

Fakenham Infant and Nursery School Pupil premium strategy statement **This document is currently being updated but initial funding amounts are accurate.**

1. Summary information					
School	Fakenham Infant and Nursery School				
Academic Year	2019/2020	Total PP budget from April 2018	£51,840 (est)	Date of next review of strategy	
Total number of pupils	Sept 2019	Number of pupils eligible for PP – from Sept 2019	30		

2. Current attainment		
Early Years Foundation Stage (2018-2019 cohort) ()	Pupils eligible for PP at FINS (9 pupils – each pupil 11%)	Pupils not eligible for PP Nationally. (provisional figures)
55% achieving a good level of development () Based on in school data.		
77.8% Exp/Exc in CL (78%, 80%, 76%)		Updated when data available
84% Exp/Exc in PHY (73%, 95%)		
87% Exp/Exc in PSE (89%, 87%, 86%)		

62% Exp/Exc in literacy (67%, 58%)		
72% Exp/Exc in Maths (
Year one phonics screening	Pupils eligible for PP at FINS (13 pupils) (each pupil 8.3%)	Pupils not eligible for PP Nationally.
% achieving expected level		

End of Key stage one attainment	Pupils eligible for PP at FINS (13 pupils) (each pupil 7.7%)	Pupils not eligible for PP Nationally.
73.3% expected standard in Reading	%	Will update when data available
22.2% Greater Depth Reading	%	
64.4% Expected standard in Writing	%	
6.7% Greater Depth in Writing	%	
70% Expected standard in Maths	%	
15.6% Greater Depth in Maths	%	

3. Barriers to future attainment (for pupils eligible for PP)

In school barriers (Issues to be addressed in school)

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| A | Data shows that children come into school below the age related expectations. In the 2019-2020 cohort at the start of the year 1.3% of pupils are on track to get a Good level of development. In the 2019/2020 cohort 0% of pupils eligible for the pupil premium are on track to reach the ELG. |
| B | Compound vulnerabilities In the 2019-20 cohort out of the 30 eligible for PP, 14 have compound vulnerabilities. (SENd, EAL, Summer Born) |
| C | Chaotic and unsupportive home environments have a detrimental effect on academic progress. As our school provides the first schooling experience for many families it can take time and significant support to build positive working relationships and the willingness to work within a multi-agency approach. |

External barriers (issues which also require action outside school)

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| D | <p>Attendance for pupil premium children is a significant issue and in 2018 attendance for pupils eligible for the premium was ? % of these absences were authorised. No holidays are coded as authorised.</p> <p>The work with outside agencies can be very slow and this is often fundamental in moving academic progress forwards.</p> <p>(For example, Early Help to pick up safeguarding / family support concerns, the SALT team to pick up and provide diagnostic approaches to speech and language and Behaviour support and mental health services to be readily available.</p> |
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4. Desired Outcomes

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| A | Children to make good progress from starting points in order to further close the gap between PP children and others Nationally at the end of the EYFS. |
| B | Children to make good progress from starting points in order to be working at the expected or above at the end of key stage one in reading, writing and maths. |

C	Children to make good progress from starting points in order to close the gap between PP children and others Nationally at the end of key stage one.
D	Children to make good progress from starting points in order to close the gap between PP children and others Nationally in the phonics screening in year one.
E	Children have positive attitudes to learning and are well supported by their families and associated outside agencies. (Attendance for pupils eligible for the pupil premium increases)

5. Planned expenditure		Academic Year		2018-2019	
I Targeted support					
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?
Children to make good progress from starting points in order to close the gap between PP children and others nationally at the end of the EYFS.	<p>Personalised identification of strengths and barriers and actions to overcome.</p> <p>Targeted support by additional adults daily. Focus dependent on need.</p> <p>Accurate next step planning – Tapestry.</p> <p>Continued CPD for staff.</p>	<p>EEF early Years toolkit indicates that Early literacy approaches can increase learning by 4 months and early numeracy approaches up to 5 months– showing moderate impact for low cost.</p> <p>High emphasis across Reception classes around self-regulation and</p>	<p>Half term pupil progress meetings</p> <p>Provision map monitoring half termly</p> <p>Lesson observations/ learning walks</p> <p>Triangulation of planned actions with provision mapping.</p>	GS/SG/JB	At the end of each half term

		creating a climate for learning – EEF states that this can lead to an increase of 7+ months.	Close tracking of phonics provision across EY and engagement of parents. Renewed focus on reading at home and vocabulary development.		
Children to make good progress from starting points in order to be working at the expected or above at the end of key stage one in reading.	<p>Tadpole groups daily to raise phonic achievement.</p> <p>Additional opportunities for reading and associated skills.</p> <p>Renewed focus on reading at home and parental engagement.</p> <p>Personalised identification of strengths and barriers and actions to overcome.</p>	<p>The chosen strategies were also used during the period 2016-2018. During this time reading achievement of the cohort increased from 69% to 81%. This exceeded the National picture.</p> <p>EEF - phonics interventions can increase learning by 4+ months and reading comprehension strategies by 5+ months.</p>	<p>Half term pupil progress meetings</p> <p>Intervention monitoring half termly</p> <p>Lesson observations/ learning walks</p> <p>Triangulation of planned actions with provision mapping.</p>	JB/SG	At the end of each half term.
Children to make good progress from starting points in order to be working at the expected or above at the end of key stage one in writing.	<p>Personalised identification of strengths and barriers and actions to overcome.</p> <p>Focus on talk for writing. Big writing sessions. High</p>	EEF research in to “Talk for writing” reported a positive impact on pupil attitudes, progress and attainment.	<p>Half term pupil progress meetings</p> <p>Intervention monitoring half termly</p>	JB/SG	At the end of each half term.

	<p>emphasis on feedback to ensure progress.</p> <p>Increased emphasis on SPAG elements and writing at length.</p> <p>Staff training – shared/guided writing.</p>	<p>EEF research indicates that Feedback can increase learning by +8 months and demonstrates high impact for very low cost.</p>	<p>Lesson observations/ learning walks</p> <p>Triangulation of planned actions with provision mapping.</p>		
<p>Children to make good progress from starting points in order to be working at the expected or above at the end of key stage one in maths.</p>	<p>Personalised identification of strengths and barriers and actions to overcome.</p> <p>Weekly intervention.</p> <p>Focus on concrete, pictorial and abstract methodology and the use of reasoning bubbles to capture pupils thinking.</p>	<p>EEF research indicates that mastery learning as an approach can increase learning by +5 months and can demonstrate moderate impact for very low cost.</p> <p>The chosen strategies were also used during the period 2016-2017. During this time the % of pupils within the cohort meeting the expected standard in maths increased from 68% to 79%. This exceeded the National picture.</p>	<p>Half term pupil progress meetings</p> <p>Intervention monitoring half termly</p> <p>Lesson observations/ learning walks</p> <p>Triangulation of planned actions with provision mapping.</p>	<p>LG/SG</p>	<p>At the end of each half term.</p>
<p>Children to make good progress from starting points in order to close the gap between PP children</p>	<p>Personalised identification of strengths and barriers and actions to overcome.</p>	<p>The chosen strategies were also used during the period 2015-2017. During this time phonic</p>	<p>Half term pupil progress meetings</p>	<p>JB/SG</p>	<p>At the end of each half term.</p>

<p>and others Nationally in the phonics screening in year one.</p>	<p>Tadpole groups daily to raise phonic achievement.</p> <p>Additional class based phonic sessions where needed.</p>	<p>achievement in the screening increased from 54% to 74%.</p> <p>EEF - phonics interventions can increase learning by 4+ months</p>	<p>Intervention monitoring half termly</p> <p>Lesson observations/ learning walks by reading leader</p> <p>Practice phonic screening x3.</p> <p>Triangulation of evidence alongside provision mapping.</p> <p>Renewed emphasis on parental engagement for practicing known sounds.</p>		
<p style="text-align: center;">Total Budgeted cost</p>			<p>Amount</p>	<p>Role:</p>	
				<p>– Classroom / intervention support</p>	
				<p>Individual pupil support</p>	
				<p>Bespoke resources</p>	
				<p>General classroom support</p>	

				TOTAL:	£
II Other approaches					
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?
Children have positive attitudes to learning and are well supported by their families and associated outside agencies.	Pastoral support worker employed to work on attendance, behaviour support and family support work with families.	<p>Pupil premium funding was allocated to this during 2016-2017. The families of 74% of pupil premium children received support during this period. 25% of these children have compound vulnerabilities and 42% were receiving direct family support. These strategies directly supported other pupils in school too.</p> <p>Attendance for pupils eligible for the premium was 93.25%. 5.68% of these absences were authorised. No holidays are coded as authorised.</p>	<p>Regular monitoring of case loads – half termly/ monthly DSL meetings.</p> <p>Case studies of individual pupils where progress / engagement is not fast enough.</p> <p>Case studies for individual pupils where attendance is deemed persistent.</p>	PB	At the end of each half term.

		EEF evidence indicates that parental involvement can have a positive impact of up to +3 months.			
Children have positive attitudes to learning and are equipped with the skills to manage the school environment.	Nurture sessions provided	EEF evidence: Nurture groups use 10 out of these 14 effective evidence-base components as part of their provision		LM/KM (teaching time) KM/FC – lunch time.	At the end of each half term.
Total Budgeted cost					
			Amount	Role:	
				Pastoral support/ attendance lead	
				Speech and language provision	
				Access fund for trips/ breakfast club.	
			TOTAL:		

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6. Review of expenditure				
Previous academic year		2017-2018		£40,920
I 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 (Will this approach be continued?)	cost
Children to make good progress from starting points in order to close the gap between PP children are others Nationally at the end of the EYFS.	<p>Personalised identification of strengths and barriers and actions to overcome.</p> <p>Targeted support by additional adult daily. Focus dependent on need.</p> <p>Accurate next step planning – Tapestry.</p>	<p>The percentage of pupils reaching a GLD at the end of the EYFS was 71%</p> <p>Pupils eligible for the pupil premium showed improved outcomes from the 40% attained in 2017 and in 2018 56% of them met the GLD. This is broadly in line with other pupils nationally at 57%. Due to the small cohort size each pupil is worth 11% demonstrating a statistical difference of less than 2 children. Reading and writing continue to be the lowest attaining</p>		

	External audit to identify gaps in provision.	areas with 67% for both but this has shown an increase from 60% and 50% in 2017.		
Children to make good progress from starting points in order to be working at the expected or above at the end of key stage one in reading.	<p>Tadpole groups daily to raise phonic achievement.</p> <p>1:1 tuition twice weekly to enable pupils to catch up.</p> <p>Additional opportunities for reading and associated skills.</p> <p>Personalised identification of strengths and barriers and actions to overcome.</p>	<p>Attainment for reading for the cohort in 2017/2018 was 74%. 25% of the cohort were working at a greater depth.</p> <p>Attainment for pupils eligible for the premium was 69%. While this is lower than the cohort percentage it was higher than other schools nationally where only 63% met the expected standard. 23% of pupil premium children however were working at a greater depth.</p> <p>Statistically however, cohort pupils equate to 1.15% each whereas due to the small number of pupils eligible for the premium (13) each child equates to 7.7%. This therefore means that there is a difference of less than 1 child between the cohort data and for those pupils eligible for the premium.</p> <p>Progress from the end of the EYFS shows: 50% of children achieving the emerging standard in EYFS achieved the</p>		

		<p>expected standard at the end of KS1. (3/6)</p> <p>83% of children achieving the expected standard in EYFS achieved the expected standard or higher at the end of KS1. (5/6)</p> <p>100% of children achieving the exceeding standard in EYFS achieved the exceeding standard at the end of KS1.(1/1)</p>		
<p>Children to make good progress from starting points in order to be working at the expected or above at the end of key stage one in writing.</p>	<p>Personalised identification of strengths and barriers and actions to overcome.</p> <p>Focus on talk for writing. Big writing sessions. High emphasis on feedback to ensure progress.</p> <p>Introduction of “everyone loves to write” sessions.</p> <p>Increased emphasis on SPAG elements.</p> <p>Staff training – shared/guided writing.</p>	<p>Attainment for writing for the cohort in 2017/2018 was 71%. 11% of the cohort were working at a greater depth.</p> <p>Attainment for pupils eligible for the premium was 62%. 15% of pupil premium children however were working at a greater depth which exceeds that of the cohort.</p> <p>Statistically however, cohort pupils equate to 1.15% each whereas due to the small number of pupils eligible for the premium (13) each child equates to 7.7%. This therefore means that there is a difference of 1 child between the cohort data and for those pupils eligible for the premium.</p>		

	<p>Focused intervention 2x weekly.</p>	<p>Progress from the end of the EYFS shows: 33% of children achieving the emerging standard in EYFS achieved the expected standard at the end of KS1. (2/6) 86% of children achieving the expected standard in EYFS achieved the expected standard or higher at the end of KS1. No pupils eligible for the premium were exceeding at the end of the EYFS but 15% were working at a greater depth at the end of key stage 1.</p>		
<p>Children to make good progress from starting points in order to be working at the expected or above at the end of key stage one in maths.</p>	<p>Personalised identification of strengths and barriers and actions to overcome. Weekly intervention. Development of class based "maths meetings" Mastery approach implemented.</p>	<p>Attainment for maths for the cohort in 2017/2018 was 76%. 25% of the cohort were working at a greater depth. Attainment for pupils eligible for the premium was 62%. This is lower than the cohort percentage and other schools nationally in 2017 where 76% (62% PP) met the expected standard. 24% of pupil premium children however were working at a greater depth which is broadly in line with that of the cohort. Statistically however, cohort pupils equate to 1.2% each whereas due</p>	<p>.</p>	

		<p>to the small number of pupils eligible for the premium (11) each child equates to 9%. This therefore means that there is a difference of less than 2 children between the cohort data and for those pupils eligible for the premium.</p> <p>Progress from the end of the EYFS shows: 0% of children achieving the emerging standard in EYFS achieved the expected standard at the end of KS1. 100% of children achieving the expected standard in EYFS achieved the expected standard or higher at the end of KS1.</p>		
<p>Children to make good progress from starting points in order to close the gap between PP children and others Nationally in the phonics screening in year one.</p>	<p>Personalised identification of strengths and barriers and actions to overcome.</p> <p>Tadpole groups daily to raise phonic achievement.</p> <p>Purchase of RWI speed sound cards.</p>	<p>74% of the cohort met the expected standard in the phonic screening. This is compared to 83% for other pupils nationally. By the end of year 2 the percentage meeting the expected standard is 94% exceeding others nationally at 92%.</p> <p>77% of pupils eligible for the premium met the expected standard in year 1. This is a statistical difference of less than 1 child compared with the cohort with others nationally.</p>	<p>Phonics will continue as a whole school priority and therefore will need to for those eligible for the premium too.</p>	

	1:1 tuition twice weekly to enable pupils to catch up.			
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II Other approaches				
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 (Will this approach be continued?)	cost
Children have positive attitudes to learning and are well supported by their families and associated outside agencies.	Pastoral support worker employed to work on attendance, behaviour support and family support work with families.	<p>Pupil premium funding was allocated to this during 2017-2018. The families of 43% of pupil premium children received support during this period. 69% of these children have compound vulnerabilities and 43% were receiving direct family support. These strategies directly supported other pupils in school too.</p> <p>Attendance for the cohort in 2018 was 96.3%. Persistent absence was 5.5% compared to 8.3% nationally.</p>	The school will continue to fund this through the premium as believe it	

		Attendance for pupils eligible for the premium was 93.68%. 5.9% of these absences were authorised. No holidays are coded as authorised.		
Children have positive attitudes to learning and are equipped with the skills to manage the school environment.	Nurture sessions provided	62% of pupils eligible for the pupil premium accessed the Nurture group during the school year. Pupils had positive lunch times and were therefore ready to learn during afternoon sessions. Social interactions were also improved. Additional support was provided for individual children whom presented with more challenging behaviours.	Extend this provision throughout other parts of the school day. This strategy will be continued.	

7. Additional detail

