

## Burlington Infant and Nursery School Pupil premium Strategy 2019-2020

<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>	To be confirmed for new EYFS starters. Currently 55 YR-Y2
<b>Amount per pupil:</b>	PPG: £1320 EYPP: £302 LAC or adopted: £2300
<b>Total pupil premium budget:</b>	Estimated £74,000

### Current attainment (July 2018)

	<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 ('PP') 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 grant is also received for looked after children ('LAC') and children who have been adopted ('PLAC'). The purpose of the PP Grant is to close the attainment gap (or prevent it opening) for children from low-income families or who are looked after/adopted. The PPG and LAC/PLAC group is diverse with varying individual needs, and each cohort is different. We look at these needs, barriers to learning and potential causes of underachievement to inform our individual and flexible approach to working with children who get the PP grant, and their families. We reflect on what has worked well and lessons learnt from previous years. Where possible, we use evidence and research to choose actions with proof of raising attainment.

Barriers identified include:

Poor oral language, attention and listening skills: on entry to EYFS and during KS1 affecting ability to reason, explain, infer and compose in reading, writing and maths; emotional needs/difficulties, low mood and well-being; lack of motivation, aspiration, self-confidence and resilience; lack of wider experiences outside of school ('cultural capital'); high number of children with SEN within the PP group; parenting challenges: dealing with routines, behaviours, needs of several siblings, coping as a single parent, well being; housing and money issues e.g. eviction, over-crowding, unable to afford furniture/white goods/clothing; lack of consistent/regular support from home with their learning; low attendance rates; lower parental engagement with school meetings/events than other groups.

Burlington Infant and Nursery school has high expectations and aspirations for all children. Over the past few years, Burlington Infant pupils receiving the PP Grant have attained as well as or better than national expectations at the end of the EYFS. Please see the 2018-2019 strategy review document for more information about previous actions and outcomes. The 2019-2020 strategy has 13 objectives:

### Learning and Curriculum

- 1 Ensure an engaging, inclusive curriculum with high quality teaching throughout the school.
- 2 The whole school regards PPG progress/attainment as a priority and are accountable for PPG attainment and progress.
- 3 All children are given support to develop vocabulary, sentence structure and thinking skills to enable them to access the curriculum and make good progress.
- 4 KS1 PPG children with low attainment in Reading/Writing/Phonics receive small group literacy intervention with specialist teachers.
- 5 In EYFS and KS1, PPG children receive high quality interventions to enable them to access learning, increase their 'cultural capital' and make good progress in R/W/M/Science/phonics/EYFS core areas.
- 6 PPG teacher work in KS1 to ensure PPG phonics pass rate improves in Y1, and as many as possible who fail will pass in Y2

7 PPG teacher work with EYFS to raise attainment in prime areas.

8 All PPG children will have extra opportunities and input to improve R/W/M/phonics/vocabulary.

Social and Emotional Support and healthy living

9 Children with social, emotion and behavioural difficulties given support/access interventions to improve behaviour, social skills and well-being, and engage with the curriculum.

10 Support PPG children to transfer smoothly into new year groups and the Junior school.

11 Health and self-esteem: healthy food, milk, same uniform and basics as others, self-esteem via hobbies and belonging, read to learn because basic needs met (Trip subsidy, milk, food bank etc.)

Supporting Parents/Carers

12 Where attendance or punctuality is below target, families identified and supported to improve; successful whole school initiatives encourage and reward good attendance so that all children are in school to benefit from what we provide.

13 Families encouraged and supported to engage with their child's learning and build positive relationships with the school.

Evidence/research informing the actions chosen can be seen at the bottom of this document.

**Objective 1**

Ensure an engaging, inclusive curriculum with high quality teaching throughout the school.

<b>Actions</b>	<b>Outcomes and success criteria</b>	<b>Resources</b>	<b>Owner</b>	<b>Review date</b>
<p>Teachers will go above and beyond QF teaching by using a range of strategies and resources from training, INSET, year/subject leader expertise in every lesson (new for 19/20: whole class guided reading and inference, science real resources and outdoor learning, vocabulary pre-teach and vocabulary boxes).</p> <p>Subject leaders will keep up to date with training, new initiatives and research to share with teachers as relevant. Strategies, tools and resources are evidence-based where possible.</p>	<p>Lesson observations and book looks that all children (including PPG) are engaged with learning and make good progress.</p> <p>Termly data and 3 year tracking shows that children are making good progress.</p> <p>End of KS1 PPG attainment at least in line with national averages.</p> <p>Year 1 phonics PPG pass rate higher than 18-19.</p> <p>End of EYFS PPG GLD gap narrower than 18-19.</p> <p>PPG pupil voice group discussions provide evidence that children enjoy the curriculum and are motivated to learn, and lead to children's suggestions of what else would help them learn.</p>	<p>INSET time for training.</p> <p>Subject leaders training courses as needed.</p> <p>Curriculum resources as needed.</p>	<p>Subject leaders, year leaders, SLT</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>

## Objective 2

SLT, subject/year leaders and class teachers regard PPG progress/attainment as a priority and are accountable for PPG attainment and progress.

Actions	Outcomes and success criteria	Resources	Owner	Review date
<p>PPG Lead will analyse termly PPG data with summary to be shared with SLT and governors</p> <p>PPG Lead will update HT's Report to Governors and be accountable to them.</p> <p>PPG Lead will read termly subject leader reports and liaise with subject leaders around actions and monitor impact.</p> <p>PPG Lead will discuss termly data with class teachers in termly PPG pupil progress meetings, identify barriers and actions to address these, review previous actions. Actions to include teachers giving additional support and input to PPG children to reinforce, address misconceptions, give feedback, extend.</p> <p>PPG Lead to work with target children as identified by class teachers and subject leaders – flexible according to need identified in pupil progress meetings and termly data analysis.</p> <p>PPG Lead will run at least one INSET annually to ensure that teachers know the facts on PPG underachievement and know what they can do on a daily basis.</p> <p>School development plan to include focus on PPG outcomes.</p>	<p>PPG Lead, SLT, teachers and governors know the priorities for and current attainment of PPG children.</p> <p>Subject Leaders' reports and PPG section in HT's Report to Governors details actions to address gaps in attainment or faltering progress.</p> <p>Meeting notes from termly PPG progress meetings with teachers detail actions taken to address barriers to attainment and progress and the outcomes of these.</p> <p>Progress is at/above expected for all PPG children and gaps do not open from exit of EYFS to end of KS1.</p> <p>End of KS1 PPG attainment at least in line with national averages.</p> <p>Year 1 phonics PPG pass rate higher than 18-19 and gap narrower.</p> <p>End of EYFS PPG GLD gap narrower than 18-19.</p>	<p>PPG Lead (teacher) out of class to carry out actions.</p> <p>Teachers covered to enable them to attend termly PPG pupil progress meetings</p> <p>INSET time annually</p>	<p>HT, governors, PPG Lead</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>

### Objective 3

Children are given support to develop vocabulary, sentence structure and thinking skills to enable them to access the curriculum and make good progress.

Actions	Outcomes and success criteria	Resources	Owner	Review date
<p>Year leaders support their teams in using resources and strategies put in place to improve speaking and listening, literacy and thinking skills: P4C, Colourful Semantics, 'Teaching children to Listen' (Sp and Lang) resource, vocabulary boxes, vocabulary pre teach, whole class guided reading and inference, Power of Reading planning, Assessment for Learning, 'BAD' questioning etc.</p> <p>IncCo work with EYFS teachers and TAs to identify speech and language difficulties in EYFS and to deliver early years language interventions to address these (e.g. School Start). IncCo to monitor progress of children accessing these groups and delivery of groups by staff.</p> <p>IncCo work with teachers and TAs to identify children who need support with speech and language in KS1 and deliver language interventions (e.g. Colourful Semantics, narrative, Lego therapy). IncCo to monitor progress of children accessing these groups and delivery of groups by staff.</p> <p>Parenting and language 6 week course (Good Start Great Start) to run at least once per year for targeted parents in EYFS run by PPG Lead.</p> <p>PPG Lead to work with year leaders to give extra opportunities for PPG children to reflect on their learning and receive feedback.</p>	<p>Lesson observations show effective use of language strategies/ resources from training by teachers (P4C, Colourful Semantics, whole class guided reading, vocabulary boxes.</p> <p>In KS1, lesson observations, book looks and pupil voice show children using language to talk about their learning and understanding.</p> <p>Progress is at/above expected for all PPG children and gaps do not open from exit of EYFS to end of KS1.</p> <p>End of KS1 PPG attainment at least in line with national averages.</p> <p>Year 1 phonics PPG pass rate higher than 18-19 and gap narrower.</p> <p>End of EYFS PPG GLD gap narrower than 18-19.</p> <p>Pupils receiving language interventions make progress made against intervention targets and against ages/stages, NC or PIVAT objectives, and (if applicable) PEP targets.</p> <p>Questionnaires from teachers about Good Start Great Start shows positive impact on children's language skills.</p>	<p>Time for IncCo to monitor intervention assessments and delivery of interventions</p> <p>Time for IncCo and PPG Lead to liaise with teachers and TAs about children whose language skills are of concern.</p> <p>Time for PPG Lead to run Good Start Great Start.</p> <p>Budget for resources for Good Start Great Start.</p>	<p>Literacy Leaders, Year leaders, PPG Lead, IncCo</p>	<p>December 2019 April 2020 July 2020</p>

#### Objective 4

KS1 PPG children with low attainment in Reading/Writing/Phonics receive small group literacy intervention with specialist teachers and daily personalised TA work to accelerate progress.

Actions	Outcomes and success criteria	Resources	Owner	Review date
<p>Continue to use synthetic phonics resources and personalised targets and activities to identify gaps in learning and address these.</p> <p>Literacy Support teachers set and review SMART targets termly in PEPs and meet parents/teachers to share.</p> <p>More experienced Literacy Support teacher use demonstration lessons and team teaching with less experienced Literacy Support teacher to ensure high quality intervention provision.</p> <p>TAs given training to deliver literacy support where appropriate, including observing demonstration lessons. TAs and literacy support teachers have regular contact about pupils' progress.</p>	<p>Children receiving literacy support will achieve targets set in their PEPs termly.</p> <p>Children receiving literacy support will make at/above expected progress. Where progress is at expected, small steps of progress will be documented.</p> <p>Book looks evidence progress in writing.</p>	<p>Budget for 2 literacy support teachers for two afternoons per week.</p> <p>Phonics resources as needed.</p> <p>TAs released to receive training as appropriate.</p>	<p>IncCo, Literacy Support Teachers.</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>

## Action 5

In EYFS and KS1, targeted PPG children receive high quality interventions to enable them to access learning, increase their 'cultural capital' and make good progress in R/W/M/Science/phonics/EYFS core areas.

Actions	Outcomes and success criteria	Resources	Owner	Review date
<p>SEN Interventions used will be have been used before with proven results or have external research/evidence showing that they have a measurable impact. (Interventions used will depend on the needs of the children in that cohort, but usually include Colourful Semantics, phonics, maths, pre-teach vocabulary, social skills, speech and language interventions in EYFS Stars and School Start, interventions for ASC including Attention Autism, Narrative and Transporters etc.). In KS1, these will take place at lunchtime and after school to ensure children do not miss teacher input and lessons.</p> <p>Targeted children attend after school clubs, special pre teach workshops and trips run by teachers with parents also in attendance for 'curriculum enhancement' and enskilling parents to support children's learning and development outside of the classroom.</p> <p>TAs will have training as appropriate and be monitored through performance reviews to ensure delivery of interventions is high quality, coordinated by IncCo.</p> <p>Progress tracked and monitored:</p> <ul style="list-style-type: none"> <li>-Termly intervention targets assessed, monitored by IncCo.</li> <li>- Termly data collected in KS1 for R/W/M/Sc, for EYFS core areas, monitored by subject leaders, PPG Lead and IncCo</li> <li>- phonics mock test scores monitored by Literacy Leads and PPG Lead.</li> <li>- If on SEN register, termly PEP targets monitored by IncCo</li> </ul>	<p>Termly SEN intervention targets show progress and/or are achieved</p> <p>Termly data in R/W/M/Sc and EYFS core areas show at/above progress</p> <p>PEP targets achieved for children with SEND</p> <p>Progress is at/above expected for all PPG children and gaps do not open from exit of EYFS to end of KS1.</p> <p>End of KS1 PPG attainment at least in line with national averages.</p> <p>Year 1 phonics PPG pass rate higher than 18-19 and gap narrower. Phonics mock test scores increase each time over the year</p> <p>End of EYFS PPG GLD gap narrower than 18-19.</p>	<p>Intervention resources purchased</p> <p>Some LSAs/TAs paid to run interventions at lunchtime/after school</p> <p>Training provided for LSAs/TAs in running interventions as needed</p>	<p>IncCo, PPG lead</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>



If progress not made in interventions and termly data, PPG Lead, IncCo and class teachers work together to plan next steps and different approach (assess, plan, do, review approach).				
--	--	--	--	--

### Action 6

PPG Lead to work with KS1 year leaders/Literacy Co-ordinators to ensure PPG phonics pass rate improves in Y1, and as many as possible who fail will pass in Y2.

Actions	Outcomes and success criteria	Resources	Owner	Review date
<p>PPG Lead, Literacy Co-ordinators and KS1 year leaders will co-ordinate delivery of extra phonics small group work targeting Year 1 PPG children who have come up from EYFS as on the 'cusp' of achieving GLD in Literacy, or only just achieved it.</p> <p>PPG Lead, Literacy Co-ordinators and KS1 year leaders will co-ordinate delivery of extra phonics small group work to target Year 2 PPG children who failed the Year 1 phonics test so that they pass in Year 2.</p> <p>PPG Lead and Literacy Leads will review impact each term and make changes if children not on track to pass.</p>	<p>Year 1 PPG cusp children on track to pass test each term in mock tests.</p> <p>Year 1 phonics test pass rate for PPG children increases from 2018-2019, aiming to be in line with national pass rate.</p> <p>Year 2 PPG children who failed the phonics test in Year 1 see their mock test score increase during Year 2. As the Year 1 PPG children have come up with lower pass rate than previous year, aim to at least meet the Year 2 pass rate from 2018-2019.</p>	<p>TA to run phonics groups</p> <p>Time for PPG Lead, Lit Co-ordinators and KS1 leaders to plan and co-ordinate delivery of phonics groups and review impact</p>	<p>PPG Lead, Literacy Leads, KS1 year leaders</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>

## Action 7

PPG teacher work with EYFS leaders to raise attainment in prime areas.

Actions	Outcomes and success criteria	Resources	Owner	Review date
<p>Nursery and Reception leaders co-ordinate workshops and events (e.g. Family Music) that enskill parents to support their children's learning.</p> <p>Interventions that have a track record or other evidence of effectiveness to run for children who are low attaining or have SEND</p> <p>Adults in continuous provision ensure that they prioritise PPG children for in the moment learning, particularly around speaking, listening and number.</p> <p>PPG Lead to target PPG families in EYFS for Good Start Great Start parenting, language and learning course.</p>	<p>Nursery data: end of nursery PPG speaking at/above attainment will be in line with overall speaking and listening. End of nursey number: gap between PPG and overall will reduce from 18-19.</p> <p>Questionnaires from teachers about Good Start Great Start shows positive impact on children's language skills.</p>	<p>Nursery/Reception leaders and PPG lead to have time to review progress and impact each term.</p> <p>Training and resources for interventions</p> <p>Time for NNEBs/TAs to run interventions</p> <p>Food and craft resources for activities. PPG Lead and a TA released for 1 morning per week for 6 week course.</p>	<p>PPG Lead, Nursery Leader and Reception Leader.</p>	<p>December 2019 April 2020 July 2020</p>

### Action 8

All PPG children will have extra opportunities and input to improve R/W/M/phonics/vocabulary. – enrichment, clubs, subscriptions

Actions	Outcomes and success criteria	Resources	Owner	Review date
<p>See action 5 regarding school clubs, special pre teach workshops and trips for targeted children run by teachers with parents also in attendance for 'curriculum enhancement' and enskilling parents.</p> <p>All PPG children: KS1 Athletics/Teach your Monster to Read club (and Athletics subscriptions paid for home use) fortnightly.</p> <p>All PPG children: KS1 Inspiration Station writing club fortnightly.</p> <p>Reception and KS1 Beanstalk volunteer readers for all PPG children.</p> <p>One after school club per term free for KS1.</p> <p>All KS1 PPG children invited to Happy Club (weekly year round club) for social skills and nurture activities, and plan addition school trips/visits/opportunities for PPG children as part of enrichment for vocabulary improvement (e.g. Polka Theatre, Pizza Express etc.)</p>	<p>All KS1 PPG children make 'at'/above progress.</p> <p>Progress is at/above expected for all PPG children and gaps do not open from exit of EYFS to end of KS1.</p> <p>End of KS1 PPG attainment at least in line with national averages.</p> <p>Year 1 phonics PPG pass rate higher than 18-19 and gap narrower.</p> <p>End of EYFS PPG GLD gap narrower than 18-19.</p>	<p>Budget for Athletics subscriptions for KS1 PPG children</p> <p>Time for PPG Lead to run weekly lunchtime and after school clubs</p> <p>Budget for Beanstalk Readers training</p> <p>Budget for after school club</p> <p>Time for PPG Lead to arrange additional trips and opportunities.</p> <p>Budget to pay costs for volunteers driving minibuses.</p>	<p>PPG Lead, subject leaders</p>	<p>December 2019 April 2020 July 2020</p>

## Action 9

Children with social, emotion, mental health and behavioural difficulties given support/access interventions to improve behaviour, social skills and well-being, and engage with the curriculum.

Actions	Outcomes and success criteria	Resources	Owner	Review date
<p>Programmes/interventions with evidence of impact to be used including: ELSA TA, social skills intervention group, play therapist</p> <p>Interventions and therapy impact monitored regularly by IncCo.</p> <p>IncCo and PPG Lead make regular contact with teachers and parents to monitor effect of strategies/interventions on children's learning behaviours and behavioural incidents.</p> <p>IncCo and PPG Lead liaise regularly with teachers, including termly PPG progress meetings, to ensure children's social, emotional, mental health and behavioural barriers to learning are known about and addressed.</p> <p>Educational Psychologist attachment training received by PPG Lead disseminated to teachers to update previous training knowledge and strategies.</p> <p>Happy Club nurture club available to all KS1 PPG children year round.</p>	<p>Monitoring of interventions show PPG children make progress towards social, emotional, mental health and behavioural targets.</p> <p>Teachers report increase in positive learning behaviours during and after the period of time intervention/therapy was received or Happy Club attended.</p> <p>Gaps do not open up from exit of EYFS to end of Y2.</p>	<p>Time for IncCo to monitor interventions</p> <p>Training for TAs as needed in delivering interventions</p> <p>Time for teachers to attend termly PPG progress meetings with PPG Lead</p> <p>Time for PPG lead to attend EP attachment training, and INSET time to disseminate</p>	<p>IncCo, PPG Lead</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>

**Action 10**

Support PPG children to transfer smoothly into new year groups and the Junior school.

<b>Actions</b>	<b>Outcomes and success criteria</b>	<b>Resources</b>	<b>Owner</b>	<b>Review date</b>
Communication passports made by PPG Lead with PPG children in the summer term so that at the start of the new academic year, teachers know the strengths, areas of need and how to help PPG children in their class immediately.	<p>During lesson observations, conversations with PPG children and their teachers it is evident that PPG children feel supported in their learning.</p> <p>Junior school teachers and PPG lead report that the communication passports led to an easier transition for PPG children transferring from the infants.</p>	Time for PPG Lead to sit with PPG children in the summer term to talk about their needs and what supports them, and to share the documents with teachers.	PPG Lead	December 2019 April 2020 July 2020

## Action 11

Support the physical and mental well-being of PPG children by ensuring access to healthy food, basic needs met, same uniform and basics as others.

Actions	Outcomes and success criteria	Resources	Owner	Review date
<p>Welcome letter at the start of the year to let PPG families know what support and resources available to them (letter also sent to rest of school in case anyone becomes eligible or needs support).</p> <p>Have available to PPG families bookbags, PE kits and uniform.</p> <p>Office staff co-ordinate free milk, trip funding and termly free club for PPG children.</p> <p>Termly PPG pupil progress teacher meetings identify any further basic needs that could be barrier to learning so that teachers can go back to parents and offer support (e.g. help with buying shoes when needed, hand over to Family Support Worker to help with foodbank or white goods referrals etc.).</p>	<p>Office records show parents taking up offer of milk, trip funding and clubs.</p> <p>PPG pupil progress teacher meetings show that staff communicate with parents about their needs and that the school has responded to these needs (e.g. by buying shoes when needed).</p> <p>Parent survey shows that parents have been made aware of what is on offer and feel that they have been offered what they need.</p>	<p>Budget for milk, bookbags, school jumpers, PE items, trip subsidy, termly free club.</p> <p>Time for teachers to meet with PPG lead for termly PPG progress meetings.</p>	<p>PPG Lead, office staff</p>	<p>December 2019 April 2020 July 2020</p>

## Action 12

Where attendance or punctuality is below target, families identified and supported to improve; successful whole school initiatives encourage and reward good attendance so that all children are in school to benefit from what we provide.

Actions	Outcomes and success criteria	Resources	Owner	Review date
<p>Use strategies and initiatives that had a positive impact on attendance in 17-18 and 18-19 (letters and meetings with HT/FSW for poor attendance/persistent absence; Be There Bear reward/assemblies, Family Support Worker involvement, referral to Education Welfare Officer).</p> <p>Office staff monitor attendance and work with FSW and HT to ensure they can address attendance issues quickly.</p> <p>PPG Lead to liaise with teachers regularly, and during termly PPG progress meetings, to identify and involve FS with PPG families who are persistently late or having increased absence before it requires EWO involvement.</p> <p>Teachers, particularly EYFS, to use opportunities when they have parents in school (soft starts, reading mornings, parent workshops, parents' evenings) and other parent meetings (home visits) to reinforce the importance of punctuality and attendance even in the early years.</p>	<p>KS1 PPG attendance will be at least in line with overall attendance.</p> <p>Individual children with poor attendance improve from the previous academic year.</p> <p>Reception PPG attendance will improve from 18-19.</p>	<p>Time for FSW to engage with families to discuss attendance issues.</p> <p>Time for PPG Lead and teachers to meet for termly progress meetings.</p> <p>Time for PPG Lead to phone parents as needed.</p>	<p>HT, PPG Lead, FSW</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>



### Action 13

Families encouraged and supported to engage with their child's learning and build positive relationships with the school.

Actions	Outcomes and success criteria	Resources	Owner	Review date
<p>PPG Lead to liaise with subject leaders and year leaders to ensure frequent opportunities available for parents to informally come into school (fathers/male relatives in school day FUDGE, mothers female carers in school day MANGO, pets in school week, science day, maths day, EYFS/Y1 weekly reading mornings, watch a Y1 phonics lesson etc.).</p> <p>PPG Lead to put in place system with office to invite/remind PPG parents of workshops and parents' evenings.</p> <p>PPG Lead to liaise with class teachers and PPG families that do not attend parents' evenings to organise child-led parents' meetings at pick-up instead.</p> <p>SLT and PPG Lead visible presence in playground before school</p> <p>PPG Lead to run Good Start Great Start parenting and learning course (6 week course) at least once per year. IncCo and FSW to run Parenting Puzzle (10 week course) during the year to support parents with building relationships with their child and with school.</p> <p>See action 5. regarding after school clubs, workshops and trips with parents in attendance to enskill them in supporting their children's learning.</p>	<p>Hard to reach parents (i.e. either known to the school for not engaging, or who have previously missed at least one meeting or parents' evening without explanation) choose to attend at least one event.</p> <p>Records show that hard to reach parents attend ordinary or child-led parents' meetings.</p> <p>PPG parents engage in informal discussions in the playground in the mornings.</p> <p>Parent questionnaires confirm that they feel supported to engage with their child and child's learning and to build positive relationships with school.</p> <p>See action 5.</p>	<p>Time for subject leaders and year leaders to plan special days.</p> <p>Resource for GSGS and Parenting Puzzle.</p>	<p>PPG Lead Year leaders, subject leaders</p>	<p>December 2019 April 2020 July 2020</p>
Total predicted pupil premium expenditure:				£74,000

## Rationale/evidence behind the actions

### **Action 1** -Ensure an engaging, inclusive curriculum with high quality teaching throughout the school.

Lambeth<sup>1</sup> Good Practice to narrow the Achievement gap case study schools have 'rich', 'exciting' and 'innovative' curriculums.

CLPE<sup>4</sup>: Power of Reading. Established for 13 years, evidence based. Research shows that 'the project is particularly effective in narrowing the achievement gap between boys and girls and significant for those who have been previously reluctant to engage with literacy.'

OFSTED<sup>2</sup> top 'gap busters': "all staff recognise and accept that the vast majority of pupils' progress comes out of good teaching and learning on a day-to-day basis."

Ofsted<sup>2</sup>: schools that are successful in improving PPG attainment ensure that "all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good."

"The primary tool for narrowing gaps is high quality teaching and learning. Poor teaching has a disproportionate effect on disadvantaged learners...high quality teaching has a disproportionately positive impact on disadvantaged learners," Marc Rowland<sup>3</sup>.

DfE<sup>5</sup>: Successful schools "focus on high quality teaching first rather than on bolt-on strategies."

Marc Rowland<sup>3</sup>: "the PP funding should not be conceptualised as a 'catch-up' initiative for underperforming students; attention and funding should be readily focused on those disadvantaged student who are performing well, to help them do even better."

### **Action 2** - The whole school regards PPG progress/attainment as a priority and are accountable for PPG attainment and progress.

Ofsted<sup>2</sup>: schools that spent PPG effectively to maximise achievement: "thoroughly analysed which pupils were underachieving and why, ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils, ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progression".

DfE<sup>5</sup>: successful schools (in closing attainment gap) "have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff." Also, schools successful in raising attainment of PPG children: "have an individualised approach to addressing barriers to learning."

**Action 3** - Children are given support to develop vocabulary, sentence structure and thinking skills to enable them to access the curriculum and make good progress.

Use of TAs to run language intervention programmes: EEF toolkit<sup>6</sup> reports that recent research shows that “TAs can improve learning if they are trained and deployed carefully,” and research on “teaching assistants who provide one to one or small group support shows a positive benefit of between three and five additional months on average.”

Early Years interventions: EEF toolkit<sup>5</sup> found that “the evidence suggests that early years and pre-school interventions have a positive impact.”

Pupil feedback: OFSTED<sup>2</sup> found that successful schools “systematically focused on giving pupils clear, useful feedback about their work, and ways that they could improve it.”

EEF<sup>5</sup>: Metacognition and self-regulation approaches have consistently high levels of impact.

**Action 4** - KS1 PPG children with low attainment in Reading/Writing/Phonics receive small group literacy intervention with specialist teachers and daily personalised TA work to accelerate progress.

**Action 5** - In EYFS and KS1, PPG children receive high quality interventions to enable them to access learning, increase their ‘cultural capital’ and make good progress in R/W/M/Science/phonics/EYFS core areas.

**Action 6** - PPG Lead teacher work in KS1 to ensure PPG phonics pass rate improves in Y1, and as many as possible who fail will pass in Y2

**Action 7** - PPG teacher work with EYFS leaders to raise attainment in prime areas.

Lambeth<sup>1</sup> case study schools found that “effective use of the best teachers to teach intervention groups” proved successful in closing the gap.

Lambeth<sup>1</sup> case study schools found that “effective use of the best teachers to teach intervention groups” proved successful in closing the gap.

DfE<sup>5</sup>: successful schools “deploy the best staff to support disadvantaged pupils.”

EEF toolkit<sup>6</sup>: “evidence shows that small group tuition is effective,” as long as it is “targeted at pupils’ specific needs.” “In reading, small group teaching can sometimes be more effective than either one to one or paired tuition.”

EEF Best use of TAs<sup>7</sup>: “elements of effective interventions: brief, regular, over a sustained period, TAs receive extensive training, structured supporting resources and lesson plans with clear objectives, TAs closely follow the plan and structure of the intervention, assessments to identify appropriate pupils, guide areas for focus and track progress, connections made between intervention and classroom teaching.”

OFSTED<sup>2</sup> to maximise achievement, successful schools “made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve.”

DfE<sup>5</sup>: “More successful schools: Pupils with similar needs are withdrawn from alternating non-core curriculum lessons for tailored support from a TA trained in literacy interventions. “

DfE<sup>5</sup> successful schools: “develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.” They also: “ensure TAs have the necessary training and expertise to deliver interventions, provide feedback and monitor progress.”

EYFS: DfE<sup>5</sup>: “More successful schools emphasised the importance of early intervention, by identifying any issues as soon as pupils joined the school and responding at any time that their progress faltered.”

OFSTED 2019<sup>13</sup> “Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life”

**Action 8 - All PPG children will have extra opportunities and input to improve R/W/M/phonics/vocabulary. – enrichment, clubs, subscriptions**

JRF<sup>10</sup> Several studies listed state “the importance of out-of-school activities for educational outcomes.”

All PPG children should be given extra opportunities because research (Education Policy Institute<sup>12</sup>) shows that by the age of 16, 2/5 of the gap is present aged 0-5, but that a further 1/5 opens in primary and 2/5 in secondary. Even if the has been narrowed for our children, the risk later on means they need to be as far ahead as possible. What our PPG children attain at the end of EYFS might be lower than their potential given the 2/5 gap figure so we need to maximise this potential.

Marc Rowland<sup>3</sup>: “the PP funding should not be conceptualised as a ‘catch-up’ initiative for underperforming students; attention and funding should be readily focused on those disadvantaged students who are performing well, to help them do even better.”

JRF<sup>10</sup> Several studies listed state “the importance of out-of-school activities for educational outcomes.”

OFSTED 2019<sup>13</sup> “Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life”

**Action 9 - Children with social, emotion, mental health and behavioural difficulties given support/access interventions to improve behaviour, social skills and well-being, and engage with the curriculum.**

EEF<sup>6</sup>: social and emotional interventions “have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average),” and, “improvements appear more likely when supported by professional development and training for staff”.

EEF<sup>6</sup> Education Endowment Fund: “Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours,” and, “effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues.”

**Action 10** - Support PPG children to transfer smoothly into new year groups and the Junior school.

Marc Rowland<sup>5</sup>: “schools should share information so that they can better understand learners,” and “transition means that less resilient learners are at risk of falling behind during what can be a daunting experience.”

**Action 11** - Support the physical and mental well-being of PPG children by ensuring access to healthy food, basic needs met, same uniform and basics as others.

Shelter<sup>9</sup>: “Bad housing affects children’s ability to learn at school and study at home and consequently have lower levels of academic achievement that cannot be explained by differences in their level of ability.

Children living in overcrowded homes miss school more frequently due to medical reasons than other children.

Even when they are attending school, children who live in bad housing can have their achievements compromised by delayed cognitive development or by behavioural problems linked to their home lives.”

Maslow’s hierarchy of needs is related to learning in Burleson and Thoron<sup>11</sup>: “Lower needs must be satisfied before higher-order needs can be reached.” Firstly physiological needs: food, shelter, clothing, and sleep. “If these needs are not met, then all efforts are focused on these needs.” In order, the other needs are safety, love and belongingness, then self-esteem. Once these are met, individuals can work towards ‘self-actualization’: “the desire for one to become everything that one is capable of becoming.”

JRF<sup>10</sup> cites the Child Poverty Action Group (CPAG) that “uniforms, equipment for classes and school trips are seen as essential for shared school life.”

**Action 12** - Where attendance or punctuality is below target, families identified and supported to improve; successful whole school initiatives encourage and reward good attendance so that all children are in school to benefit from what we provide.

Burlington Infant School led to an improvement in attendance and persistence absence in 17-18. KS1 PPG in line with non PPG 18-19. Evidence that these approaches work.

Ofsted<sup>2</sup> found that where the PPG was spent effectively they had, “considered a range of barriers to pupils’ learning, including attendance.”

DfE<sup>5</sup>: “Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics.”

**Action 13** - Families encouraged and supported to engage with their child’s learning and build positive relationships with the school.

NFER<sup>8</sup> “Reported outcomes of increased parental engagement include improved academic performance, improved relationships between parents, teachers and schools and increased parental involvement in schools”.

NFER<sup>8</sup> “Parental engagement can improve the home learning environment, leading to increased parental confidence in supporting children’s literacy at home and a major impact on achievement.”

EEF<sup>6</sup>: “parental involvement is consistently associated with pupils’ success at school.”

### References

- 1 Feyisa Demie and Christabel McLean (Lambeth) ‘Narrowing the Achievement Gap for Disadvantaged Pupils’ 2018
- 2 Ofsted ‘The Pupil Premium: how schools are spending the funding successfully to maximise achievement’ 2013
- 3 Marc Rowland ‘An updated practical guide to the Pupil Premium’ 2015
- 4 Centre for Literacy in Primary Education ‘Power of Reading 2017–18 Reading for pleasure: Putting quality children’s literature at the heart of all learning’
- 5 DfE ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice’ (Research report) November 2015
- 6 Education Endowment Fund (EEF) Toolkit
7. EEF ‘Making best use of teaching assistants’  
[https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/TA\\_Guidance\\_Report\\_MakingBestUseOfTeachingAssistants-Printable.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf) 2015
- 8 NFER ‘Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children’ 2013
- 9 Shelter ‘Chance of a Lifetime: the Impact of Bad Housing on Children’s Lives’ 2006
- 10 Joseph Rowntree Foundation/Save the Children ‘The impact of poverty on young children’s experience of school’ 2007
- 11 Sarah E. Burleson and Andrew C. Thoron ‘Maslow’s Hierarchy of Needs and Its Relation to Learning and Achievement’ <https://edis.ifas.ufl.edu/pdf/files/WC/WC15900.pdf>
12. Jo Hutchison, John Dunford and Mike Treadaway (Education Policy Institute) ‘Divergent Pathways: the disadvantage gap, accountability and the pupil premium’ July 2016
13. OFSTED The education inspection framework (2019), p10,  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/801429/Education\\_inspection\\_framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf)