

Airedale Infant School
PUPIL PREMIUM STRATEGY 2019-2020

1. Summary information

School	Airedale Infant School				
Academic Year	2019-2020	Total PP budget (3 terms*)	£56,760	Date of most recent PP Review	October 2019
Total number of pupils (incl UFS)	158 ch	Number of pupils eligible for PP	24%	Date for next internal review of this strategy	Autumn 2019

* - this assumes that funding will continue after April 2019

2. Current academic outcomes

	School 2019			National 2018		
	PP	NPP	Diff (Difference 2018)	PP	NPP	Difference
EYFS - % Reaching Good Level of Development 2018-19	75%	66%	-9% (-42%)	55%	73%	-18%
% that achieved the threshold 32/40 to pass the Phonic Screening test (Yr1)	67%	94%	-27% (-11%)	72%	85%	-13%
KS1 - % Reaching Expected Standard 2018-19						
Reading	68%	64%	-4% (-10%)	62%	79%	-17%
Writing	68%	68%	-0% (-13%)	55%	74%	-19%
Mathematics	68%	68%	-0% (-19%)	63%	80%	-17%
R, W & M	63%	64%	-1% (-10%)	N/A	N/A	N/A

3. Barriers to future attainment (likely characteristics of pupils eligible for PP) (I = issues to be addressed in school; E = issues which also require action outside school eg parental involvement)

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A	Below age-related speech and language skills on entry to nursery, leading to delays throughout their school life (eg phonic skills in Y1) (E/I)
B	Reduced attendance and punctuality (E/I)
C	Lack of access to wider experiences (I/E)
D	A proportion of pupils eligible for Pupil Premium have additional needs which make them vulnerable, resulting in them needing further emotional and social support to overcome barriers to learning to aid their performance in school (E/I)
E	Poorer metacognitive and self-regulatory performance (especially resilience) leading to lower academic outcomes (I/E)
F	Some pupils who qualify for Pupil Premium funding also have specific SEND needs (greater proportion than for non-PP) (I/E)
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
Success criteria (and how measured)	
A.	<p>Accelerated language development in EYFS and KS1 leading to attainment and progress differences between disadvantaged and non-disadvantaged diminishing for all groups within each key stage.</p> <p>Nursery SLT outcomes rising rapidly for EYPP pupils, continuing into Reception; pupils eligible for PP make similar or better progress as 'other' pupils, across EYFS and Key Stage 1. Measured by teacher assessments, in house /cross school moderation and end of Key Stage tests and benchmarking against national data.</p> <p>School data and pupil progress meetings will identify improvements in performance for those in receipt of PP).</p>

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B.	Pupils and families with low attendance / high persistent absenteeism or poor punctuality levels are supported and challenged effectively to rapidly improve attendance outcomes.	Improved levels of attendance punctuality, and a decrease in Persistent Absence. Attendance figures for children eligible for Pupil Premium are well above national PP rates and close to national non-PP figures.
C.	All pupils take part in curriculum enrichment activities before, during and after school irrespective of income, and receive additional opportunities to access curricular and other experiences.	Financial factors are not a barrier to attending visits or taking part in enrichment opportunities and all pupils in receipt of PP funding attend. Academic outcomes in all Key Stages increase as a result, measured by termly tracking data and end of KS results.
D.	Pupils' emotional well-being, mental health and personal needs are supported and developed through targeted interventions, 1:1 Work and nurture groups	Meeting of basic needs/children's readiness for school and learning Children's emotional well-being and behaviour Learning Mentors are involving relevant services to work with families
E.	Systematic method of encouraging metacognition and self-regulation embedded throughout the school so that all pupils, especially those entitled to PP, are able to describe ways in which they are great learners, and areas in which they are developing further.	Before and after questionnaires demonstrate impact for pilot year groups and more widely in school. Common use of Growth Mind Set language evident across school.
F.	All SEND pupils who are also entitled to PP funding make expected or better progress based on their starting points, and perform well in comparison to their Other SEND counterparts within school and nationally.	ASP figures for 2019-20 show that Disadvantaged Low prior attainers have positive progress figures (on average) (may not be statistically significant).

4. Planned expenditure (all figures are estimates)

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Academic year	2019-2020				
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	Review dates and indications of impact
A-G: Staff can access advice and support to ensure quality first teaching is used to ensure the correct provision is in place for pupil premium pupils.	Pupil Premium Champion employed to monitor provision for PP throughout the school (HT) £4,000	Effective targeted monitoring can ensure that targeted support is used effectively and have a positive impact on progress and attainment for pupil premium pupils	½ termly meetings between HT/SLT – pupil progress meetings with specific focus on PP pupil progress involving teachers/TAs	HT SLT PP Govern or	Termly Targeted support will have an impact on pupil outcomes Close monitoring o interventions will ensure adaptations are made swiftly Staff will be knowledgeable about approaches, interventions and interpreting data outcomes.

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Impact: See Pupil Premium Review Report/Follow up Report October 2019

- School's Pupil Premium strategy is a reflective and well-considered document which makes frequent references to evidence-based approaches, notably the work of the Education Endowment Foundation (EEF). Crucially, leaders are not complacent and reflect carefully on how they can continue to improve school's approaches – Pupil Premium Review Oct 2019 – Craig Batley
- Leaders are highly motivated, receptive to new ideas, accurate in their self-evaluation and provide strong models to their colleagues. They lead by example, setting a positive, purposeful tone; this example is followed by colleagues approaches – Pupil Premium Review Oct 2019 – Craig Batley
- The chair of governors was very well-prepared, had a sound understanding of disadvantaged pupils' barriers to learning and was aware of the intended impact of school's Pupil Premium spending. Governors are kept very well-informed by the headteacher, are expected to take individual responsibilities and they fulfil their role of offering appropriate challenge and support – Pupil Premium Review Oct 2019 – Craig Batley.
- Clear ownership of the Pupil Premium expenditure which links directly to the diminishing of differences between PP and Non PP
- Diminishing the difference is high priority on the School Development Plan
- Robust approach of monitoring of PP attainment and progress – staff held to account within pupil progress meetings
- Increased Governor knowledge and awareness of Pupil Premium Expenditure and impact (Governor minutes/Pupil Premium Review Governor)

<p>A, C, D, E: CPD enables staff to ensure that quality first teaching has a positive impact on pupil progress for all Pupil Premium pupils <i>including the more able</i>.</p> <p>All pupils including PP pupils will make progress in line with SDP and PM targets.</p>	<p>Provide a range of targeted CPD to enable teachers to be outstanding classroom practitioners for example Pupil Premium Practice in the classroom - 'Biasing the learning' as a PP mantra. £6,000</p>	<p>QFT has a positive impact for pupil premium pupils. Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long-term impact for all pupils but especially disadvantaged (-6 months progress for poorly performing teachers versus +6 months years' for highly effective ones). (see also preamble to Sir John Dunford's 10 point plan 2014).</p>	<p>Monitoring and review by subject leaders – focus on PP Lesson observations; Pupil Progress Meetings/tracking; time set aside in staff meetings for staff to share CPD and evaluate effectiveness. Evidence of success for each training strategy will be planned and adopted.</p>	<p>SLT</p>	<p>Termly The impact of CPD will be visible through carefully planned monitoring activities following CPD sessions</p> <p>CPD will have an impact on pupil outcomes and gaps between disadvantaged pupils/non disadvantaged will diminish further</p>
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Impact: See Pupil Premium Review Report/Follow up Report October 2019, Data Analysis, CPD overview 2018-19

- Pupils' books provide strong evidence of the impact of this approach. They show pupils' increasing ability to self-edit writing and that pupil's respond to marking in writing and maths. As a result, pupils are making additional learning – Pupil Premium Review Oct 2019 – Craig Batley

Teachers plan lessons that are carefully sequenced. This helps children to make connections with what they already know – Ofsted Nov 2019

2020 Outcomes: EYFS (21/60ch are PP)

Reading GLD PP outcomes = 12/21 = 57%	PP Progress from end of Nursery = +6.1 steps (6 is expected)
Writing GLD PP Outcomes = 12/21 = 57%	PP Progress from end of Nursery = +5.8 steps (6 is expected)
Maths GLD PP Outcomes = 14/21 = 67%	PP Progress from end of Nursery = +6.4 steps (6 is expected)

Reading Exceeding PP outcomes = 0%
Writing Exceeding PP Outcomes = 0%
Maths Exceeding PP Outcomes = 10%

2020 Outcomes: KS1 (21/59ch are PP)

Reading ARE PP outcomes 8/21 = 38% (4/21 = 19% @ end of EYFS)	PP Progress from EYFS = +12.4 steps (12 is expected)
Writing ARE PP Outcomes 8/21 = 38% (4/21 = 19% @ end of EYFS)	PP Progress from EYFS = +11.8 steps (12 is expected)
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Reading GDS PP outcomes 0/21 = 0% (0% @ end of EYFS)
Writing GDS PP Outcomes 0/21 = 0% (0% @ end of EYFS)
Maths GDS PP Outcomes 1/21 = 5% (0% @ end of EYFS)

NB: There was 0% of children at the end of EYFS who were working at exceeding in any area.

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<p>A, C, D, E: Increased exposure to reading opportunities throughout the day leading to increased attainment in reading</p>	<p>Bug Club Raising the profile of reading and targeting key PP children with a range of reading resources to increase attainment in reading</p> <p>£600</p>	<p>Need to develop literature within the developing library areas/classrooms EEF Toolkit - Reading comprehension strategies (+5 months) EEF Literacy in KS2 Recommendation 2 (2017)</p>	<p>Monitoring the structure of reading in the timetable and how guided reading is implemented in Year 2. and supporting staff to skilfully listen to children read/support reading comprehension games/bug club</p> <p>Analyse Data Monitoring of reading drop-ins Pupil questionnaires around reading</p>	<p>KR BW</p>	<p>Termly Data analysis will highlight the impact of increased reading opportunities for disadvantaged pupils</p> <p>Monitoring will evidence the use of reading materials/activities daily</p> <p>Biannually Pupil voice will evidence opinions and views of reading activities taking place</p>
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- The school has developed a strong learning environment in which reading is valued and well-promoted through highly inviting reading areas and well-presented reading materials. The development of a positive reading culture has also been supported by the use of I-pads and the introduction of Bug Club, which has contributed to pupils' engagement in reading. Similarly, school has worked hard to improve its phonics provision and Year 1 phonics outcomes for all pupils in 2019, at 84%, were above national – Pupil Premium Review Oct 2019 – Craig Batley
- Reading is a high priority. Books are everywhere in school. Pupils love to settle down with a book in one of the inviting reading areas. They enjoy listening to the carefully chosen books that adults read to them every day – Ofsted Nov 2019

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<p>F: Increased % of PP children receiving support through EHCPs/MSPs/ OPPs</p> <p>Disadvantaged children on the SEND register to have SMART targets on OPPs/MSPs to ensure measurable progress</p> <p>Differentiation for all SEND groups of pupils carefully monitored to ensure needs are met through QFT</p>	<p>Non-class based Inclusion Lead to ensure the needs of all vulnerable pupils (SEN/PP/LAC) are met, including through improved identification of SEND needs.</p> <p>Class teachers to be more involved in teaching SEND pupils directly, as well as through the work of well-trained and deployed TAs.</p> <p>17% of pupils who are PP/SEND = £8,500</p>	<p>Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long term impact for all pupils, including those with SEND.</p> <p>Also mastery learning (+5 months), collaborative learning (+5 months)</p> <p>These will rapidly become part of QFT throughout the school, again 'biased towards' PP pupils' where appropriate.</p>	<p>Sharing of expertise for SEN pupils.</p> <p>Planned daily interventions monitored to ensure quality and feedback given to adult delivering.</p> <p>Tracking progress to highlight gaps within learning.</p> <p>Educational Psychologist to observe interventions and provide feedback/development points to improve practice for support assistants.</p> <p>Lessons monitored to ensure appropriate differentiation at all levels of ability.</p>	<p>Inclusion Lead CL</p>	<p>Termly</p> <p>Pupil progress meetings and data analysis will identify disadvantaged pupils on the SEND register making progress</p> <p>Observations will identify SEND pupils working towards SMART targets set within OPPs/MSPs/EHCPs</p> <p>QFT will ensure all abilities are supported through appropriate differentiation</p>
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See [SEND Impact Report](#), [CPD overview for staff](#), [Data analysis for groups \(Termly\)](#)

Pupils with special educational needs and/or disabilities (SEND) achieve well. They get the support they need to make sure they can learn as well as their peers. Staff are well trained to meet the needs of all pupils – Ofsted Nov 2019

Highly trained teaching assistants give valuable support to pupils resulting in them now making faster progress, particularly in reading and mathematics – Ofsted 2019 Report

Support staff are well deployed on pedagogic tasks and leaders invest in their development and hold them appropriately to account. Leaders have mitigated against the danger of interventions not having an impact in other lessons as teachers plan the interventions so are fully aware of the content and able to help pupils make links in the rest of their learning – Pupil Premium Review Oct 2019 – Craig Batley

Pupils' books provide strong evidence of the impact of this approach. They show pupils' increasing ability to self-edit writing and that pupils respond to marking in writing and maths. As a result, pupils are making additional learning – Pupil Premium Review Oct 2019 – Craig Batley

- 53% of the SEND register are also disadvantaged pupils – SEND register is robust and accurate where teachers have ownership of Quality First Teaching
- Strong evidence of SEND paperwork – triangulation with school, child and parent involvement
- Teachers held to account within pupil progress meetings for specific group attainments and progress – interventions advised and training provided where appropriate
- Staff CPD – support with writing SMART targets for OPPs to ensure rapid and sustained progress which involves pupil/parent view
- Staff CPD – supporting children with additional needs through appropriate scaffolding and resources

<p>A, E, F: Increased attainment in reading</p>	<p>Comprehension Development Raise the profile of reading, increase reading skills (especially comprehension), especially for boys and struggling readers, Bug Club £4,000</p>	<p>Reading attainment at KS1 for both ARE and GDS outcomes is below National, leading to a lower combined score- Need to develop literature within the developing library areas/classrooms EEF Toolkit - Reading comprehension strategies (+5 months)</p>	<p>Pupil discussions and questionnaires Data analysis Lesson Observations- Literature being used across the curriculum</p>	<p>KR BW</p>	<p>On-going/Termly data Monitoring will evidence improved teaching of reading strategies Attainment in reading will improve especially at end of key stage Bug club will be implemented and impact upon reading for enjoyment Pupil Progress meetings will focus on target children for intervention</p>
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IMPACT: See Pupil Premium Review Report October 2019, Reading Data Analysis and evaluation (Termly), Monitoring Calendar and outcomes.

Reading books match the letters and sounds that children have already learned. This helps them to become confident readers – Ofsted Nov 2019

Highly trained teaching assistants give valuable support to pupils resulting in them now making faster progress, particularly in reading and mathematics – Ofsted 2019 Report

Pupil voice responses supported the view that staff are developing pupils' love of reading. Several pupils stated that their favourite book was one that they had first heard in school. Similarly, a class that were listening to a teacher read were fully engaged and responded well to skilful questioning – Pupil Premium Review Oct 2019 – Craig Batley

- John Murray reading strategies embedded in Year 2
- QLA outcomes used to identify question stems for planned input and practise
- Extended Guided reading (Whole class) for 30 minutes daily where modelled comprehension input of key skills are taught daily to children
- Andy Taylor Vocabulary INSET training October 2019
- Reading materials purchased are engaging to boys across various genres – available within book corners, reading scheme, main library and on Bug Club
- Parental reading workshops to raise profile and importance of reading within the community weekly
- Differences between PP and Non PP pupils are diminishing over time across school from KS1

2020 Outcomes: 2020 Outcomes: EYFS (21/60ch are PP)

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<p>A: Phonic knowledge in Year 1 is improved for all children, but in particular for our PP children so that attainment is above national PP and approaching national Other outcomes.</p>	<p>RWI Leader to focus on phonics teaching, purchasing resources, delivering training and feedback to staff on impact of teaching £1,000</p>	<p>Low number of children achieving the threshold for the Phonic Screening Check-Especially PP children The Education Endowment Foundation (EEF) shows phonic intervention can support an additional 4 months progress. See also EEF EY Toolkit – C&L approaches (+ 6 months)</p>	<p>Monitoring and evaluation through Planning Lesson observations Analysis of data RWI Lead/English Co-ordinator observe all phonic sessions across school.</p>	<p>RWI Leader BW</p>	<p>Half termly The % of children on track to pass phonics screening check will increase and be in line with milestone data The gap between PP and non at phonic screening pass rate will begin to diminish Regional trainer will validate RWI leads judgements Staff will be confident when delivering RWI sessions</p>
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IMPACT: See Pupil Premium Review Report October 2019, RWI Data Analysis and evaluation (½ Termly), Monitoring Calendar and outcomes.

- Phonics and Early reading is a strength of the school as ratified by Ofsted Nov 19 and from Pupil Premium Review October 2019.
- Differences between PP and Non PP pupils are diminishing over time
- RWI lead instrumental to identifying pupil needs and implementing 1:1 or small group interventions
- All staff receive weekly CPD and opportunity to work alongside RWI leader and English Hub to further develop own practice
- Rigorous monitoring and assessment of RWI across EYFS and KS1 conducted and actions implemented

2020 Outcomes: Year 1 Phonics (8/37ch are PP)

Passed Phonics Screening = 87% PP = 75% (6/8 ch passed phonic screening) This 4% increase compared to 2019 and 28% increase compared to 2017

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<p>A-G: Increased % of children achieving greater depth outcome at the end of EYFS and KS1.</p> <p>Differentiation for all MA groups of pupils carefully monitored to ensure needs are met through QFT</p>	<p>To develop a Mastery approach.</p> <p>Training</p> <p>Resources £500</p>	<p>% of children working at greater depth below national at the end of each key stage.</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</p> <p>See also metacognition and self-regulation (+8 months)</p>	<p>Monitoring of lessons Observations, Planning Pupil discussions Assessment data analysis Targeted interventions</p>	<p>SLT</p>	<p>Termly</p> <p>QFT will evidence opportunities to deepen learning and challenge for HA- Appropriate differentiation</p> <p>Intervention plans will target children for a GD judgement</p> <p>Pupil progress meetings will highlight children on track for GD and next steps</p> <p>More children on track to receive a GD judgement at end of each key stage</p> <p>Gap between GD for disadvantaged and non will begin to diminish</p>
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Impact: See Pupil Premium Review Report October 2019, Data analysis

Most-able pupils are challenged well. Achievement information shows that these pupils are making good headway in phonics, early reading, writing and mathematics – Ofsted 2019 report

Governors are well-informed, knowledgeable and provide an appropriate balance of challenge and support. They are kept very well informed with half-termly reports on all pupils, including the disadvantaged. The chair of governors accurately identified disadvantaged pupils' main barriers to learning and was aware of the main areas of Pupil Premium spend and its intended impact – Pupil Premium Review Oct 2019 – Craig Batley

Data analysis: increased % of children achieving exceeding from their starting points:

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- Targeted teaching for GDS pupils in English and maths through bespoke groups taught across school
- Stretch and challenge and mastery skills applied within teaching and through focused activities planned
- Pupil progress meeting discussions – HAPS and how they are challenged and supported e.g. Morning boosters, bespoke teaching groups, interventions

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<p>A-G: To raise PP attainment at the end of KS1 and EYFS so it is above national PP and closing on national Other</p>	<p>Use of additional TA's 2X KS1 2X UFS 35% PP = £28,000</p>	<p>To support high number of PP children within Y2 (60 children in the year group), but also in Reception (60 children in the year group)</p> <p>To support children entering UFS below/well below ARE</p>	<p>Observations Data analysis (ARE +)</p>	<p>KR SLT</p>	<p>On-going Monitoring will evidence the appropriate use of TA's</p> <p>Data analysis and pupil progress meetings – discussion around PP Pupils</p> <p>Staff questionnaires will highlight that staff feel valued and know their role in improving outcomes</p> <p>Gaps at the end of EYFS and KS2 will begin to diminish</p>
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Impact: See Pupil Premium Review Report October 2019, Data analysis, Monitoring activities

Pupils' books provide strong evidence of the impact of this approach. They show pupils' increasing ability to self-edit writing and that pupils respond to marking in writing and maths. As a result, pupils are making additional learning – Pupil Premium Review Oct 2019 – Craig Batley

Focussed CPD Training

Support staff are well deployed on pedagogic tasks and leaders invest in their development and hold them appropriately to account. Leaders have mitigated against the danger of interventions not having an impact in other lessons as teachers plan the interventions so are fully aware of the content and able to help pupils make links in the rest of their learning – Pupil Premium Review Oct 2019 – Craig Batley

EYFS (21/60ch are PP)

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<p>C: Raised aspirations and enrichment activities amongst pupils with exposure to a range of experiences</p>	<p>Guest speakers- Raising aspirations, visits from a range of professionals across school, visits from topic linked experiences e.g. Great Fire of London Speaker, Toys in the past, Ambulance, Fire Services, Forest Schools</p> <p>£4,000</p>	<p>Children have limited experiences, aspirations and knowledge of the wider world due to poverty of expectation and lack of exposure.</p> <p>EEF Toolkit S & E aspects (+4 months) Metacognition (+8 months)</p>	<p>Pupil Discussions Behaviour data SMSC Audit Data Analysis</p>	<p>KR</p>	<p>On-going Raised aspirations within the school community</p> <p>Children will be able to discuss role models</p> <p>Increased culture for learning- children engaged</p> <p>Children can discuss knowledge of enrichment experiences.</p>
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Impact: Enrichment overviews

Pupils enjoy learning because teachers plan interesting lessons. Trips, visitors and exciting activities bring learning to life. Pupils remember their prior learning and make links between subjects – Ofsted Nov 2019

- Trips, after school clubs and in-house visitors are subsidised to ensure children experience a range of extra-curricular activities
- See enrichment files which showcase the range of extra-curricular activities children access both internally and externally throughout the academic year – development of cultural capital and application of acquired knowledge to their learning

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<p>C, D: Increased self-confidence Greater independence Better team-working, collaborative skills Improved social skills</p>	<p>EYFS Outdoor- To develop a language rich outdoor environment to support the developing interests of boys specifically</p> <p>£1500</p>	<p>Outdoor adventure learning experiences, especially those involving collaborative learning, are shown to have a positive impact on learning (EEF toolkit +4 months)</p>	<p>Data Analysis Behaviour Data Pupil Discussions</p>	<p>HB</p>	<p>Ongoing Attainment and progress measures improve in line with milestone data</p> <p>Gaps begin to diminish between disadvantaged and non</p> <p>Observations evidence a purposeful outdoor environment with vocabulary promoted</p>
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Impact: ½ termly Attendance evaluations and tracking, Learning Mentor intervention tracking

Pastoral staff know the families very well and have developed high levels of trust and engagement with parents and their children. They also have developed strong systems for tracking pupils' attendance and Persistent Absence (PA).- Pupil Premium Review Oct 2019 with Craig Batley

Pupils' behaviour and their attitudes to learning was a consistent strength during the review day. Pupils repeatedly presented as being keen to succeed, were consistently focused on their learning and moved around the building politely and quietly. The pupils spoken to were thoughtful, courteous and clear in their responses – Pupil Premium Review Oct 2010 – Craig Batley

Pupils are being given more ownership of their learning as they move through school and they demonstrate increasing independence with age. – Pupil Premium Review Oct 2019 – Craig Batley

- Attendance procedures are robust – Early identification and intervention for key families
- EWO working closely with Attendance Officer in school
- School reward initiatives E.g. Attendance Trip, certificates, 100 Club

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<p>A,D,F: To increase vocabulary acquisition across all phases and raise PP attainment at the end of each phase so it is above national PP and closing on national Other</p>	<p>Oral Language Intervention- Welcom Speech & Lang Package £300 (EYFS)</p> <p>Talk Boost- Language development intervention programme written by SALT (EYFS scheme)</p> <p>Vocabulary Gap INSET Training</p> <p>35% = £500</p>	<p>Overall, studies of oral language interventions consistently show positive impact on learning, including on 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. See EEF toolkit</p> <p>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.</p> <p>See Early Years Toolkit – C & L approaches (+6 months)</p>	<p>Data Analysis Observations Learning Journeys</p>	<p>SLT</p>	<p>Half Termly</p> <p>Assessments evidence identified children making progress within the CLLD strand</p> <p>More children working at ARE within CLLD</p> <p>Accelerated progress from starting points for identified children</p>
<p>In early years, staff take every opportunity to help children learn new words. Children explore, play and learn in the stimulating areas inside and outside. The wide range of interesting resources allow children to follow their interests – Ofsted Nov 19</p>					
Total budgeted cost					£54,400
ii. 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	Review dates and indications of impact

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<p>B. Attendance of all pupils is in line with National Attendance – 2018 - 19 Attendance of PP pupils is closing on Other pupils and NA. PA data for all pupils is in line with NA. % of PP with PA reduces so that it is lower than PA national averages for PP children and close to national Other figures. . % of pupils who are late reduces further.</p>	<p>Attendance initiatives (proportion of rewards and salary from PP)</p> <p>L Wells – £7,500</p>	<p>Attendance is below national. School has reduction of PA. However, it remains an on-going challenge. Education Welfare Officer post supports ambition to sustain improvements made and reach/exceed NA attendance through monitoring and response to poor attendance and management of incentives/rewards. Raise profile of good attendance See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	<p>Weekly monitoring of attendance and lates. Weekly attendance meetings (Attendance Officer and PDBW lead) SLT monitoring Integris Half termly analysis - whole school and pupil group attendance data Historical and benchmark data analysis. RAP's for key families at/at risk of PA</p>	<p>EWO LW/KR</p>	<p>Weekly Attendance will begin to improve towards national measures PA will decrease to below national figures Targeted intervention will happen swiftly to support families who could be at risk of PA Disadvantaged pupils attendance will continue to be better than their non-disadvantaged peers</p>
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<p>D. Improved behaviour within school – readiness to access curriculum and general behaviours for learning to improve rapidly.</p> <p>Children facing fewer barriers due to SEMH needs and are more resilient learners</p>	<p>Nurture Groups 1x Learning Mentor Resources to deliver bespoke nurture intervention £4,000</p>	<p>Children not ready for National Curriculum expectations/PSED needs developing (Overall average impact +3 months)</p> <p>Increased number of SEMH issues amongst disadvantaged pupils. Children facing barriers to learning because of this.</p> <p>The EEF states: Evidence 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.</p> <p>EEF states that ‘On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (+4 months).</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	<p>Monitoring of actions given by educational psych</p> <p>Lesson observations and feedback to relevant staff</p> <p>Sessions planned together with Inclusion Lead and PDBW Lead</p> <p>Half Termly evaluations</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 of trained staff by external person</p>	<p>Ed Psych KR/LH</p>	<p>Weekly</p> <p>Increased readiness for learning</p> <p>In house SEMH support for identified pupils</p> <p>Decrease in behaviour incidents</p> <p>Improved emotional regularity-appropriate for age</p> <p>Behaviour data for identified disadvantaged pupils accessing intervention will improve</p> <p>Improved behaviour for learning</p> <p>Parents- Parent questionnaire highlights impact</p> <p>Improved emotional regulation</p> <p>Increased support/intervention within school for range of SEMH needs</p>
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IMPACT: Learning Mentor interventions and tracking overviews, CPOMs, ½ termly Behaviour impact reports

School has a very clear Pupil Premium strategy and senior leaders have a focus on holistic development and continuous improvement which strikes an excellent balance between pupils’ emotional and social needs and their academic development. – Pupil Premium Review October 2019 with Craig Batley.

Drop-ins evidenced that staff have high expectations of pupils’ behaviour and the pace at which they work. Pupils respond positively and demonstrate strong attitudes to learning and a commitment to improvement – Pupil Premium Review Oct 2019 – Craig Batley

- Increased emotional regulation
- Resources purchased to support interventions
- Training attended by Learning Mentors
- School achieved the Well-Being Award in February 2019 – whole school focus for staff and children

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<p>B: Attendance for all pupils and PP pupils is at least in line with national averages.</p> <p>PA continues to move towards NA Parents have confidence in and feel supported by the school</p> <p>Increased proportion of pupil premium pupils receiving a school breakfast.</p>	<p>Staffing/resourcing Breakfast Club (free for identified pupil premium pupils)</p> <p>£500</p>	<p>Providing a free healthy breakfast ensures pupils start the day in a positive way. Also ensures they are sufficiently nourished 5 mornings per week.</p> <p>Pupils who regularly attend breakfast club will develop better relationships and have opportunities to improve their reading.</p>	<p>Increased attendance, reduced number of pupils late. Ensure a settled start to the day and readiness to learn. Fewer children disengaged and fewer children asking for additional food during the day</p>	<p>Staff KR</p>	<p>Weekly</p> <p>Attendance will begin to improve towards national measures</p> <p>PA will decrease to below national figures</p> <p>Targeted intervention will happen swiftly to support families who could be at risk of PA</p> <p>Disadvantaged pupils attendance will continue to be better than their non-disadvantaged peers</p>
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IMPACT: ½ termly Attendance evaluations and tracking.

Pastoral staff know the families very well and have developed high levels of trust and engagement with parents and their children. They also have developed strong systems for tracking pupils' attendance and Persistent Absence (PA).- Pupil Premium Review Oct 2019 with Craig Batley

Pupils' behaviour and their attitudes to learning was a consistent strength during the review day. Pupils repeatedly presented as being keen to succeed, were consistently focused on their learning and moved around the building politely and quietly. The pupils spoken to were thoughtful, courteous and clear in their responses – Pupil Premium Review Oct 2010 – Craig Batley

School has a commitment to working closely with parents and some good systems are already in place. The Nursery Busy Bags and Story Sacks are a strong resource and there is a clear message about the importance of good attendance outside the Nursery entrance. School has worked hard to encourage parents to listen to their children read and pupil voice responses suggested that in many cases this is now a regular occurrence – Pupil Premium Review Oct 2019 – Craig Batley

- Attendance procedures are robust – Early identification and intervention for key families
- EWO working closely with Attendance Officer in school
- School reward initiatives E.g. Attendance Trip, certificates, 100 Club

Attendance:

Persistent absence has fallen from 18.35% in academic year 2017-2018 to 13.3% in 2018-2019 to 12.18% in 2019-20 up to the point of lockdown for Covid 19.

As a result of the relentless drive to ensure that all children attend school regularly attendance rates are now improving closer to National figures at 94.07% in 2019-20 (To the point of lockdown) compared to 93.14% in 2017-18.

Total budgeted cost £12,000

iii. 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	Review dates and indications of impact
D,F: Ensure hard to reach parents are able to access support enabling parents and school to collaborate to implement positive behaviour strategies and access relevant services	Employment of Learning Mentor £4,000 Increased targeted support for vulnerable families to	School ranked 111 th most deprived out of 114 LA schools on the IDACI scores To ensure children are safe through monitoring of and response to welfare/safeguarding concerns. To support families so that home circumstances support readiness for learning.	Progress data Parent questionnaires Attendance and exclusion data – see above Monitoring of safeguarding and welfare incidents	Lisa Hooley KR	Half-Termly Safeguarding impact report evidences that incidents are managed swiftly and appropriately

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<p>A – F: All pupils, including PP pupils make progress in line with SDP targets/PM targets B: Attendance for all pupils and PP pupils is at least in line with national averages. B: PA continues to move towards NA Parents have confidence in and feel supported by the school</p>	<p>enhance pupils’ attendance and learning Targeted action and work with families to address safeguarding issues.</p>	<p>To build positive home school relationships and maximise parental support for learning. EEF Toolkit – parental involvement (+3 months)</p>	<p>Monitoring parental attendance at school activities</p>	<p>Increased support for families struggling with issues in the home impacting upon school Strengthened home school links</p>
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IMPACT: ½ termly Attendance evaluations and tracking.

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- Attendance procedures are robust – Early identification and intervention for key families
- EWO working closely with Attendance Officer in school
- School reward initiatives E.g. Attendance Trip, certificates, 100 Club
- Specialist nurture groups and interventions implemented to reflect the needs of children identified
- Additional transition for Vulnerable, SEND and other identified individuals
- Parent workshops and meetings organised with professional key speakers

Attendance:

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<p>A. Increased attainment and progress for disadvantaged EAL pupils</p>	<p>EAL support (Part of TA role) to ensure early language development and parental engagement and communication / translation 3% EAL in school = £450 x 2 = £900 TA across Year 1&2</p>	<p>Early language development is highly rated on EEF EY Toolkit (C & L +6 months, Early Literacy +4 months)</p>	<p>Regular monitoring of actions and approaches by SENCo.</p>	<p>HB</p>	<p>Termly Target children develop English quickly enabling them to access the curriculum Data evidences children with EAL working at ARE and making progress</p>
<p>IMPACT: See Pupil Premium Review Report October 2019, Data analysis, Monitoring activities</p> <p>Year 1 Phonics 1/37 are EAL and passed phonic screening</p> <p>Year 2 EAL: 5/59ch</p> <p>R = 3/5 = 60% achieved ARE in reading</p> <p>W = 3/5 = 60% achieved ARE in writing</p> <p>M = 4/5 = 80% achieved ARE in maths.</p>					
<p>Total budgeted cost</p>					<p>£4,900</p>