



## Pupil Premium Strategy Statement 2019-20

1. Summary Information					
School		Stocksbridge Nursery Infant School			
Academic Year	2019	Total PP Budget	£71 280	Date of most recent PP review	March 20
Total number of pupils	257	Number of pupils eligible for PP	48		

Pupil Premium Funding 2019/20(January Census 2019)				
	FSM/Ever 6	Service	Previously CLA	CLA
Amount per pupil	£1320.00	£300.00	£2300	£1900.00
Number of children	41	4	3	3
Projected income	£54120	£1200	£6900	£5700
	£62 220			Funded through epep via Virtual Schools.

Pupil Premium Children												
	2019/20						2018/19					
	PP Children	PP Boys	PP Girls	PP % SEND	TOTAL NOR	PPG %	PP Children	PP Boys	PP Girls	PP % SEND	TOTAL NOR	PPG%
Nursery	7	3	4	6	49	14	2	0	2	0	38	5
Reception	7	4	3	0	54	13	7	5	2	20	64	11
Year One	16	8	8	11	67	24	18	11	7	39	88	20
Year Two	21	13	8	8	87	24	14	1	13	21	58	24
Totals	51	28	24	25	257	20.6%	39	17	22	25	210	19



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### 2a. Current attainment: Key Stage 1 SATs 2019

% pupils achieving at least the expected standard by the end of KS1	Pupils eligible for PP (14 pupils)	All pupils	National Other (dis)
% achieving the expected standard in reading	39	71	78 (62)
% achieving the expected standard in writing	44	69	73 (55)
% achieving the expected standard in mathematics	44	72	79 (63)

### 2a. Current attainment: Key Stage 1 SATs 2020

% pupils achieving at least the expected standard by the end of KS1			
% achieving the expected standard in reading			
% achieving the expected standard in writing			
% achieving the expected standard in mathematics			

### 2b. Phonics check 2019

	Pupils eligible for Pupil premium (? pupils)	All pupils	National Other (dis)
% Pass	50	76	84 (71)

### 2b. Phonics check 2020

	Pupils eligible for Pupil premium (? pupils)	All pupils	National Other (dis)
% Pass			



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2c. EYFS 2019			
	Pupils eligible for Pupil premium (? pupils)	All pupils	National Other (dis)
% of children that achieved GLD	33	69	74 (57)
% at expected for reading	50	71	79 (62)
% at expected for writing	42	72	20 (9)
% at expected for mathematics	58	82	76 (59)

2c. EYFS 2020 - provisional			



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### 3. Barriers to Future Attainment

**Internal barriers** (issues which require action inside school, such as poor oral language skills)

<b>A. Lower prior attainment on entry attainment in English</b>	<ul style="list-style-type: none"> <li>Some of our disadvantaged children have poor literacy skills</li> <li>25% of our disadvantaged children have SEND.</li> <li>Data analysis shows in school gaps between the attainment of non-disadvantaged pupils compared to disadvantaged in English.</li> </ul>
<b>B. Attitudes and approaches to learning</b>	<ul style="list-style-type: none"> <li>Difficulties developing independent learning strategies as well as engagement for learning.</li> <li>Some children lack motivation to learn.</li> </ul>
<b>C. Poor concentration, low levels of self-esteem and confidence</b>	<ul style="list-style-type: none"> <li>Some of our disadvantaged pupils find it harder to access learning and be successful due to poorer concentration, low levels of self-esteem and self-confidence.</li> </ul>

**External barriers** (issues which also require action outside school, such as low attendance rates)

<b>D. Social deprivation and wider needs</b>	<ul style="list-style-type: none"> <li>Complex home situations that affect children's well-being in school.</li> <li>Poor early experiences resulting in poor listening and concentration skills, lack of language.</li> <li>73% of our children have experienced one or more ACEs in their early life.</li> <li>Families who face economic challenges.</li> </ul>
<b>E. Parental engagement to support their child's learning</b>	<ul style="list-style-type: none"> <li>Additional challenges facing some of our vulnerable families include parental mental health. This affects their ability to bring their children to school each day on time and to support them with home learning.</li> </ul>
<b>F. Attendance</b>	<ul style="list-style-type: none"> <li>Historically some of our disadvantaged pupils have poorer attendance, which is contributing to lower than expected progress. 30% of our disadvantaged pupils have attendance less than 93%</li> </ul>



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### Supporting internal barriers: academic outcomes

#### Raise attainment at the end of all year groups in English.

Success criteria	Overview of provision	Pupils	Cost
Pupil premium children perform in line with non pupil premium counterparts in phonics in Year One and Year Two.	Provide additional phonics sessions for those children not at ES in phonics throughout the year.	From data those pupils not expected to pass the phonic check	£1600
Pupil premium children perform in line with non-pupil premium counterparts in phonics in EYFS	Provide small group and individual booster sessions for reception children in reading and writing.		£21670
Attainment in reading and writing at the end of KS outcomes shows all pupils closing gap with national counterparts.	Provide additional small group and 1:1 sessions in reading and writing from employed staff and volunteers Spelling zappers intervention,  Lexia Licences  Book Trust Letterbox Club		Staff - £26466 Beanstalk Volunteers - £1300 Volunteers - £0  £950  £6717



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### Supporting internal barriers: academic outcomes

#### B. Attitudes and approaches to learning

Success criteria	Overview of provision	Pupils	Cost
Children will be able to self-assess their starting points in learning using colours Children will be able to talk about learning behaviours. Children will be able to apply these learning behaviors in class.	School will engage with the Reflected metacognition pilot. Children will have weekly metacognition lessons. HT will review this each term. HT will observe metacognition lessons.	All pupils	None
Children will be able to identify learning behaviours and use them in class. Children will be able to use strategies to gain support other than the class teacher and apply those independently.	Children will have weekly access to the Jigsaw PSHE programme. Books linked to Jigsaw will be used in shared reading sessions to maximize use of time.	All pupils	none
Children will be able to show resilience when playing games. Children will be able to successfully share when playing games. Children will be able accept not winning in a positive manner.	Children will have access to Imagination Gaming as classes and in small groups.	All pupils. Children accessing small groups will be decided based on data and teacher intelligence.	£3800 (partly funded through sports premium – mental health and well-being – total cost £7600)



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### Supporting internal barriers: academic outcomes

#### C. Concentration, self-esteem and confidence.

Success criteria	Overview of provision	Pupils	Cost
Children will engage in whole class learning. There will be very few/no children observed being passive in lessons	Kagan strategies Refresh with staff through meetings.	All pupils	Staff meeting time.
Children will develop improved social skills (there will be less recorded incidents of conflicts between peers).	Classes and specific groups of children will play games with Chris Standley each week	All and identified	As above
Children will be able to self-regulate their emotions more easily	Use of Theraplay techniques throughout school to energize and to calm children. (Rob Barker to attend training and disseminate to staff through meetings.)	All pupils with a focus on those with low self-esteem and confidence. Those whose home lives affect behaviour and how they present in school.	£655 (from Locality SEND funding) Staff meeting time
Children will feel successful through wider curriculum experiences.	Go noodle competitions each day in school. Activate club to support physical and mental development Access to lunchtime Lego and IG clubs Beanstalk readers, reading with volunteers to be more successful when reading.	All pupils  Identified pupils  All and identified pupils  PPG children	£594



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### Supporting external barriers:

#### D. Social deprivation and wider needs

Success criteria	Overview of provision	Pupils	Cost
Parents of vulnerable children will access reviews in school with staff and wider professionals to identify gaps in provision to meet their needs.	Introduction of Learner Reviews with Learning Mentor from Sheffield Learning and Inclusion Service	Identified pupils	HT Time = 1.5 hour per pupil 6 pupils 6 times per year. £2970
Vulnerable families will have access to someone who will listen and support them to improve their lives and that of their children.	Safeguarding team to be proactive and available to support vulnerable families at all times.	All parents carers. Staff to focus on most vulnerable to check in with.	£16 589

### Supporting external barriers:

#### E. Parental engagement to support their child's learning

Success criteria	Overview of provision	Pupils	Cost
Parents will be informed in plenty of time to attend school events.	Newsletter with weekly and termly events. Use of social media to remind parents re events happening in school. Newsletter to share information and fact sheets about pertinent topics e.g online safety.	All parents	1 hour HT time each week.
	Workshops – phonic screening. Y2 SATS, online safety.	All parents	
	Join in with learning sessions focused on specific areas	All parents	





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Views of parents will be sought covering a range of whole school issues.	Policy reviews with key members of staff.	Targeted parents.	
	Individual reviews with parents and offered ideas, resources to support learning at home.	Targeted pupils	1 hour of teacher time as per needs of child/class
	Using online programs that can be accessed at home, e.g. Times table Rockstars in Y2	All pupils	
	Arranging individual meetings throughout the year whose progress is causing concern.	Targeted pupils	1 hour of teacher time as per needs of child/class
Parents will know what their child is currently working on via the activities that are sent home.	Staff are always available before and after school. Staff plan activities before school to engage and support learning with parents/carers.	All pupils	
	Staff will send home challenges to engage learning with their children.	All pupils	



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### Supporting external barriers:

#### F. Attendance

Success criteria	Overview of provision	Pupils	Cost
Those children eligible for pupil premium will have attendance in line with those who are not.	Attendance will be monitored every three weeks. Graduated approach as per the policy will be used with more rigor. Meetings will be held with parents of disadvantaged pupils where attendance is lower than 93% and does not show an improving picture. School will refer to MAST for support around attendance where improvements are not being made. School will seek to use penalty warning notices where no improvements can be made.	Those pupils with attendance below 93%.	1 day of HT time every 3-4 weeks.
			£82 656