

Higham Ferrers Nursery and Infant School Pupil Premium Strategy Statement 2019-2020

1. Summary information					
School	Higham Ferrers Nursery and Infant School				
Academic Year	2019-20	Total PP budget (Financial Year 18-19)	£43900	Date of most recent PP Review	July 19
		Total PP budget (Financial Year 19-20)	£46180		
Total number of pupils	234	Number of pupils eligible for PP	33	Date for next internal review of this strategy	July 20

2. Current attainment for end of Keystage 1 Outcomes (Year 2 July 19)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	36%	61%
% making expected progress in reading (as measured in the school)	55%	81%
% making expected progress in writing (as measured in the school)	64%	65%
% making expected progress in mathematics (as measured in the school)	55%	82%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	17% of pupils who are eligible for pupil premium funding have special educational needs.
B.	Acquisition of phonics knowledge is slower in some pupils eligible for pupil premium funding than for other pupils.
C.	The development of core mathematical skills is slower in some pupils eligible for pupil premium in Year 1 and needs developing for greater depth in year 2.

Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	29% of pupils eligible for pupil premium funding have support from the schools Family Support Worker.	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	To accelerate the progress of pupil premium children to ensure a greater percentage of them reach expected level or greater depth at the end of the year.	A higher % of pupil children achieve age in July 2020.
B.	To accelerate the progress of pupil premium children in order to close the attainment gap.	The gap narrows between PP children and their peers. To 25% or less.
C.	To support children and families through the support of a Family Support Worker.	To sustain the level of attendance of PP children.
D.	To support the emotional and mental wellbeing of the children and families in our school through our protective behaviours work.	Through support given to PP children are emotionally ready to learn.

5. Review of expenditure				
Previous Academic Year 2018-19				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

For all staff to have an awareness of who PP children are within year groups and to organise intervention groups accordingly.	To accelerate the progress of PP children to ensure a greater percentage of them reach the expected level at the end of the year and to close the attainment gap.	% of PP children who attained Year 2 Outcomes Summer 2019 Reading – 55% Writing – 64% Maths – 55%	More contextual information required to inform stakeholders of PP children who may have further barriers to learning such as SEND children.	£22387
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ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To support the emotional wellbeing of the children and families in our school	All children	All children's wellbeing is monitored by the Headteacher and Class Teachers	PP children's wellbeing will be closely monitored by the PP lead.	£0
To provide a teacher for one morning for targeted intervention work	PP children will have time with a teacher to work on gaps in learning.	All PP children make progress from their given starting points.	Further support has been recognised for individual children. A teacher has been employed to support children's identified gaps in learning and speech and language programmes.	£3538

To provide teaching assistants for targeted intervention work.	PP children will have time for intervention work to plug gaps in learning.	All children make progress from their given starting points.	Teachers continue to monitor children's progress at the end of every term. Interventions are altered to meet the needs of individual children if required.	£9698 TA interventions £9151 1:1 interventions
The schools PP lead and FSW to monitor attendance of PP children.	To continue to improve the attendance of PP children so that it is line with or above non PP children	All PP children's attendance was in line with non PP childrens attendance due to the support of the Family Support Worker with some families. Lateness has improved and some PP children are not missing the beginning of the same lesson at the beginning of the school day.	To continue monitoring attendance	£6945
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To offer to pay for out of school clubs and trips.	A higher % of PP children attend after school clubs	That no PP child misses out on wider provision due to economic factors.		Trips – £1157 Clubs £1076

To provide PP children with a uniform	No PP child feels different from their peers	All PP children have access to suitable clothing in line with non PP	To continue providing school uniform.	Uniform £961
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6. Planned expenditure

Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All staff to implement the 20 day challenge for PP children.	All PP children will be targeted for questioning at the beginning of every lesson to ensure progress is being made.	PP children are targeted with questions to accelerate learning in every lesson.	PP lead to attend PPA with each year group once a term to investigate the challenge is working and is successful.	S Miller	At the end of every term. Meet with staff during PPA to monitor attainment and progress.
Staff meetings focusing on gaps in learning for PP children	To fill any gaps in learning in individual PP children.	PP children are in all staffs consciousness.	PP lead to monitor progress of PP children at the end of each term.	S Miller	Every term
PP children are targeted for questioning during carpet time	As above	To build on PP children's self-esteem and confidence with differentiated questioning.	Feedback from staff during staff meetings.	S Miller	Observations made twice yearly in class.
Total budgeted cost					£0

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide a teacher for one morning for targeted intervention work	All PP children working below age related expectations will have time with a teacher to work on gaps in learning.	All pupil premium children make progress from their given starting points.	Monitoring of children's progress three times per year.	L.Clarke	At the end of each term. Three times per year
1:1 support with a teaching assistant	To support with language barriers and gaps in learning	Children provided with speech and language programmes will have support on a 1:1 basis. The length of time spent on each programme will depend on each individual child	Monitoring of children's progress three times per year through the class teacher and teaching assistant carrying out the intervention work.	Teaching Assistant	At the end of each term. Three times per year
Total budgeted cost					£12,689 Apr19-Mar20
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To offer to pay for out of school clubs and trips.	A higher % of PP children attend after school clubs	That no PP child misses out on wider provision due to economic factors.	Looking back at expenditure and equality we have decided to pay for one club per year.	S Miller G Wright	At the end of each academic year - expenditure
To provide PP children with a uniform	No PP child feels different from their peers	All PP children have access to suitable clothing in line with non PP	To continue providing school uniform.	G Wright	At the end of each academic year - expenditure
Total budgeted cost					£3194 Apr19-Mar20
7. Additional detail					

In 2011-2012 the Government launched Pupil Premium Funding in schools. The money is allocated to schools based on the numbers of pupils who are eligible for Free School Meals. Higham Ferrers Nursery and Infant School is a larger than average infant school with a below average percentage of pupils eligible for a pupil premium grant. We have a lower percentage of pupil premium children in comparison of our neighbouring junior school.

The school uses the funding to assist eligible pupils in reaching their full potential both academically and socially. The school recognises that there are some socially disadvantaged children who do not qualify, or are not registered for free school meals. We encourage and promote high aspirations and wellbeing for all of our children.