



# Pupil premium strategy statement: Kenmore Park Infant & Nursery School

1. Summary information					
<b>School</b>	Kenmore Park Infant & Nursery School				
<b>Academic Year</b>	September 2016- July 2017	<b>Total PP budget</b>	£43,775.14	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	365	<b>Number of pupils eligible for PP</b>	21	<b>Date for next internal review of this strategy</b>	July 2018
		<b>No. eligible for EYPP</b>	3		

2. Current attainment			
	FS1 all pupils	FS1 pupil premium (3 pupils)	Pupils not eligible for PP NS Primary 2016
<b>Current attainment – FS1</b>			
% achieving expected standard in <b>READING</b>	31%	66%	<i>No data available</i>
% achieving expected standard in <b>WRITING</b>	40%	33%	
% achieving expected standard in <b>NUMBER</b>	37%	33%	
% achieving expected standard in <b>SSM</b>	38%	66%	
% achieving expected standard in <b>CLL [L&amp;A/U/S]</b>	35%	66%	
% achieving expected standard in <b>PHYSICAL [M&amp;H/H&amp;S-S]</b>	54%	66%	
% achieving expected standard in <b>PSED [SC&amp;SA/MF&amp;B/MR]</b>	44%	100%	
<b>Current attainment – FS2</b>	FS2 all pupils	Pupils eligible for PP (3x pupils)– NS Primary 2016	Pupils not eligible for PP NS Primary 2016
% achieving expected standard in <b>READING</b>	68%	66%	58%
% achieving expected standard in <b>WRITING</b>	69%	33%	62%
% achieving expected standard in <b>NUMBER</b>	72%	66%	63%
% achieving <b>GLD at end of FS2</b>	61%	33%	70.7%

September 2017

Current attainment – KS1	Pupils eligible for PP – NS Primary 2017	Difference between school PP and national non-PP	Pupils not eligible for PP NS Primary 2017
% achieving expected standard in <b>Y1 PHONICS (PSC)</b>	85.7% (6/7 children passed)	+1.7%	84%
% achieving expected standard in <b>Y2 PHONICS (PSC)</b>	100% (2/2 chn passed)	+8%	92%
% achieving ARE (Age-Related Expectations) or greater in <b>READING – end of KS1</b>	87% (15 chn)	+8%	79%
% achieving greater-depth in <b>READING– end of KS1</b>	47%*	+19%	28%
% achieving in ARE or greater in <b>WRITING – end of KS1</b>	93%	+21%	72%
% achieving greater-depth in <b>WRITING – end of KS1</b>	40%	+22%	18%
% achieving in ARE in <b>MATHS – end of KS1</b>	100%	+21%	79%
% achieving greater-depth in <b>MATHS – end of KS1</b>	40%	+17%	23%
% achieving in ARE in <b>SCIENCE – end of KS1</b>	100%	+14%	86%
*Any cell coloured green denotes Fischer Family Trust data indicating the figure as significantly positive			
<b>Comparison against national</b>	All are above national average, some are significantly above		
<b>Notes</b>	Attendance for PP children in KS1 was in line or slightly above the rest of school.		
<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>			
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)			
<b>A.</b>	On entry Baseline's in most areas of development are very low in FS1 & FS2		
<b>B.</b>	A large majority of pupils come from homes that are unable to support a positive reading culture; with limited English acquisition and understanding of how to support basic reading skills.		
<b>C.</b>	The school has experienced a significant increase in mobility across the school since school expansion.		
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)			

<b>A</b>	The characteristics of the school intake at KPINS has been steadily changing. Far fewer pupils are now eligible for pupil premium than was previously the case despite, if anything, an increase in levels of poverty and greater challenges being faced, given many of the children's home situations. Pupil premium may well no longer be a 'fit for purpose' indicator for the school.
<b>B</b>	Children's oral hygiene is problematic – with several children entering school with teeth so decayed that they have required extractions.
<b>C</b>	Whole-school attendance has been an issue for a number of years (re: all children) due to the school community having close extended families living abroad.

#### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Continue to ensure that pupils eligible for PP make good or better progress by the end of KS1 – in spite of potential budget cuts due to a move toward a National Funding Formula and reduced PP funding the school will strive to ensure that these pupils continue to produce good results with fewer (physical) resources. <b>Measure: attainment and progress of children eligible for PP.</b>	PP children will be targeted for intervention when required Parents whose children are eligible for PP to be invited to family learning sessions/after school clubs Progress of PP to be monitored throughout the year and action taken if progress/attainment suggest that the child requires support. Children already on interventions to make good or better progress.
<b>B.</b>	Continue to provide targeted language support in EYFS for pupils eligible for PP to improve rates of progress and final attainment scores in CLL at the end of EYFS Measure: progress and attainment scores throughout their learning journey and at the end of FS1 & FS2.	PP children will be targeted for additional language support when required. Scores for PP children in CLL, Reading, Writing and Number will be at least broadly in line with that of non-PP children in school.
<b>C.</b>	Continue to provide quality first teaching for PP and non-PP pupils to ensure good rates of progress and achievement. Track: progress and attainment data.	PP children will make progress broadly in line with non-PP children within the school. Due to the school experiencing increased mobility assessments to be taken of children prior to leaving the school in order to measure the impact the school has had on the children's rates of progress during their time at KPINS. Monitoring of internal school data will continue to demonstrate that the longer the children spend in the school, the greater total progress and attainment is made by the learners.
<b>D.</b>	To provide support for PP (and non-PP children) who require dental work to ensure their oral health improves. One mechanism the school uses is to make referrals to the Home Start organisation who provide a dentist who will visit families in their home settings. Measure: visual improvement in pupils' oral health.	Children's oral health will improve and not impact on learning and school attendance.

#### 5. Planned expenditure

<b>Academic year</b>	<b>2017/18</b>
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

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 implementation ?
Ensure that children eligible for PP continue to make good and better progress with attainment at age-related expectations by the end of KS1.	Implementation of a new leadership structure with Year Leaders in Y1 and Y2 moving away from one phase leader. Year group leaders focus on ensuring their year group teams have a good understanding of data; are adapting their planning and teaching to meet the needs of the learners whilst also using Visible Learning techniques as part of their teaching repertoire.	Staff have been trained (and continue to receive CPD) in the school's 'Visible Learning Plus' – training based on the research from John Hattie. Hattie is a well-respected educational researcher. The training and methodology are focused on what makes the biggest difference for learners in terms of their academic progress.	New staff to be given training by HT as part of their induction. Teachers appointed to new year group leadership positions. On-going discussions in SLT. Rigorous examination of standardized scores to support evidence of teachers' professional judgments. Class teachers will continue to work on their action plans – each of which looks to implement an aspect of Visible Learning – during the autumn and spring terms the key focus will be on feedback.	Head Teacher SLT SLT	Feb 2018
Ensure that children eligible for PP continue to make good progress and attain at age related expectation in reading – which was an area identified for improvement the previous year.	Explicit teaching of reading comprehension strategies to children in Y2.	The Education Endowment Foundation Teaching and Learning Toolkit finds that reading comprehension approaches improves learning by an additional 5 months over the course of a school year for a very low cost.	English Lead and Inclusion Manager to monitor teaching and learning. Feedback to be provided by English Lead Rates of progress in standardised reading tests to show greater rates of improvement.	English Lead/Inclusion Manager	Feb 2018
<b>Total budgeted cost</b>					Costs covered by use of internal staff members

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
Continue to ensure that with fewer resources PP learners make good progress and achieve at age-related expectations or above by the end of KS1.	<p>In light of a significant dip in funding, the school will continue to strive to ensure good outcomes for PP learners. We will continue to run the interventions we have facilitated e.g. Fischer Family Trust literacy intervention (FFT) but, any support staff vacancies are less likely to be replaced. Timetabling will be carefully reviewed to maximise impact of support staff deployment.</p> <p>We will also continue to work with our parents and engage them in specific teaching programmes such as phonics which will support outcomes for learners.</p>	<p>Our interventions have proved highly effective in the past.</p> <p>Reading Club – aims to support &amp; teach children and parents basic phonics skills. It will be facilitated again with a renewed emphasis on educating parents.</p> <p>Visible Learning research suggests that a phonics-based approach to reading and parental involvement in a child's education will have positive outcomes in terms of the progress.</p> <p>Parents to be invited to seminar lessons where staff demonstrate aspects of teaching in the basic skills to them.</p>	<p>Monitoring of support staff timetables to maximise involvement with children.</p> <p>Evaluation forms completed by parents following engagement.</p>	HT/DHT	Feb 2018
Ensure that PP pupils continue to make good or better progress and attain well in maths by the end of KS1.	Implement new maths intervention programme '1 <sup>st</sup> Class @ Number'.	<p>The implementation of the New National Curriculum has meant that the previously used maths intervention is no longer adequately meeting the learners' needs given the higher expectations within the curriculum.</p> <p>The school's Maths Lead has liaised with the Local Authority Maths Consultant to identify an intervention which is most likely to address this gap.</p>	<p>Inclusion Manager will monitor the rates of progress among PP children engaged in current intervention.</p> <p>Following training and the implementation of the new intervention the Inclusion Manager, Maths Lead and a Teaching Assistant, will monitor the progress of children identified for this support.</p> <p>Learning walks, review meetings with staff and HT/Inclusion manger to look at the rates of attainment and progress for children.</p>	Maths Lead; Head and Deputy	Half Termly beginning at end of spring term 2018.
<b>Total budgeted cost</b>					£950 course fee £620 supply cover

<b>iii. Other Approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
To review whether other approaches to the identification of need would lead to better targeting of resources	<p>As mentioned above, there are aspects of PP eligibility which mean that some of the neediest children in school are not identified.</p> <p>We will therefore seek to adopt tools such as the questionnaire given to our early years' parents at the start of the year which examines parental interaction e.g. number of books in the home, read with the child; number of songs sung with the children every day/week etc. as a means of identifying disadvantaged learners.</p>	<p>Pupils in receipt of support from other agencies, or who are identified as having a high level of need – are frequently not eligible for PP.</p> <p>Having a better idea of the levels of need would allow for better targeting of support.</p> <p>We will therefore attempt to use other evidence available to the school to identify disadvantaged/vulnerable learners within the school.</p>	Examine the correlation between children who are identified through parental questionnaires as being at risk due to their home background/interactions and their rates of progress with those nationally identified as disadvantaged.	DHT/EYFS phase group leader	Termly
Access to educational visits for all	To ensure that all children are able to attend the visits by subsidising these for children on PP	Parents are increasingly facing difficulties following changes to welfare payments.	Amount of money used to subsidize school visits to be monitored by School Office Manager.	DHT/School Office Manager	Termly
<b>Total budgeted cost</b>					£100

6. Review of expenditure				
Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
Greater use of differentiation within lessons.	<p>Training from SENDCo.</p> <p>Speech and Language Therapist examining barriers to learning and identifying ways to address them.</p>	Evidence of greater use of differentiation within lessons – methods of differentiation shared during staff briefings and minuted.	Sharing methods of differentiation included within staff briefings will continue.	£100 for materials.
ii. Targeted support				
Desired outcome	Chosen action/approach	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
Increase the number of children passing the Phonics Screening Check (PSC).	<p>Family Learning Groups.</p> <p>Increased use of past PSC assessments with children during the year.</p>	<p>School achieved its highest pass rate in June 2017.</p> <p>7/8 pupils eligible for PP passed the PSC in Y1.</p> <p>100% of pupils in Y2 eligible for PP passed the PSC in June 2017 (2 pupils).</p>	Main findings from analysis of the Phonics Screening Check will be incorporated within the school English action plan.	TAs trained in an intervention to provide support for 3 weeks prior to intervention: £550

Effective use of support staff to lead on a range of interventions for children working below age-related expectations in the basic skills.	A range of interventions implemented by Teaching Assistants to support learners.	Increased rates of progress for children engaged in interventions.  Evidence from evaluation of interventions that children make good or better progress.	School has trained TAs specifically to facilitate interventions. Evidence shows that children make good or better rates of progress through engagement in the interventions.	£43,125.15
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Children from vulnerable families (including PP) are supported to access places of interest and enrichment such as museums, galleries and theatres in their local environment in order to improve their children's life experiences.	Apply for funding which would help provide support for families e.g. transport and tutors to support the activities.	Parents understand how to such resources within their local environment can support their children's learning and widen their experiences.  Prior to the visit, workshops held with parents and children to prepare them for the opportunities provided through these experiences and their links with learning in the basic skills.	N/A – funding applied was not secured.	N/A
To improve the literacy skills of the parents so that they are better able to support their children.	Application for ESOL courses to be facilitated within the school.	Parents able to speak, read and write in English and therefore able to support their children's learning at home e.g. homework and listening to them read.	Parents are more likely to engage in ESOL classes hosted at the school rather than look to travel to another setting.	N/A