

# Dereham Church Infant and Nursery School PUPIL PREMIUM 2018-19

Dereham Church Infant and Nursery School's Pupil Premium Profile 2018-19		
Total number of pupils in the school	179 children	Date of most recent PP Review: September 2018
Number of PP eligible pupils:	<b>32 children</b>	Date for next internal review of this strategy: September 2019
Total pupil premium budget:	£56,520.00	
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 2018 to 2019 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 £2300 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 £2300 rate.</p> <p>Children who have been in local-authority care for 1 day or more also attract £2300 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 / diminish the difference 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. 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. The recommendation is evaluated by the Governing Body who approves the final agreed investment plan for the funding.</p>	

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Current Attainment (cohort 2018)			
	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> (end of Key stage) in reading	22.2% (cohort less than 10)	58.7%	67.6%
% achieved at least <b>working at expected</b> (end of Key stage) in writing	22.2% (cohort less than 10)	58.7%	67.6%
% achieved at least <b>working at expected</b> (end of Key stage) in maths	66.7% (cohort less than 10)	78.3%	81.1%
% making at least expected progress in Reception in reading	100%		
% making at least expected progress in Reception in writing	100%		
% making at least expected progress in Reception in maths	100%		
% making at least expected progress in Year 1 in reading	93.3%		
% making at least expected progress in Year 1 in writing	100%		
% making at least expected progress in Year 1 in maths	93.3%		
% making at least expected progress in Year 2 in reading	54% (cohort less than 10)		
% making at least expected progress in Year 2 in writing	72% (cohort less than 10)		
% making at least expected progress in Year 2 in maths	63% (cohort less than 10)		
% passing the Phonics Screening in Year 1	73.3%	77.8%	79.5%
<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 2018-19) Out of the 32 Pupil Premium children, 20 have compound vulnerabilities (62.5%)			
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.			
Children not arriving to school on time and missing part of the first lesson.			

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Action Plan / Planned Expenditure					
Academic Year		2018-19			
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.	Key Stage One: Additional TAs (total 52 hours a week) 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: £33,638.72	Additional Staff to support the emotional, social and learning needs identified of large classes with identified needs	Half Termly Pupil Progress meetings. Interventions monitored by SLT.	BS	At the end of each half term.
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 Cost: £9993.72	Identified growing level of need in school and additional speech referrals being made with lack of speech therapist support.	Half Termly Pupil Progress meetings. Interventions monitored by SLT.	BS	At the end of each half term.
Children to make at least good progress throughout the academic year.	Additional TAs (28 hours a week) to support in the EYFS/Reception classes. Increased TA support to be used for	<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 SLT.	BS	At the end of each half term.

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	intervention and support the teaching of key skills, particularly in literacy from Nursery. Cost: £14885.12				
<b>Other approaches</b>					
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 feel confident, happy and able to make friends.	Nurture group twice a week at lunchtimes, run by two TAs to support social and emotional development. Cost: £677.60	There are children at the school with social and emotional difficulties, and also children who have personal difficulties who may want some quieter time with a small group of adults and children.	Monitored half termly by JB	JB	At the end of each half term.
Total Budgeted Cost					<b>£58,517.56</b>
<b>Review of Expenditure</b>					
Previous Academic Year	2017-18				
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.	<b>The number of children in Year 2 who are eligible for PP funding was less than 10.</b> 54% of pupils eligible for PP made at least expected progress in reading. 72% of pupils eligible for PP made at least expected progress in writing. 63% of pupils eligible for PP made at least expected progress in maths. All of the pupils eligible for PP who didn't make the expected progress had compound vulnerabilities.			£9432

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		There was a significantly positive impact on the children's cursive handwriting, presentation and vocabulary.	
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 New Early Talk Boost Intervention pack purchased to support children particularly in EYFS.	All children who had speech and language intervention (those who are eligible for PP funding and also those who aren't) made progress, and 72% made better than expected progress.  Out of 18 pupils eligible for PP who received Speech and Language support, 16 of those children have compound vulnerabilities.	£4523
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.	End of EYFS Results for pupils eligible for PP (who achieved a 2 or above) Reading 61.5% (all chn 79.3%) Writing 53.8% (all chn 72.4%) Numbers 53.8% (all chn 77.6%) Shape, Space and Measures 69.2% (all chn 86.2%) Listening and Attention 86.2% (all chn 84.6%) Understanding 69.2% (all chn 84.5%) Speaking 69.2% (all chn 86.2%) Moving and Handling 69.2% (all chn 87.9) Feelings and Behaviour 69.2% (all chn 84.5) Making Relationships 84.6% (all chn 89.7) Self confidence and awareness 76.9% (all chn 84.5%) There were 13 pupils eligible for PP, 10 of which had compound Vulnerabilities. All of those children who did not achieve a 2 at the end of Reception, had compound vulnerabilities. All pupils eligible for PP made at least expected progress in the Key skills areas (reading and numbers) and 76.9% of children made at least expected progress in writing. Those who did not make expected progress have compound vulnerabilities.	£7460.76

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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 pupils eligible for PP participated in the extracurricular clubs on offer than previously.	£1989.60