

RUSKIN INFANT SCHOOL AND NURSERY

Pupil Premium - Report to Parents 2016-17

What is the Pupil Premium?

This is funding given to schools for children entitled to free school meals and families who are claiming one of the agreed benefits. It is also for children of parents in the armed forces. It is not given to schools automatically; parents have to fill in the forms to claim it for the school.

Children on role at the termly census, who have been entitled to Pupil Premium in the last 6 years, will also gain extra funding for the school.

The purpose of the pupil premium is to help pupils who may be socially or financially disadvantaged to access learning opportunities. In particular, the main aim of the pupil premium is to raise the achievement of these pupils and to diminish any attainment gap. All members of staff and governors accept responsibility for 'socially disadvantaged' pupils (those eligible for Pupil Premium) and are committed to meeting their pastoral, social and academic needs within a caring school environment. This is an essential, integral part of the supportive ethos of our school.

As with every child in our care, a child who is eligible to Free School Meals is valued, respected and entitled to develop to their full potential, irrespective of additional educational or social needs. The Governing body and staff of Ruskin Infant and Nursery School will ensure that provision is made to secure extremely high quality teaching and learning opportunities that meet the needs of ALL pupils. Our school priority will be focused on 'diminishing the gap' for those pupils who are not on track to achieve in line with their peers. We will also endeavour to ensure ALL children, paying particular attention to those entitled to pupil premium funding, achieve their full academic potential.

Number of Pupils and Pupil Premium Grant received: Sept 2016 – July 2017	
Total number of pupils on roll	325
Total number of pupils eligible for Pupil Premium	89
Total number of pupils eligible for Service Premium	0
Total number of pupils eligible for Pupil Premium LAC	4
Amount of Pupil Premium received per pupil	£1320
Amount of Pupil Premium received per LAC pupil	£1900

Principles	<ul style="list-style-type: none"> • Our key principle is that achievement for all students, including those from disadvantaged backgrounds, is best fostered in a school with an ethos of high expectations, where high quality teaching and learning is at the heart of all we do. To this end our curriculum is designed and regularly reviewed to ensure it meets the needs of all groups of students so that high quality teaching and learning in the classroom is our prime focus for raising achievement for all students. We use the latest evidence based research identifying proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of all our pupils. • In making provision for socially disadvantaged pupils, we recognise that not all pupils who are socially disadvantaged are registered or qualify for Pupil Premium. For this reason we reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils whom the school has legitimately identified as being disadvantaged. • The Pupil Premium Funding will be allocated following a needs analysis that will identify priority year groups, classes, groups or individuals. However not all Pupil Premium children will necessarily be in receipt of interventions at the same time. • We ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the School and Governing Body.
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Provision	<ul style="list-style-type: none"> This year the Pupil Premium grant has funded the following activities:- breakfast, lunchtime & homework clubs; it paid for Forest School; in addition it funded PE lessons with a specialist teacher to facilitate Booster groups in year 1 and 2 and partially funded a Behaviour Support Assistant and parent Support Advisor. The aim of all Pupil Premium work is to ensure the children achieve average or above average progress in literacy and numeracy but also to improve the children's social and emotional well being. Disadvantaged children have directly accessed individual and group work in class with a Teacher or TA (Based on individual needs) and have been offered places in the breakfast club, daily lunchtime club and homework clubs. There has also been a wider benefit for all children through the use of a qualified PE coach, which has allowed for small booster groups to take place across year 1 and 2.
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Pupil premium(PP) strategy statement

1. Summary information					
School	Ruskin Infant and Nursery School				
Academic Year	16/17	Total PP budget	£124,000	Date of most recent PP Review	Sept 16
Total number of pupils	322	Number of pupils eligible for PP	85	Date for next internal review of this strategy	Sept 17

2015 / 2016 results			
EYFS	End of EYFS	Pupils eligible for PP	Pupils not eligible for PP nationally
Achieved GLD	47%	31%	72% -41
% achieving expected + in reading	57%	38%	80% -42
% writing	55%	34%	75% -41
% maths	63%	45%	81% -44
Year 1 Phonics – percentage of children passing the Phonics screening test	Cohort – 79%	66%	83% -17
Year 2			
% achieving at least At Standard in Reading	71%	61%	78% -17
% achieving at least At Standard in Writing	68%	47%	70% -23
% achieving at least At Standard in Maths	54%	56%	77% -21

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
<ol style="list-style-type: none"> 1. Poor language skills 2. Parental attitudes to education 3. Poor gross and fine motor skills 4. Lack of first hand experiences 5. Poor concentration 6. Lack of previous Nursery education 7. Attitudes to learning 		
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
<ol style="list-style-type: none"> 8. Attendance 9. Parental engagement 		
1. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil premium children to achieve GLD at the end of EYFS as well as at least Expected in Reading ,Writing and Number Pupil Premium children in Year 1 to achieve at least At Standard or above at the end of Year 1 Pupil Premium children in Year 2 to achieve at least At Standard at the end of KS1 <i>WT1 / WT2 / A / GD – Working Towards Standard, At Standard and Greater Depth</i>	PP children will achieve GLD and at least expected in Reading, Writing and Maths, children to achieve at least A in year 1 & 2
B.	Personal development	Children feel safe ,valued and are given strategies for good mental health
C.	Teachers to deliver quality first teaching to disadvantaged more able children.	Diminish the gap between more able Pupil Premium Children and non-Pupil premium children nationally at Greater Depth.

2. Planned expenditure

Academic year

2016-2017

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?
<p>Improve progress of more able PP pupils in Year 2. Currently in year 2 10% of the cohort are more able in reading, 7% in writing and 0% in maths.</p> <p>Results - GD – 27% / 20% 11%</p> <p>Improve progress of high attaining PP pupils. Currently in Year1 13% of the cohort is more able in reading, 16% in writing and 13% in maths.</p> <p>Results – GD 24% / 10% / 2%</p> <p>Improve progress of all PP pupils to close the gap between their outcomes and the rest of the non – Pupil Premium nationally. – see results below</p>	<p>Teachers to work with PP pupils as well Teaching Assistants (TAs)</p> <p>Staff training in first quality teaching and high quality feedback.</p> <p>PP children are discussed in depth in pupil progress meetings with the HT</p> <p>TAs and teachers to work together on identifying specific individual targets for PP pupils.</p> <p>Teachers and TAs have identified allocated time to work on targets with PP pupils.</p> <p>Develop Forest School activities to improve PP self confidence and raise their aspirations to achieve.</p>	<p>High ability eligible for PP are making less progress than higher attaining pupils nationally. Our ambition is to ensure that PP pupils achieve high attainment in line with higher attaining pupils across KS1 in reading, writing and Maths.</p> <p>Evidence from the Sutton Trust PP toolkit identified that high quality first teaching results in the pupils making the most progress. Analysis identified that the high attaining PP pupils needed to be a clear focus on class profiles.</p> <p>Analysis of school data for 2015 /16 showed that the expected PP pupils were making less progress than required.</p> <p>The rationale for developing specific targets was based on the effective use of all available teaching time. The targets were based on academic improvement and pupils self worth.</p>	<p>Meetings with teachers regularly. See Audit of need. Files are scrutinised 4 weekly and feedback given. Each child's progress is evaluated, checking the targets are smart and met, and new targets are set. All the PP books and working records are scrutinised to ensure that the teaching given meets the child's targets.</p> <p>The outcome from the scrutiny will determine future action. The analysis will evaluate the impact of the different strategies and we will modify the teaching strategies according to how effective they are in improving pupil's attainment.</p>	<p>JB (22,000) cost for all interventions</p> <p>TAs (9000)</p> <p>Teachers (15000)</p>	<p>4 weekly</p> <p>Overall review every 6 weeks. Monitoring and evaluation analysis undertaken. Revised strategy put into place depending on the outcomes of the review. .</p>

ii. Other approaches

1. Forest Schools
2. PE coach.
3. Music through specialist teaching
4. Breakfast Club.
5. Homework Club
6. Parent Support Link Workers
7. Behaviour Support Assistant

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?
<p>1. Confident enthusiastic children with good communication and problem solving skills</p> <p>Forest Schools enables the children to be physically active and their stamina improves. As the children gain confidence and improve their self-esteem this can impact on their emotional and mental well-being.</p>	Forest Schools	<p>Children are able to have small booster groups in the class and experience outdoor learning.</p> <p>We have done the Boxall tests on the pupils to look at their emotional and social needs and the results identified that the pupils benefit from the opportunities provided by developing their confidence, ability to work collaboratively, raising tier aspirations and motivation. The programme supports and develops their vocabulary, their emotional confidence, and their ability to empathise with other children. The children develop their creativity and improve their ability to make decisions, follow through plans, understand the natural world, and improve their ability to think scientifically through problem solving. .</p>	<p>Teachers meet with forest schools regularly to discuss the children's needs.</p> <p>Two members of staff run the programme. They are fully trained in Forest schools. .</p> <p>Meticulous records are kept through both written observations and photographs. The time schedules are carefully organised to ensure full participation of al PPI children.</p> <p>Additional sessions are provided for specific pupils according to need.</p> <p>Forest school lead s to plan weekly with the class teachers to ensure extension of class topics.</p> <p>Co-coordinator to meet regularly to monitor and evaluate impact of provision. Studies to be undertaken to consider how the pupils behave in Forest Schools compared to their performance in the class room.</p>	<p>SA (2000)</p> <p>HT (12000)</p> <p>LP (9000)</p>	<p>3 monthly</p> <p>The staff are monitored by the Deputy Head teacher. The views and understandings of the children are recorded.</p> <p>Regular meetings with PP lead.</p>
2. PE specialist coach	See sports premium			PR coaching (3000)	
3. Music specialist for Nursery 1, Nursery 2 and EYFS pupils.	To improve listening, reading, vocabulary skills and mathematical ability.	From the analysis of the research the benefits of music would support the achievement of the targets because pupils who study music tend to have larger vocabularies and more advanced reading skills, and higher achievement in mathematics. Music helps children to speak more clearly, develop a larger vocabulary, and strengthen social and emotional skills. Music has the ability to strengthen the connection between the body and brain to work together as a team.	<p>Music specialist to work alongside the teachers to ensure continuity of provision.</p> <p>Music plans regularly scrutinised.</p> <p>Teachers coached by the specialist to improve their ability to enhance provisions when the specialist is not present.</p> <p>Pupils spoken to to evaluate their responses to the provision.</p> <p>Lessons observed and feedback given.</p>	Music specialist (3500)	<p>Specialist performance reviewed half termly.</p> <p>Pupil's responses collated at the end of each term.</p>

<p>4. Breakfast Club. Children have had food and will be ready for work. Targeted at PP pupils</p>	<p>Breakfast Club.</p>	<p>Approach selected because of the research evidence about the importance of food as a constituent element in sustaining pupil progress. Most of our Pupil Premium children benefit from breakfast club. This strategy not only provides them with good food to start the day but because they are in school early for the food, their attendance improves overall. Pupils able to take advantage of additional opportunities to interact with the peer group and the adult support. Menu choices vary but all items introduce the children to healthy foods.</p>	<p>Registers taken, trained staff. Three trained members of staff all of whom have the hygiene health certificates. Regular monitoring of the quality of provision. Children's views sought. Any issues arising sorted out immediately.</p>	<p>JB HT (2500) VT (2,500) SJ (2500)</p>	<p>Breakfast Club is monitored 6 weekly. Daily with any issues that arise.</p>
<p>5. Homework Club PP Pupils will be heard read by an adult and practised their spellings to enhance any support they may receive at home.</p>	<p>Homework Club to run 4 evenings a week Mon-Thurs 3.15-4.15 pm</p>	<p>PP pupils are not being supported at home for reading and spellings. Support given to help the pupils extend their learning beyond the classroom.</p>	<p>Registers are taken every evening. Attendance for two sessions per week is compulsory. Parental follow up if the child does not attend.</p>	<p>JB DL (2000) SJ (1300)</p>	<p>Six weekly evaluation of impact on standards achieved. Registers monitored continuously. Letters sent to parents follow up any issue that arises. Records of work done in the club updated daily and records provided to the overall coordinator.</p>
<p>6 To provide ongoing support for parents and carers to mitigate issues which could be affecting their ability to help their children improve their attainment and well being at school.</p>	<p>Two PSAs work with PP parents and carers continuously. Available every day for contact as and when the parents are able to access it. PSAs support strategies for improving pupil attendance. Develop parent / carer support groups working with the Junior School to tackle a range of social issues impacting on pupils' attainment.</p>	<p>Impact of providing nurture, emotional and social support and problem solving for the parents has enabled them to develop a more consistent approach to supporting their children.</p>	<p>Support provided through directing parent and carers to different providers provided by the county including behavioural strategies i.e. Solihull 123 Magic, To enable parents to be able to access the appropriate authorities. HT and DHT to evaluate how the parental support is enabling the PP pupils to access the curriculum more effectively. Records are kept of every meeting but their use is monitored for sensitivity issues. Regular review of PP attendance and to follow up with appropriate action.</p>	<p>JB LP (19000) DM (14000)</p>	<p>Evaluate and monitor the progress of the identified pupils on attainment.</p>

<p>7. Behaviour Support.</p>	<p>Identified target PP pupils who require behaviour intervention. Liaise with SENCO and class teachers. To engage with parents / carers before any programme begins.</p> <p>Utilise the "Good to be Green" behaviour programme.</p> <p>Engage with the pupils who have challenging behaviour.</p> <p>Institute a good behaviour reward programme.</p>	<p>Evidence that the association between good behaviour and the pupils' academic success is well established.</p> <p>Evidence suggests that targeted interventions matched to pupils with particular needs or behavioural issues are effective.</p> <p>Specific pupils targeted for support based on behavioural records and the impact this has on standards achieved.</p>	<p>Boxall evaluation completed to assess the impact of the support provided on pupil attainment.</p> <p>Monitor behaviour in class. To ensure identification of targeted pupils is fair, transparent and properly recorded.</p> <p>Ensure that procedures are followed properly in team teach situations.</p>	<p>JB DM (2500)</p>	
Total budgeted cost					121800

3. Additional detail
<p>The PP lead works alongside the PSA's regularly to assess every child's attendance and take appropriate action where necessary. The SENDCo works closely with the PP lead to ensure we monitor the provision for children who are Pupil premium and SEND.</p>

RESULTS July 2017	End of EYFS	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP cohort (last year nationally)**</i>
Achieved GLD	59%	58%	72% -14
% achieving expected + in reading	60%	50%	80% -30
% writing	62%	55%	75% -20
% maths	63%	59%	81% -22

Year 1 Phonics		50%	83% - 33%
Year 2			
% achieving at least At Standard in Reading	73%	73%	79% -6
% achieving at least At Standard in Writing	73%	73%	72% +1
% achieving at least At Standard in Maths	71%	67%	79% -12

**** national data not yet available**