



Littleton C of E Infant & Nursery School

Pupil Premium Strategy

1. Summary information					
School	Littleton C of E Infant & Nursery School				
Academic Year	2016/2017	Total PP budget based on 15/16		Date of most recent PP Review	n/a
Total number of pupils	89 Nursery: 17	Number of pupils eligible for PP	8	Date for next internal review of this strategy	April 2017

3. Barriers to future attainment (for pupils eligible for PP, including most able)	
In-school barriers	
A.	Pupils eligible for pupil premium are often identified as having emotional and social difficulties. This prevents engagement with learning and is affecting their self-regulation, resilience and progress particularly in year two
B.	Diminishing the difference: Some pupils who are eligible for Pupil Premium are not attaining as well as other pupils.
C.	The self-regulation and emotional resilience of a small group of pupils is having a detrimental effect on their academic progress and sometimes impacts on the progress of their peers.

External barriers									
D.	Attendance rates for pupils eligible for PP are 93% (below the target for all children of 96%). This reduces their learning time and impacts on their progress and attainment.								
4. Desired outcomes									
	<table border="1"> <thead> <tr> <th>Outcomes</th> <th>Success criteria</th> </tr> </thead> <tbody> <tr> <td>A.</td> <td>Higher rates of progress across for pupils eligible for PP KS1.</td> </tr> <tr> <td>B.</td> <td>Social and Emotional issues addressed</td> </tr> <tr> <td>C.</td> <td>Behavioural issues of pupils addressed</td> </tr> </tbody> </table>	Outcomes	Success criteria	A.	Higher rates of progress across for pupils eligible for PP KS1.	B.	Social and Emotional issues addressed	C.	Behavioural issues of pupils addressed
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D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 93% to 95% in line with national average. PP attendance for pupils is at least 90%
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5. Planned expenditure

Academic year: 2016/2017

i. Quality of teaching for all and targeted support

Outcome	Action	Rationale	Monitoring	Review
A: Higher rates of progress KS1 across for pupils eligible for PP.	TA Support for intervention group learning Wave 1 children Wave 2 children	Support provided by TAs for lower achieving pupils (not SEN) so that they can be enabled to fulfil their potential. Pupils identified at P Progress meetings will be supported through specific interventions: <ul style="list-style-type: none"> • (FFT Wave 3 • First class@number) • Additional phonics and reading support 1:3 	Performance management Pupil Progress Meetings Lead: SENCo/Headteacher	
	Whole staff training	Jane Reed (IOE) INSET to develop whole school culture of growth mindset, meta-cognition strategies and high levels of self-regulation & positive approach to challenge in learning. To develop strong behaviour and relationships for learning. To increase pupils resilience in learning and their ability to be 'in charge of their learning.'	Lesson Observations Performance Management Pupil Progress meetings Lead: SENCo/CPD Leader	

ii. Other approaches

Outcome	Action	Rationale	Monitoring	Review
B. Social and Emotional regulation improved and developed	Focused TA Support	Additional emotional and social support is required in EYFS in order that children can be encouraged to develop communication and language and PSED scores to ensure that PP pupils in EYFS achieve a Good Level of Development.	Pupil Progress meetings Targeted support Evaluation of pupils in line with PSED goals to ensure they reach GLD at the end of EYFS Lead: Headteacher/ EYFS Lead	Termly
	ELSA Support and development of a Nurture Space in school	ELSA trained TA to work with specific children in order to support their social and emotional needs and promote good learning. Nurture space with resources to develop and	Continued supervision for ELSA Performance Management Evaluation of pupils engagement and impact Lead: SENCO	Termly

		support the development of self-regulation and to promote emotional wellbeing.		
C. Behavioural issues of pupils addressed.	TA trained in Nurture support	Provision for children who require TA support to manage their behaviour on the playground and in class.	SENCO	Half Termly
	Transition Support	To enable vulnerable children who move from our school to our KS2 feeder school (St Nicholas Primary) to transition positively to avoid a 'learning slip' in year 3.	Evaluation through parent transition questionnaires. Lead: Year 2 teacher/Headteacher	September 2017
D. Increased attendance rates for pupils eligible for PP	Outreach work by Headteacher and class teachers to engage families and improve attendance	Provides outreach work and coaching for families or for families who find it difficult to attend school on time. This enables the school to work in close partnership with identified families who need additional support.	Attendance monitoring by governors and HT Lead: Head/Administrative Assistant EWO Support for school	Termly
Total budgeted cost funded by Pupil Premium funding and school budget				£

1. Review of expenditure

Previous Academic Year : 2015-2016

<p>Teaching Assistant Support Wave 1 children Wave 2 children</p>	<p>Specific intervention support provided by TAs for lower achieving pupils so that they can be enabled to fulfil their potential. Includes support for literacy and numeracy through FFT Wave 3 and Firstclass@number and phonics catch up.</p>	<p>£6230</p>	<p><u>Year One and Two</u> Two HLTA's have been trained to deliver specific maths and literacy interventions 5x afternoons a week. These interventions have been specifically selected due to good impact and value for money. Pupil A – Reading FFT Wave 3 – 21 months progress First Class @ Number – 12 months progress Pupil B – Daily Reading intervention – achieved expected in reading <u>Year One</u> A TA who has been trained by teaching staff within the school delivers a phonic catch up for identified PP pupils who are at risk of not making good progress and attainment in phonics. 2 out of 3 DP achieved the expected level in the Phonics Screening Check</p>
<p>Whole School Team Staff Training</p>	<p>CPD which involves developing and embedding a whole school culture of growth mindset, meta cognition and 'challenge for all'.</p>	<p>£1598</p>	<p>Continued whole school CPD led by Jane Reed (visiting fellow of the Institute of Education) to systemically build a whole school culture has enabled all staff to develop a common learning language and deepen their pedagogy and understanding of meta cognition, self-regulation and growth mindset. This is now embedded and evidence of impact is reflected through external advisor monitoring; LDBS School Advisor reports <i>"the school has a wonderful ethos and all the children showed a real passion for being at school by the way they learnt together and tackled their learning tasks"</i>. Jane Reed (Institute of Education) <i>"All the children we talked to (including DP pupils) know they are in charge of their learning and they can make a difference to it. They understand trying, persisting and making mistakes help"</i></p>
<p>Positive Playtime Development</p>	<p>Jenny Mosley training for Midday Supervisors and Senior Teacher. Playground Zones developed and linked with Sports Premium Funding to develop active and purposeful playtimes to reduce the incidents of dysregulation</p>	<p>£1288</p>	<p>Senior teacher and Senior Midday Supervisor attended the training. Positive Play time Rules established. Additional resources purchased to create zoned learning in the playground. Pupil voice and SLT playground observation show higher levels of engagement and purposeful play and reduced incidents of dysregulation. Children are coming into class happier and calmer.</p>
<p>Specific TA provision in EYFS</p>	<p>TA support in EYFS based on analysis of on entry data. Pupils to be supported through Ginger Bear interventions and additional support in classroom for PSED/CL SSM and Number</p>	<p></p>	<p>Through the focused use of TA's and strong leadership from the Foundation Stage Leader 1 out of 2 DP achieved a GLD.</p>
<p>ELSA Support</p>	<p>ELSA trained TA to work with specific children in order to support with social</p>	<p>£1074</p>	<p>An experienced ELSA is employed for 5 afternoons to work with specific children who have been identified as vulnerable either in terms of family situation or school</p>

	and emotional needs and promote good learning.		circumstances. The ELSA keeps detailed records which show how children who have completed the programme have made emotional progress and find areas of schooling easier (ELSA notes, Educational Psychologist reports, CAHMs discussions).
Transition Support	To enable vulnerable children who move from our school to another setting to be supported through visits and communication of teachers.	£140	Headteacher in her role as SENCO meets with feeder school SLT and plans enhanced transitions for identified vulnerable pupils. TA accompanies identified pupils for additional visits to feeder primary to reduce anxiety.
Specific TA support who has been trained by an outreach Nurture Team to support PP BESMH Creation and resourcing of a Nurture Space in school	To enable a specific support program for Nurture for vulnerable pupils so that they can develop higher levels of self-regulation. Improved self-regulation will impact on their resilience, progress and achievement.	£810	Pupil was referred to local Nurture Group. TA support provided in school to enable pupil improved access to the curriculum and progress during lesson time. Learning took place 1:1 in the Nurture Space outside of the classroom. Support provided at playtime to help pupil develop positive social skills with other pupils.
	Approximate Cost Overall	£11,140	