club registers, more children participated in the extracurricular clubs on offer than previously.	£3243