

Pupil Premium Strategy 3 Year Plan

Summary information							
School	Whitchurch CE Infant & Nursery Academy						
Academic Years covered by statement	2019-2022	Total PP budget	£47 385 2020-21	Pupil Premium Lead(s)	Sarah Cope	Last Pupil Premium Review	26/2/20
Total number of pupils	236	Number of pupils eligible for PP	38 Ever6 FSM 1 service	Governor Lead	Jason Wainwright		
Publish Date	November 2019 Reviewed November 2020	Review Date	November 2021	Local Area	IMD for Academy decile 5 (92% of pupils eligible for pupil premium live in decile 5 or above)	Next Pupil Premium Review	Academic Year 2023-24
Summary information							
School	Whitchurch CE Infant & Nursery Academy						
Academic Years covered by statement	2019-2022	Total PP budget	£47 385 2020-21	Pupil Premium Lead(s)	Sarah Cope		
Total number of pupils	236	Number of pupils eligible for PP	38 Ever6 FSM 1 service	Governor Lead	Jason Wainwright		
Publish Date	November 2019 Reviewed November 2020	Review Date	November 2021	Local Area	IMD for Academy decile 5 (92% of pupils eligible for pupil premium live in decile 5 or above)		
Disadvantaged Pupil Performance Overview for last academic year (2018-19)							
Key Stage One				<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	

% achieving the expected standard in reading	67	78
% achieving the expected standard in writing	52	73
% achieving the expected standard in maths	57	79
% achieving the expected standard in Year 1 phonics check	91	85
Early Years Foundation Stage	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving a 'Good Level of Development'	60	75

1. Strategy Aims for Disadvantaged Pupils

A. Improving attainment and progress across all subjects in key stage one and across prime areas and Literacy and Maths in EYFS

2018-19

At the end of key stage one, pupil premium attainment is below other pupils nationally across all subjects. The greatest differentials are in maths at 22% and writing at 19%.

67% of pupil premium pupils achieved EXS+ in reading compared to 78% of other pupils nationally.

57% of pupil premium pupils achieved EXS+ in maths compared to 79% of other pupils nationally.

52% of pupil premium pupils achieved EXS+ in writing compared to 73% of other pupils nationally.

At the end of EYFS, pupil premium attainment across the Literacy and Mathematics Early Learning Goals is below other pupils nationally.

60% of pupil premium pupils attained the Early Learning Goals in Literacy compared to 76% of other pupils nationally.

60% of pupil premium pupils attained the Early Learning Goals in Mathematics to 81% of other pupils nationally.

September 2019 - March 2020

Key Stage One data for pupil premium attainment remains below 2018-19 other pupils nationally across all subjects.

At March 2020;

50% of pupil premium pupils were meeting age related expectations in reading, compared to 2018-19 other pupils nationally of 78%. 94% of the academy pupil premium pupils had made expected plus progress to March 2020.

44% of pupil premium pupils were meeting age related expectations in writing, compared to 2018-19 other pupils nationally of 73%. 89% of the academy pupil premium pupils had made expected plus progress to March 2020.

50% of pupil premium pupils were meeting age related expectations in maths, compared to 2018-19 other pupils nationally of 79%. 89% of the academy pupil premium pupils had made expected plus progress to March 2020.

By March 2020, 50% of EYFS pupil premium pupils were on track to achieve the Early Learning Goals in Literacy with 64% on track to achieve the Early Learning Goals in Mathematics. This compares to 2018-19 national data of 76% of other pupils and 58% of FSM pupils nationally attaining the Early Learning Goals in Literacy and 81% of other pupils and 65% of FSM pupils nationally attaining the Early Learning Goals in Mathematics.

In terms of progress 92% of pupil premium pupils had made expected plus progress to March 2020 in reading (46% making accelerated progress). 92% of pupil premium pupils had made expected progress in writing with 39% making accelerated progress and 100% had made expected plus progress in mathematics with 54% making accelerated progress.

B. Developing oracy, language and communication skills

2018-19

Overwhelmingly, the areas of learning that are weakest for these pupils at the start of school are PSED and Communication and Language. Our baseline of pupil premium children on entry to our nursery (2018-2019) (current reception) indicates that 11% children have communication and language skills within the 30-50 months' stage of development and no children have PSED skills within the 30-50 months' stage of development. This gap in social and emotional skills and language continues to hinder the pupil premium children as they move through the school, leading to delays throughout their school life, especially on Mathematical and English achievement. 64% of the pupil premium pupils who did not meet end of key stage expectations in Maths and English (Reading and Writing) last year had identified social and emotional needs and received extra support through Nurture provision. 44% of children failed to meet the end key stage expectation in writing with composition identified as one of the barriers to pupils attaining the expected standards.

September 2019- March 2020

By March 2020, 59% of FSM pupils were meeting age related expectations in respect of Communication and Language in Nursery and 67% in Reception. 64% were meeting age related expectations across the Personal, Social and Emotional Development aspects in nursery and 80% in reception.

C. Developing pupil's cultural capital / experiences and understanding of the world

2018-19

Some families are unable to access broader, enriching opportunities such as clubs, theatre etc. due to lack of disposable income / affordability. We are aware that 5 families whose children are eligible for pupil premium (9 children) regularly receive foodbank vouchers from the academy. In addition, summer holiday lunch boxes were distributed to 25 families whose children are eligible for pupil premium (44 children) and Christmas food bank parcels were collected by 8 families whose children are eligible for pupil premium (13 children). These families have no extra income for holidays or days out. Through our Early Help system, we can identify that 8 pupil premium children have not been able to afford holidays or days out as food, rent and utility bills are a priority. The latest IMD data suggests that 46% of pupils eligible for pupil premium live in properties with homes with education, skills and training in the top 30% of the most deprived 52% in the top 40% most deprived). This would suggest that it is important to develop aspiration through skills and experiences.

September 2019-March 2020

The latest IMD data suggests that 46% of pupils eligible for pupil premium live in properties with homes with education, skills and training in the top 30% of the most deprived 52% in the top 40% most deprived). This would suggest that it is important to develop aspiration through skills and experiences. Food Poverty continues to be a concern amongst our pupil premium families. 44 children became eligible for Free School Meals during the last academic year. The academy distributed Food Bank vouchers to 7 families (20 children) and supported 11 families (29 children) with Christmas Food Bank vouchers. Over the lockdown period approximately 36 children received grocery packs / vouchers per week.

<p>D.</p>	<p>Improving attendance</p> <p>2018-19 <i>The most recent 'Analyse School Performance' data indicates that our disadvantaged pupils have an absence rate of 5.7% compared to 5.4% nationally. Persistent absence of our disadvantaged pupils is 12.5% which is below the national % of 15.7. This remains, however, ahead of non-disadvantaged pupils at 8.8%.</i></p> <p>September 2019-March 2020 <i>Overall attendance of all pupils from September 2019 to March 2020 was 95% with Pupil Premium pupils have a difference of -1.0% compared to non-Pupil Premium pupils. 13 of the 61 pupil premium pupils across the whole academy had an absence rate above 10%. at March 2020.</i></p>
<p>E</p>	<p>Enhancing parental engagement</p> <p>2018-19 <i>The Index of Multiple Deprivation information suggests that 41% of our pupil premium children live in a household where education and skills fall within deciles 3 and 4. We have found a lack of engagement from some of our PP families with parent information sessions and home reading. No PP families engaged with the come and read with your child project in Reception in 2018-2019 and only one PP family came to the RWinc information session. Following targeted invitations 8 PP families attended family reading workshops. Children who do not develop sufficient reading skills by the middle of primary school are less able to access the curriculum than their peers.</i></p> <p>September 2019-March 2020 <i>More pupil premium parents engaged with the offer of accompanying their child to lunch 55% with 39% attending the Autumn 2019 parent consultation. All other events were cancelled as a consequence of Lockdown. During the school closure period our Family Support Worker targeted 11 of our pupil premium families for weekly welfare calls (18 children). Approximately 60% of these children were engaging with home learning activities.</i></p>
<p>F</p>	<p>Supporting social, emotional and mental health needs of pupils</p> <p>2018-19 <i>17% of our pupil premium children have identified SEMH needs according to our SEND register and 7 of our pupil premium children are subject to Early Help, 3 at Child in need and 3 are Looked after Children. Our baseline of pupil premium children on entry to our nursery (2018-2019) indicates no children had PSED skills within the 30-50 months' stage of development.</i></p> <p>September 2019-March 2020 <i>9 of our pupil premium children have identified SEND needs. 22% of these children have SEMH needs. 9 of our pupil premium children are subject to Early Help. The profile of children joining the academy indicates that approximately 4% of children enter nursery with personal, social and emotional development emerging into the 30-50m band.</i></p>

Intended aims (Intent) for Disadvantaged Pupils		Target (Impact) for Disadvantaged Pupils by 2022
A.	PP pupils will make the necessary progress they need to attain well across all subjects, unless SEND related to cognition and learning.	<p>By 2022:</p> <ul style="list-style-type: none"> • Achieve national average expected standard at KS1 in reading, writing and maths. • Achieve national average expected standard in PSC. • Achieve national average GLD at the end of EYFS. • The attainment gap between PP and other pupils will narrow across all year groups, in line with national figures. <p>(Measured through attainment and progress data, pupil voice, lesson observations and work scrutiny, pupil progress meetings, KS1 outcomes, EYFS outcomes, ASP/IDSR).</p>
	PP pupils will make the necessary progress they need in order to diminish the difference in attainment between PP and other pupils nationally, unless SEND related to cognition and learning.	
B.	Improvement in PP pupil's oracy, communication and language skills will be evident.	<ul style="list-style-type: none"> • PP pupils will make the necessary progress from individual starting points through diagnostic assessment. • PP pupils will achieve the expected standard in the communication and language early learning goals in line with national average. <p>(Measured through diagnostic testing (BPVS/Talk Boost/NELI), attainment and progress data for reading / writing/ maths, EYFS – Communication and Language, lesson observations, work scrutiny, pupil voice, pupil progress meetings).</p>
C.	Readiness of PP pupils is built both inside and outside the classroom. PP pupils will benefit from experiences / trips / visitors to develop cultural capital	<ul style="list-style-type: none"> • PP pupils are provided with opportunities to build readiness, participate in experiences, visits, given responsibilities and play a prominent role in wider school life. • Financial factors are not a barrier to attending visits or taking part in enrichment opportunities and all pupils in receipt of PP funding attend during the year. <p>(Measured through participation in extracurricular activities, trips/ sports team members/roles in productions).</p>

D.	Attendance of PP pupils will move to be in line with overall academy % of 95.5	<ul style="list-style-type: none"> • Improved attendance of PP pupils to so that it is in line with the national average for schools with a similar level of deprivation (4.11%). • Focus on persistent absence of PP pupils so that it is at least line with the national average of 9.2%. (Measured through MIS attendance data, IDSR/ASP)
E.	Parents will feel engaged and empowered to support learning.	<ul style="list-style-type: none"> • Regular and increased attendance at workshops and parent consultations. • Identified families engage with Family Support Worker and offer of support. <p>This will have a positive impact on; Attendance (see above) / Meeting of basic needs/children's readiness for school and learning /children's emotional well-being and behaviour. (Measured through attendance at parent consultation meetings, workshops , parent voice, Early Help outcomes).</p>
F.	PP pupils will develop strategies to support their emotional health and well-being, promote resilience and manage / self-regulate their behaviour.	<ul style="list-style-type: none"> • PP pupils will demonstrate knowledge and understanding of support and consequences in respect of behavioural expectations. • Behavioural incidents will reduce. • Pupils will develop an understanding of how to recognise signs and how to support their own and others well-being. • Improved quality of relationships, behaviour and attitudes enable identified children to be ready for school and to access learning independently. (Measured through learning walks, lesson observations, results of staff / pupil / parent surveys).

2. Planned expenditure

Academic year

2020/2021

Nature of Support

Focus on teaching priorities **40%**

Focus on targeted academic support **51%**

Focus on wider strategies **9%**

i. Teaching Priorities

Measure	Activity	Evidence and rationale	Monitoring	Staff lead	Review
<p>To ensure consistently high quality teaching every day.</p> <p>To build capacity in senior leadership teams for mentoring, coaching, planning, monitoring and evaluation.</p> <p>To ensure all early career teachers are well supported and developed.</p> <p>To ensure quality resources are available to support teaching and learning, including home learning.</p>	<p>Quality professional development, training and support and staff release time will ensure teachers have the capacity, expertise and knowledge to support all pupils. Develop leadership capacity to drive improvements in quality of education.</p> <p>Early Careers Teachers access the SBMAT programme to improve the quality of their teaching.</p> <p>Organise use of school library for timetabled use across all year groups to increase reading for pleasure.</p> <p>On-going review of and purchase of resources to support home learning in maths and reading.</p>	<p>The NFER research report, Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice, highlights seven distinct 'building blocks of success' including: <i>"High quality teaching for all – emphasise 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice."</i></p> <p>The EEF Attainment Gap Report 2018 states that: <i>"Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods."</i></p>	<p>CPD Provision Map. SLT to continue with rigorous monitoring and evaluation schedule to include; deep dives, pupil voice, learning walks, lesson observations and book scrutinies.</p> <p>Regular follow-ups from termly Pupil Progress Meetings.</p> <p>Follow up sessions with in-school mentor who will support with implementation of learning.</p> <p>Regular phase meetings to support implementation of learning.</p> <p>HoS – on-going review of home learning offer – use parent voice.</p>	<p>Exp / HoS</p>	<p>Half termly.</p>

<p>To continue to develop pupil's vocabulary, oral language and communication skills. To deliver a whole school language strategy encompassing vocabulary development and speech and language boosters.</p>	<p>Embed Word Aware programme. Activities to extend pupils expressive and receptive language relating to current topics / quality texts. Explicit strategies to extend vocabulary. Language rich environments. High quality language interventions to support disadvantaged children falling behind age-related expectations. Key vocabulary to be introduced at the beginning of all lessons, including science and foundation subjects. Pre-teaching and re-teaching of vocabulary for target pupils (BPVS baseline).</p>	<p>The EEF states that, overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. It also states that, overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years' interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families. The EEF also suggest that small group tuition has a +4 months' impact on outcomes.</p> <p>Vocabulary at aged five:</p> <ul style="list-style-type: none"> • There is a 27% gap between the lowest income quintile and the highest. • The lowest quintile have 16% more likely to have conduct problems compared to the highest quintile. • The lowest quintile are 15% more likely to have hyperactivity problems compared to the highest quintile. <p>Waldfoegel and Washbrook, 2010.</p>	<p>SLT / Word Aware Lead to follow up implementation and ensure consistency through learning walks. Talk Boost / NELI / Language development interventions planned and targeted according to need (discussed during PPM). Monitoring of impact of targeted support Intervention data analysis BPVS data analysis.</p>	<p>Word Aware Lead / HoS / AP</p>	<p>Termly Learning Walk. Half termly tracking of boosters. Entry and exit BPVS scores.</p>
---	---	--	---	-----------------------------------	--

<p>To ensure that feedback is being given in a purposeful and timely manner in order to achieve maximum progress and attainment.</p>	<p>Ongoing review / consultation of marking policy.</p> <p>Routines to be established to ensure fluid teaching becomes a successful tool.</p>	<p>Effective feedback has been identified through the work of John Hattie and The Education Endowment Foundation as being the most significant factor in securing progress for pupils. (EEF toolkit +8 months).</p>	<p>SLT to carry out book scrutinies to monitor implementation and impact coaching conversations with staff.</p> <p>Teachers to identify pupils for fluid teaching – daily assessment of need.</p> <p>Individual feedback for targeted pupils daily.</p> <p>Pupil voice to seek feedback on approach.</p>	<p>HoS</p>	<p>Half Termly</p> <p>Termly - Pupil Voice</p>
Projected Spending					£20 920

ii. Targeted academic support

Measure	Activity	Evidence and rationale	Monitoring	Staff lead	Review
<p>To provide structured interventions through one-to-one and small group intervention, including opportunities for more able pupils .</p>	<p>Establish small group maths, phonics, fine motor control and reading and language interventions for disadvantaged pupils falling behind age-related expectations. Deliver bespoke greater depth interventions focussing on cultural capital and quality literature.</p> <p>Impact of intervention needs to be established and better communicated.</p>	<p>Provide the opportunity for targeted support, away from whole class learning where appropriate, to address gaps in learning. Research from EEF states that, on average, reading & oral language comprehension approaches improve learning by an additional five months' progress over the course of a school year.</p> <p>Both John Hattie and EEF state that phonics instruction has an overwhelmingly positive impact upon learning (+4 months). Ofsted report on PP 2014 suggests that the "effective deployment of teaching staff was seen as vital in raising standards among disadvantaged pupils, with the best teachers working with those who needed most support, and using teaching assistants to support pupils' learning". Evidence demonstrates effectiveness of approach e.g. Visible Learning by John Hattie.</p> <p>The Education Endowment Foundation (EEF) shows that on average, intervention by teaching assistants can have an impact of +5 months' progress for 1:1 tuition and +4 months' progress small group tuition.</p>	<p>RWI Leader Learning Walks. RWI Tracking. Phase leaders and SLT to carry out learning walks, lesson observations and book scrutinies.</p> <p>Data uploads T1, T2, T3.</p> <p>Assessment data analysis (termly).</p> <p>Termly pupil progress meetings will be held.</p> <p>Impact of intervention needs to be established and better communicated.</p> <p>Clear deadlines to be given to staff on plan, implement, review cycle for intervention.</p> <p>Ass Prin Inclusion / Phase Leaders to evaluate impact of Intervention / Review of planned outcomes – at end of every intervention and at least every 6-8 weeks.</p>	<p>HoS / AssPrin Inclusion</p>	<p>Half termly</p>

<p>To deliver a comprehensive programme of targeted and universal support to address any needs derived from social, emotional and mental health which impact on learning.</p>	<p>Access to a daily Nurture group for targeted pupils. Provide emotional and behavioural support in school (ELSA) Wishes and feelings work Counselling – bereavement, separation and loss Funding of pastoral HLTA. Develop role of Federation Mental Health Lead. Develop Mental Health / WellBeing initiatives as part of Well Being Award. Mental Health First Aid – key personnel to attend training.</p>	<p>Target children for Nurture have exceptional needs or behavioural issues which have made them prone to exclusion when being educated in large, busy classrooms. The pace of the curriculum is too fast moving for them, and they have multiple vulnerability factors which inhibit their PSED development. Conventional approaches have not ensured progress for these children.</p> <p>Small group tuition, especially based upon social and emotional aspects of learning, has a +4 months' impact on educational outcomes for learners based upon EEF research. EEF states that 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p> <p>EEF evidence also suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues. (+3 months)</p>	<p>Boxall profile data analysis.</p> <p>Sessions planned by nurture lead.</p> <p>Intervention monitoring/ observations.</p> <p>Observations of children within classroom/school setting.</p> <p>Discussions with parents.</p> <p>Behaviour data analysis.</p> <p>Supervision.</p> <p>Pupil Progress Meetings T1, T2, T3.</p> <p>Review of planned outcomes at least every 6-8 weeks.</p> <p>Progress against Well Being Award.</p> <p>Staff / Parent / Pupil Voice.</p>	<p>HLTA HoS FSW</p>	<p>Half termly</p>
Projected Spending					£26 542

iii. Wider strategies

Measure	Activity	Evidence and rationale	Monitoring	Staff lead	Review
<p>Pupils will develop a cultural capital so that they are not disadvantaged by their socio-economic circumstances.</p>	<p>At least one visit/visitor funded by academy for PP pupils Programme of free after school clubs Funding also used to support targeted enrichment/extension /transition days for eligible pupils. Ongoing identification of need through provision mapping.</p>	<p>We aim to build children's cultural capital by providing opportunities that they may not normally receive. Developing aspiration and widening opportunities for future decisions and life choices. Developing an enriched vocabulary and ability to articulate. Wellbeing and motivation is nurtured. A consistent whole school commitment develops well rounded citizens.</p> <p>FSM eligibility is arguably not a reliable indicator of deprivation/need for many families therefore a universal subsidy is offered to maximise engagement in activities.</p> <p>EEF Toolkit suggests that such activities have the following impact <i>S & E aspects +4 months</i> <i>Arts participation +2 months</i> <i>Sports participation +2months.</i></p>	<p>Provision Mapping managed by APs</p> <p>Club Attendance records.</p> <p>Monitoring of attendance by PP pupils.</p> <p>Pupil Voice.</p>	<p>HoS PE Lead APs</p>	<p>Termly.</p>

<p>To ensure that children are in school every day.</p>	<p>Ongoing focus on improving attendance of PP pupils and reducing persistent absence rates. Regular tracking/monitoring of PP children. Purchase Education Access SLA.</p>	<p>Attendance is a whole school priority with monitoring indicating pupils eligible for PP need close monitoring and effective intervention.</p> <p>NFER briefing for school leaders identifies addressing attendance as a key step - "higher levels of pupil absence were associated with poorer outcomes for disadvantaged pupils in both primary and secondary schools".</p> <p><i>'Children who are persistently absent are affected in a number of ways. Pupils who have ongoing absence issues often come from disadvantaged backgrounds. These children may start school behind their peers in terms of their language and social development, and missing lots of school makes it harder for them to catch up. When a child is allowed to miss school on a frequent basis, they develop poor attitudes to school. They're more likely to truant at secondary level, and this affects their GCSE grades and their chances of finding a job, further education or training'. DfE 2012</i></p>	<p>Daily register check.</p> <p>Fortnightly monitoring of attendance and lates.</p> <p>Regular meetings and action planning with EWO.</p> <p>Half termly analysis - whole school and pupil group attendance data.</p> <p>Historical and benchmark data analysis.</p> <p>Meetings for key families at risk of PA by FSW</p> <p>Consider extending the cycle of 'welfare calls' to continue to engage reluctant attenders.</p>	<p>FSW / HoS</p>	<p>Fortnightly</p>
---	---	--	--	------------------	--------------------

<p>To increase parental engagement at curriculum events and workshops and as a result have a positive impact on children's outcomes. To continue to deliver a comprehensive programme of pastoral support to children and families.</p>	<p>Funding of parent lunches for PP pupils Curriculum based Parent workshops Parent open sessions FSW engagement through Early Help if necessary</p>	<p>To build positive home school relationships and maximise parental support for learning. EEF evidence suggests that parental involvement can lead to +3 months' progress. "Parental engagement is a powerful lever for raising achievement in schools. When parents and teachers work together to improve learning, the gains in achievement are significant". - Do Parents Know They Matter Research, University of Warwick 2007. Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).</p>	<p>Ass Principals to keep registers of parents attending workshops. Regular parental surveys to be carried out to gain feedback about which support would be most useful. Staff to keep track of parents who are not attending parent consultations, targeted invitations / phone calls to be made. Encourage all new parents to apply for PP eligibility. Regular strategic reviews and supervision with safeguarding and pastoral team In year and summative assessment data analysis of pupils who are receiving both targeted and universal support. Pupil Voice. Parent Voice.</p>	<p>FSW HoS</p>	<p>Half termly</p>
Projected Spending					£4 639