

## Burlington Infant and Nursery School Pupil premium Strategy Review 2018-2019

<b>Headteacher name:</b>	Su Yay-Walker	<b>PPG Lead name:</b>	Kate Vivian
<b>Chair of Governor's name:</b>	Matt Martin	<b>Inclusion Governor's name:</b>	Meetiksha Malhotra

### Pupil Premium Profile 2018-2019

<b>Number of eligible pupils:</b>	59 YR-Y2 = 16% 21 in nursery
<b>Amount per pupil:</b>	PPG: £1320 EYPP: £350 LAC or adopted: £1900
<b>Total pupil premium budget 2018-2019:</b>	£74,000

### Current attainment (July 2019)

	<i>Pupils eligible for PP (Burlington Infant)</i>	<i>Pupils eligible for PP No SEN (Burlington Infant)</i>	<i>All Pupils (Burlington Infant)</i>	<i>All Pupils (national average)</i>
<b>% achieving Good Level of Development in EYFS</b>	53%	55%	76%	74%
<b>% Y1 children achieving expected standard in Phonics Screening</b>	76%	93%	86%	82%
<b>% achieving Age Related Expectations in Reading at end of KS1</b>	83%	100%	85%	75%
<b>% achieving Age Related Expectations in Writing at end of KS1</b>	74%	94%	81%	69%
<b>% achieving Age Related Expectations in Maths at end of KS1</b>	83%	100%	87%	76%

## Summary

The Pupil Premium Grant is paid to schools for each child whose parents qualify because of low income or receiving certain benefits, either currently or in the previous 6 years. A similar grant is received for looked after children. The purpose of the PP Grant is to close the attainment gap (or prevent it opening) between children from low-income families or who are looked after/adopted, and other children.

Burlington Infant and Nursery school has high expectations and aspirations for all children. We recognise that the PPG and LAC group is diverse, but that many children in this group face barriers to learning. These needs vary individually between children and in each cohort, and this influences our individual and flexible approach to working with PPG children and their families. We reflect on what has worked well, lessons learnt from previous years and use evidence and research (e.g. the Education Endowment Foundation) to choose actions with evidence of raising attainment.

At the end of KS1 in 18-19, PPG attainment was above national in all areas. The school gap has narrowed in Reading and Maths (Writing gap is small, at 6%), and in all areas PPG attainment is close to the school average. The attainment of children receiving the PP grant with no SEN has improved from last year and far exceeds the overall national average in all areas.

In 2017 and 2018, Burlington Infant pupils receiving the PP Grant attained as well as or better than national expectations at the end of the EYFS. In 2019, a gap has opened which reflects a more complex cohort similar to 2015, but will inform the actions in 2019-2020.

In the Year 1 phonics test, Burlington Infant pupils receiving the PP Grant who have no SEN exceeded the school and national pass rate in 2019, although is slightly down on last year. As the Burlington PPG pass rate is slightly lower than the overall school pass rate, supporting PPG children with in phonics will form part of the focus of the new strategy.

This strategy had 14 action points which are reviewed on the following pages.

## Action 1

Ensure an engaging, inclusive curriculum throughout the school by using resources, tools and training (e.g. 'hooks', Power of Reading for English planning, rainbow punctuation, 'wow writers book,' outdoor learning, topic-based learning etc.)

### Impact

Lesson observations and book looks showed all children engaged with learning and making good progress.

Pupil voice group discussions and making Communication Passports with children provided evidence that all children enjoy the curriculum and are motivated to learn, and lead to children's suggestions of what else would help them learn.

### Lessons Learnt

SLT and subject leaders continue to provide CPD opportunities for teachers and teaching assistants to ensure high quality teaching and learning in the classroom as evidence shows that good teaching has even more impact on PPG children than non-PPG children.

Subject leaders to monitor the implementation and impact of new resources, tools, training. Where new resources or tools introduced, as far as possible they will use evidence-based resources or approaches.

Year leaders support their teams during PPA time to plan carefully around children's interests, drawing on training and expertise of team members to make use of teaching tools, resources and strategies.

Starting Communication Passports for PPG children in Summer 2019 should mean that new teachers know their interests and strategies that help them learn which should ensure continued engagement and good progress (to be reviewed in 19-20).

## Action 2

Leadership team to work together with dedicated PPG Lead to ensure PPG children's needs, attainment and progress a priority for the school.

Leaders accountable for attainment and progress of PPG children.

### Impact

Subject leaders monitored progress closely and planned actions to ensure good progress. This was reported to governors and SLT termly.

At the end of KS1, all PPG pupils made at/above progress. 3 year tracking from end of EYFS to end of Y2 showed gap closed from end of EYFS to end of KS1 (2016-2019) in R/W/M, with exception of 3 children that have SEN who made smaller steps of progress due to the nature of their SEN, monitored closely by the IncCo.

Progress for PPG without SEN in Reception: where this was below expected, there were reasons for this (e.g. early stages EAL, queries around possible SEN etc.) and PPG Lead advised on strategies and/or IncCo became involved for advice, to put in place further support or to consult professionals.

End of KS1 R/W/M attainment 2019 remains better than national average and higher in R/M than previous year (close to previous year in W). End of KS1 PPG no SEN attainment was far above national. However, at the end of the EYFS, PPG GLD dipped in 2018-2019. Year 1 phonics test pass rate in 2018-2019: the PPG SEN pass rate stayed the same, but overall PPG phonics pass down from last year by 9%.

### Lessons Learnt

Leadership team to continue to keep PPG children high priority because research shows that as a group they are always at risk of under-attainment, and end of EYFS GLD and phonics test scores dipped for the first time since 2015. PPG to be kept high priority by its inclusion in the School Development Plan, with PPG Lead reporting to governors termly and analysing PPG data in subject leaders' reports, and working with subject leaders to plan actions to address barriers.

EYFS Lead and year leaders to work with PPG Lead to plan extra for PPG children to raise % achieving GLD. EYFS, Literacy Leads and year leaders to work with PPG Lead to plan more to prepare PPG children for phonics test during EYFS and Y1, and to ensure Y2 PPG children who failed pass in 2019-2020.

Continue to run half termly pupil progress meetings for PPG pupils to ensure PPG Lead aware of and addressing individual barriers and can relay this information to subject leaders to plan wider actions and initiatives.

### Action 3

Ensure that teachers are supported to be accountable for PPG outcomes.

#### Impact

PPG pupil progress notes document conversations about individual barriers, agreed actions and outcomes. From these it is clear that teachers know who their PPG children are, that they are responsible for the progress and attainment of PPG children, and that they are planning actions to address barriers to attainment and progress. Teachers are happy to ask for help and ideas if needed whilst clear (having this reinforced at INSET) that they are responsible for PPG outcomes.

#### Lessons Learnt

Continue to run PPG progress meetings to understand and address barriers with teachers and keep PPG children high priority. Notes kept to track impact.

New INSET slot at start of year to ensure new staff understand risk of under-attainment for PPG children and their responsibilities.

### Action 4

CPD, INSET, training, observation feedback and coaching are in place to ensure that teachers go above and beyond QF teaching and use a range of strategies to ensure that individual needs of PPG children are met and that they make good progress (including Assessment for Learning, deeper level questioning 'BAD', flexible lesson structures/grouping, maths mastery, growth mindset, Philosophy for Children etc.)

#### Impact

Teachers have been observed using a range of strategies (e.g. AfL, BAD questioning etc.), and all children including PPG make good progress in every lesson.

Teachers' performance objectives and reviews address teaching and learning for all children.

Attainment as per. page 1 and outcome 2.

#### Lessons Learnt

SLT, subject leaders and PPG Lead continue to research their areas for good practice and new initiatives and strategies to continue to provide CPD opportunities for teachers and teaching assistants to ensure high quality teaching and learning in the classroom (evidence shows that good teaching has even more impact on PPG children than non-PPG children).

Starting Communication Passports for PPG children in Summer 2019 should mean that personalised approach to PPG children's interests and strategies should help them learn should further help engage children and support progress.

## Action 5

All children are given support to develop vocabulary, sentence structure and thinking skills to enable them to access the curriculum and make good progress by use of:

- Whole school resources and strategies: P4C, Colourful Semantics, 'Teaching children to Listen' (Sp and Lang) resource.
- Early years language interventions (e.g. School Start).
- KS1 language interventions (e.g. Colourful Semantics) for children who need further support.
- Parenting and language programme in Reception Good Start Great Start.
- PPG Lead working with Year 1 PPG children: reflection on their learning, feedback, ask and answer deeper questions.

### Impact

- School Speech and Language Therapist uses the school as an example for others in the use of Colourful Semantics and early years language interventions.
- Children with Speech and Language needs make good progress as evidenced in assessments, this may be good progress against NC objectives, EYFS ages and stages or personal targets.
- Good Start Great Start parenting and language programme proven in study by Middlesex University to give measureable results on language development in school.
- Colourful Semantics evident in English lessons around the school and in pupils' work. Book looks show that it helps pupils with sentence structure.
- In learning assemblies and lessons, all children including PPG children talk about their learning and strategies for learning.
- By the end of KS1, PPG children are broadly in line with their peers in attainment.

### Lessons Learnt

- Running Good Start Great Start is time heavy, however is worth the investment. This did mean that the PPG Lead did not work with Year 1 PPG children to reflect on learning and receive feedback. If possible, next year time table to allow for both.
- Speaking and listening, vocabulary and comprehension skills in children coming up from the EYFS remain weaker amongst the PPG group (both observed by teachers and in end of EYFS data). To respond to this, during the summer term, the PPG Lead worked with low and cusp Reception children using strategies from training around comprehension and inference and research around developing narrative and vocabulary. Working together with the Literacy Leaders, this should form part of the new PPG strategy.
- Considerable training and input has been made by the Literacy Leader in 18-19 around speaking, listening, reading, writing and vocabulary. Monitor the impact of these during 19-20 to establish what is working for PPG children and how impact on PPG children can be maximised.
- Some of the children receiving PPG lack experience of the wider world which contributes to narrower vocabulary. Consider further opportunities for 'cultural currency' – experiences that give opportunities to see and do new things and extend vocabulary.

### Action 6

KS1 PPG children with low attainment in Reading/Writing/Phonics will receive Primary Literacy Support 1:2 or 1:3 with qualified teachers weekly who will design daily TA work to ensure that they make accelerated progress.

#### Impact

Each year, around one quarter of the children receiving literacy support in Year 1 improve enough to cease to need it after 2-3 terms.

Insight tracking shows at least expected progress for children receiving literacy support in KS1.

Children receiving literacy support generally achieve phonics and word recognition PEP targets.

Priority is given to PPG children for Literacy Support, for example 40-50% of the Year 1 children receiving literacy support in 18-19 received the PP grant.

#### Lessons Learnt

KS1 PPG children to continue to receive Primary Literacy Support.

Training for TAs delivering daily PLS work given as needed.

### Action 7

In EYFS and KS1, PPG lower attaining or SEN children identified early to receive high quality TA interventions that take place during non-core lessons to enable them to make good progress in R/W/M/phonics/physical development

#### Impact

Children with SEN receiving interventions: the majority meet their termly PEP targets, demonstrating that they are making good progress in small steps. All KS1 SEN PPG children made at/above progress. All Y1 PPG SEN children made above expected progress in reading and maths, and 75% made above expected progress in writing. Children's mock test scores for the Year 1 phonics tests improved from the start of the year to the end. Although the PPG phonics pass rate 2019 was lower than 2018, the PPG with SEN group had the same pass rate in 2019 as 2018.

#### Lessons Learnt

IncCo will continue to monitor interventions to ensure they are effective and monitor progress of children with SEN and lower attainers. If quality first teaching and booster groups do not accelerate progress in low attainers, teachers, PPG Lead and IncCo will continue to work together on next steps as per SEND policy. PPG children with SEN had the same pass rate in Y1 phonics test in 2019 as 2018. As the overall PPG went down in 2019 this means that PPG children who have not got SEN but are lower attaining need more support.

### Action 8

Children with social, emotion and behavioural difficulties are given support/access interventions to improve behaviour, social skills and well-being and engage with the curriculum (e.g. drama therapy, music therapy, ELSA TA, Transporters, Lego Therapy, Social Skills)

#### Impact

Teachers reported positive impact of ELSA/drama therapy/happy club on classroom behaviour and learning. ELSA TA reported progress against individual targets, and improvements to mood and coping skills. Number of pupils identified as likely to benefit from ELSA has increased as staff have become aware of its impact. Pupil voice reports that KS1 pupils attending Happy Club feel that their mood is lifted by weekly attendance of club. IncCo has monitored all interventions and found them to be effective at meeting targets. IncCo monitors children attending interventions to ensure they are appropriate.

#### Lessons Learnt

Continue ELSA input (second member of staff trained to ensure more children can access). Continue interventions that have proved effective. IncCo to continue to monitor interventions to ensure only effective interventions are used, and appropriate for individual pupils as reviewed in termly SEN PEP target meetings.

### Action 9

HT and FSW meet with parents where attendance or punctuality is below target and continue whole school initiatives to encourage and reward good attendance so that all children are in school often enough to benefit from strategies in place for attainment and progress.

#### Impact

These initiatives have proven successful. The majority of children in KS1 receiving the PPG attend school well. There was a 0.8% difference between PPG and whole school attendance in 18-19 in KS1.

#### Lessons Learnt

Attendance for pupils receiving PPG in Reception, and not of statutory school age, is poorer than in KS1. In order to put in place good habits, the importance of good attendance in this age range will be reinforced regularly, with opportunities such as home visits, workshops and parents in school used.



## Action 10

All PPG children have extra opportunities and input to improve R/W/M/phonics skills:

- Teachers give extra input and support in class as is needed to all PPG children to ensure good progress (e.g. on an ad hoc basis: extra guided read, extra adult supported activities, extra feedback)
- KS1 Mathletics/Teach your Monster to Read club (and Mathletics log ins at home)
- KS1 Beanstalk volunteer readers
- KS1 school trips for PPG children linked to the curriculum as part of enrichment (e.g. Rose Theatre, Pizza Express etc.)

### Impact

All of the above actions took place, although fewer PPG trips than planned took place. Extra input by teachers was planned/discussed at PPG pupil progress meetings.

All Y2 PPG children made at/above progress.

End of KS1 R/W/M attainment remains better than national average and higher in R/M than previous year (very close to W). PPG no SEN attainment far above national.

3 year tracking from end of EYFS to end of Y2 showed gap closed from end of EYFS to end of KS1 (2016-2019) in R/W/M, with exception of 3 children that have SEN that meant that they made smaller steps of progress.

### Lessons Learnt

Keep up half termly PPG pupil progress meetings for EYFS and KS1. More support will be needed for EYFS and children moving into Y1 this year as PPG GLD dipped in 2018-2019. Year 1 phonics test pass rate in 2018-2019: the PPG SEN pass rate stayed the same, but dipped for PPG no SEN: more needed to prepare PPG children for test in EYFS and Y1, and to ensure Y2 PPG children who failed pass in 2019-2020.

## Action 11

Build on and increase parental engagement and positive relationships with staff by:

- Continuing informal opportunities for parents to come into school that have been well attended by PPG parents last year (mystery reader, pets in school, Mums/relatives in school MANGO, Dads/relatives in school etc.)
- Supporting hard to reach parents (who have previously missed at least one meeting or parents' evening without explanation) to engage with their child's learning with a child-led sharing of work and celebrating learning
- Ensuring HT, DHTs, IncCo, FSW, PPG Lead accessible for informal discussions at morning drop offs.

### Impact

All PPG parents have attended at least one key meeting in the year and taken up other opportunities to come into school. PPG families often engage with SLT and PPG Lead before school in the playground. A very few parents missed parents' evenings, although attended other meetings and events.

### Lessons Learnt

PPG September INSET with teachers will include reminder to make informal opportunities for children to share work if parents do not attend parents' evening. PPG Lead will remind teachers on run up to parents' evening to make opportunities for this to happen. Good Start Great Start and Parenting Links have proven successful in building positive relationships leading to parents to approach staff for informal conversations or advice so will continue.

### Action 12

Extend use of Communication Passports to PPG children to ensure they transfer smoothly into new year groups within Burlington Infants and to Burlington Junior School with their individual needs known from the start

#### Impact/Lessons Learnt

Too soon to say as Communication Passports are put together at end of year transitions, however they are now in place, and feedback will be taken during the year and documented in PPG strategy review 2019-2020.

### Action 13/ Action 14

13: Ensure children have access to the same 'basics' as their peers: book bag, milk, trips, clubs, uniform

14: Ensure that children come to school ready to learn because their basic needs at home have been met by:

- Referring families to foodbank, charities for clothing, white goods where needed
- Signposting parents to parenting course so that they can manage children's behaviour and maintain good routines at home

#### Impact

Children receiving PPG do have access to same 'basics' as their peers. Uptake to Parenting Links course and invites to Good Start Great Start are good, with low drop out. As detailed in this document, children receiving PPG make good progress and having basic needs met is proven to support academic achievement.

#### Lessons Learnt

Continue PPG pupil progress meetings with teachers as this has been a good way to identify children who need uniform, shoes, PE bags, foodbank referrals etc. Send out PPG/Inclusion welcome letter again to ensure families know what they can have help with, and to ensure all eligible families give their NI details. INSET at start of year to ensure staff know what school can help families with. Make use of Happy Club links with parents to informally survey on whether any other support is needed. Continue Parenting Links and Good Start Great Start.

<b>Total pupil premium expenditure:</b>	£74,000
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