

Dereham Church Infant and Nursery School PUPIL PREMIUM 2019-20

Dereham Church Infant and Nursery School's Pupil Premium Profile 2019-20		
Total number of pupils in the school	187 children	Date of most recent PP Review: September 2019
Number of PP eligible pupils:	25 children (KS1 and Nursery)	Date for next internal review of this strategy: January 2020
Total pupil premium budget:	£53,200.00	May 2020, September 2020
Evidence of School Performance		
Key Statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	<p>My second line of enquiry was about how you and the governors use pupil premium grant to accelerate the progress of pupils eligible for this grant in reading and writing. You and the governors have targeted funding to ensure that pupils have effective support in class. In addition, you provide small-group and individual work to help pupils improve their reading skills. During the inspection, I scrutinised pupils' work in writing and read with a sample of pupils eligible for the additional funding. Pupils are making strong progress in writing from their starting points because of effective teaching and support. The additional reading time is helping pupils to consolidate their learning of phonics and improve their understanding of what they read. <i>(Ofsted 2019)</i></p>	
School's pupil premium statement (pupil premium strategy statement from 2018-19)	<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 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 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. 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. 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. 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 2019)			
	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 (end of Key stage) in reading	50% (cohort of 16)	75%	83.7%
% achieved at least working at expected (end of Key stage) in writing	50% (cohort of 16)	72%	81%
% achieved at least working at expected (end of Key stage) in maths	64% (cohort of 16)	83%	89.1%
% making at least expected progress in Reception in reading	92.3% (cohort of 13)		
% making at least expected progress in Reception in writing	92.3% (cohort of 13)		
% making at least expected progress in Reception in maths	84.6% (cohort of 13)		
% making at least expected progress in Year 1 in reading	83.3% (cohort of 12)		
% making at least expected progress in Year 1 in writing	100% (cohort of 12)		
% making at least expected progress in Year 1 in maths	91.7% (cohort of 12)		
% making at least expected progress in Year 2 in reading	100% (cohort of 16)		
% making at least expected progress in Year 2 in writing	100% (cohort of 16)		
% making at least expected progress in Year 2 in maths	100% (cohort of 16)		
% passing the Phonics Screening in Year 1	50% (cohort of 12)	78%	85.4%
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 2018-19) Out of the 25 Pupil Premium children, 15 have compound vulnerabilities (60%)			
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.			

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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.					
Low attendance or lateness can prevent children from settling in to routines and means that vital lessons and education are missed.					
PSA role was dissolved by cluster in 2018 and therefore there is less parent support available.					
Action Plan / Planned Expenditure					
Academic Year		2019-20 Autumn			
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 54 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: £8,320.32 Year 2 TA supports Literacy and Maths across classes. Year 2 TA runs specific intervention groups for Reading x2pm and Maths x2 pm. Year 2 TA supporting	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.

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	<p>1:1 needs in Literacy and Maths. Year 2 TA supporting 1:1 needs in Foundation subjects. Year 1 TA supports Literacy and Maths across classes.</p>				
<p>Children who have speech and language needs to be identified promptly and receive extra support which will have a positive impact on their learning.</p>	<p>HLTA to deliver Speech & Language/Talk Boost support, including EAL Cost: £3450.76 Additional S&L TA to deliver Speech and Language interventions. Cost: £807.04 Training to be provided for additional TA to deliver S&L. Cost: £420.00 Teddy Talk resource to support learning. Cost: £88.85 Speech Link resource to support learning across whole school. Cost: £330.00</p>	<p>Identified growing level of need in school and additional speech referrals being made with lack of speech therapist support.</p>	<p>Half Termly Pupil Progress meetings. Interventions monitored by SLT. Additional TA for S&L to share training with HLTA and HT.</p>	BS	<p>At the end of each half term.</p>
<p>Children to make at least good progress throughout the</p>	<p>Additional TA (25 hours a week) to support in the</p>	<p>EYFS Children enter Reception and Nursery</p>	<p>Half Termly Pupil Progress meetings. Interventions monitored by SLT.</p>	BS	<p>At the end of each half term.</p>

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academic year.	EYFS/Reception classes. Increased TA support to be used for intervention and support the teaching of key skills, particularly in literacy from Nursery. Cost: £4365.68 Reception TA runs specific intervention for fine motor skills x4pm, PSED x4pm, name recognition or writing x5am, phase one phonics x5am.	broadly below age related expectations and with a range of specific needs.			
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 parents feel confident in supporting their child's learning at home.	AHT to complete Solihull training and purchase resources to support parents. Cost: £70.00	The PSA role was dissolved and parents frequently ask for support with emotional, social and educational needs.	BS to track the level of support requested.	AF	At the end of each half term.
All children attend school on time and remain above 92% attendance.	HT and Attendance Lead to monitor attendance half termly and invite parents to attendance panels to discuss further action.	Following panel meetings, attendance for specific families improves.	HT and Attendance Lead to monitor attendance half termly and discuss actions.	AF	At the end of the term.
Total Budgeted Cost					£17,852.65

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Academic Year		2019-20 Spring			
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?
<p>Children to be working at the expected or above in reading, writing and maths at the end of Key Stage One.</p> <p>Children to make at least good progress throughout the academic year.</p>	<p>Key Stage One: Additional TAs (total 54 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: £9774.72</p> <p>Year 2 TA supports Literacy and Maths across classes x5am. Year 2 TA supports Literacy and Maths across classes x3am. Year 2 TA runs specific intervention groups for Reading x2pm and Maths x2 pm. Year 2 TA supporting 1:1 needs in Literacy and Maths.</p>	<p>Additional Staff to support the emotional, social and learning needs identified of large classes with identified needs.</p>	<p>Half Termly Pupil Progress meetings. Interventions monitored by SLT.</p>	BS	At the end of each half term.

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	Year 2 TA supporting 1:1 needs in Foundation subjects. Year 1 TA supports Literacy and Maths across classes.				
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: £3450.76 Additional S&L TA to deliver Speech and Language interventions. Cost: £807.04	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. Additional TA for S&L to share training with HLTA and HT.	BS	At the end of each half term.
Children to make at least good progress throughout the academic year.	Additional TA (25 hours a week) to support in the EYFS/Reception classes. Increased TA support to be used for intervention and support the teaching of key skills, particularly in literacy from Nursery. Cost: £4365.68 Reception TA runs specific intervention for fine motor skills x4pm,	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 SLT.	BS	At the end of each half term.

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	PSED x4pm, name recognition or writing x5am, phase one phonics x5am.				
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 parents feel confident in supporting their child's learning at home.	AHT to complete Solihull training and purchase resources to support parents.	The PSA role was dissolved and parents frequently ask for support with emotional, social and educational needs.	BS to track the level of support requested.	AF	At the end of each half term.
All children attend school on time and remain above 92% attendance.	HT and Attendance Lead to monitor attendance half termly and invite parents to attendance panels to discuss further action.	Following panel meetings, attendance for specific families improves.	HT and Attendance Lead to monitor attendance half termly and discuss actions.	AF	At the end of the term.
Total Budgeted Cost					£18,398.20
Academic Year	2019-20 Summer				
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	Key Stage One: Additional TAs (total 54 hours a week) to support the development of key skills in the morning Literacy & Mathematics	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.

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<p>throughout the academic year.</p>	<p>sessions and Reading, Writing and Maths Intervention in the afternoon to increase the rate of progress. Cost: £9774.72</p> <p>Year 2 TA supports Literacy and Maths across classes x5am. Year 2 TA supports Literacy and Maths across classes x3am. Year 2 TA runs specific intervention groups for Reading x2pm and Maths x2 pm. Year 2 TA supporting 1:1 needs in Literacy and Maths. Year 2 TA supporting 1:1 needs in Foundation subjects. Year 1 TA supports Literacy and Maths across classes.</p>				
<p>Children who have speech and language needs to be identified promptly and receive extra support which will have a positive impact on their</p>	<p>HLTA to deliver Speech & Language/Talk Boost support, including EAL Cost: £3450.76 Additional S&L TA to deliver Speech and</p>	<p>Identified growing level of need in school and additional speech referrals being made with lack of speech therapist support.</p>	<p>Half Termly Pupil Progress meetings. Interventions monitored by SLT. Additional TA for S&L to share training with HLTA and HT.</p>	<p>BS</p>	<p>At the end of each half term.</p>

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learning.	Language interventions. Cost: £807.04				
Children to make at least good progress throughout the academic year.	Additional TA (25 hours a week) to support in the EYFS/Reception classes. Increased TA support to be used for intervention and support the teaching of key skills, particularly in literacy from Nursery. Cost: £4365.68 Reception TA runs specific intervention for fine motor skills x4pm, PSED x4pm, name recognition or writing x5am, phase one phonics x5am.	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 SLT.	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 parents feel confident in supporting their child's learning at home.	AHT to complete Solihull training and purchase resources to support parents.	The PSA role was dissolved and parents frequently ask for support with emotional, social and educational needs.	BS to track the level of support requested.	AF	At the end of each half term.
All children attend	HT and Attendance	Following panel meetings,	HT and Attendance Lead to	AF	At the end of the term.

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school on time and remain above 92% attendance.	Lead to monitor attendance half termly and invite parents to attendance panels to discuss further action.	attendance for specific families improves.	monitor attendance half termly and discuss actions.		
Total Budgeted Cost					£18,398.20
Total Budgeted Cost for Academic Year					£54,649.05
Review of Expenditure					
Previous Academic Year	2018-19				
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.	100% of pupils eligible for PP made at least expected progress in reading. 100% of pupils eligible for PP made at least expected progress in writing. 100% of pupils eligible for PP made at least expected progress in maths. See above results.			£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 New Early Talk Boost Intervention pack purchased to support children particularly in EYFS.	96.5% (28/29 children) who had speech and language intervention (those who are eligible for PP funding and also those who aren't) made progress, and 79.4% made better than expected progress (EYFS). In KS1, 25 children accessed Speech and Language support. All children made progress.			£4523
Children to make at least good progress throughout the	Additional TA support 15 hours (am) x 1 adult (shared) in the EYFS/Reception classes to support the emotional, social and learning needs	End of EYFS Results for pupils eligible for PP (who achieved a 2 or above) Reading 54% (all chn 76.5%)			£7460.76

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academic year.	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.	Writing 46% (all chn 72.5%) Numbers 46% (all chn 78.4%) Shape, Space and Measures 69.2% (all chn 84.3%) Speaking 46% (all chn 80.4%) There were 13 pupils eligible for PP, 7 of which had compound Vulnerabilities. See above for progress results.	
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