



'Fun to teach, fun to learn.'

Lumley Infant and Nursery School

2017 - 2018

What is the Pupil Premium?

The Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupils eligible for Pupil Premium Funding include:

- Pupils eligible for free school meals
- Ever 6 pupils – pupils who have been eligible for free school meals at some point in the last six years
- Service children
- Looked After Children – pupils who have been looked after for 1 day or more or were adopted from care on or after 30 December 2005 or left care under: a Special Guardianship Order on or after 30 December 2005 / a Residence Order on or after 14 October 1991.

The pupil premium strategy for Lumley Infant and Nursery School will be reviewed at the end of each term.

The proportion of pupils known to be eligible for free school meals is 15.5%

The proportion of pupils eligible for pupil premium funding is 21%

The proportion of pupils known to be eligible for free school meals has been stable over time and below the national average.

Pupil premium grant expenditure: 2017/2018

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	169 (January 2018)
Total number of pupils eligible for PPG	19 FSM pupils @ £1320 6 Service pupils @ £300
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£26,880
Early Years Pupil Premium Grant	
Early Years Pupil Premium eligible pupils in the Nursery	6 pupils
Amount of Early Years Pupil Premium received per pupil	£87.75 per term (estimate)
Total amount of Early Years Pupil Premium received	£1579.50 (estimate)

In school barriers to learning

- Lower starting points on entry to nursery, particularly in the Prime Areas of Personal, Social and Emotional Development and Communication and Language and Physical Development in the Early Years Foundation Stage Curriculum.
- Lower starting points in the core areas of Reading, Writing and Mathematics.
- Availability of Teaching Assistant support to work with targeted pupils. Most teaching assistants support individual pupils with complex special needs.
- Reduced school budgets.

Out of school barriers to learning

- Low expectations from some families; low aspirations.
- Turbulence at home – mental health issues, drug and alcohol abuse, domestic violence, financial strains.
- Attendance and punctuality poor for some children.
- Limited language and communication skills for some children.
- Lack of play skills for some children.
- Lack of parental engagement in helping children to consolidate learning at home through homework activities.

PPG Objectives 2017/2018

Objectives in spending the Early Years Pupil Premium:

Early Years Pupil Premium Objectives

- To monitor the progress of pupils eligible for the Early Years Pupil Premium within the nursery specifically in the Prime areas (Communication and Language, Physical Development, Personal, Social and Emotional Development).
- To provide timely and focused interventions and support for pupils with lower entry points to help them catch up quickly to their peers.
- To develop children's skills in the Prime Areas of the Early Years Foundation Stage Curriculum within the nursery (Communication and Language, Physical Development, Personal, Social and Emotional Development) to build a solid foundation for later learning in the specific areas of Literacy and Mathematics.
- To develop targeted children's play skills within the nursery unit.

Objectives in spending the Pupil Premium Grant

- To provide daily phonics intervention support for targeted pupils to help them catch up quickly in Reception classes.
- To improve the outcomes for disadvantaged pupils in Year One in Reading, Writing and Mathematics.
- To provide daily differentiated discrete phonics teaching sessions throughout Key Stage 1.
- To provide additional 1:1 reading sessions for pupils in Year 1 and Year 2.
- To provide additional in class teaching assistant support for targeted pupils in Year 1 in English and Maths lessons.
- To split the current Year 2 cohort into two smaller classes to maximise teacher input and provide extra support for targeted pupils. (Year 2 cohort split into two classes with 15 pupils in each class)
- To challenge more able disadvantaged pupils to attain the Greater Depth standard in Reading, Writing and Mathematics by the end of Year Two.
- To provide therapeutic support for targeted pupils to develop self-esteem, resilience, confidence and develop social skills.
- To provide additional teaching assistant support at unstructured times for targeted pupils to develop positive relationships and play skills.

Early Years Pupil Premium Funding 2017-2018

Objective/Action	Cost	Targeted support/resources	Impact / Success Criteria
To provide early speech and language interventions for targeted nursery pupils. Programmes: (Elklan, Nursery Narrative, Talk Boost.)	1 x 30 mins per week £6.04 x 30 weeks £181.20	Small group support led by a teaching assistant.	Pupils speech and language skills improve and they are well prepared for the teaching of the specific areas on entry to Reception.
To develop targeted pupils gross motor skills through the DCC Early Movement Programme.	2 X 20 mins per week. £8.06 x 30 weeks £241.80	Small group support led by a teaching assistant.	Targeted pupils develop greater control in their gross motor skills which supports their cognitive development.
To develop targeted pupils fine motor skills.	1x hour £12.09 x 30 weeks £362.70	Small group support led by a teaching assistant.	Targeted pupils develop greater control and accuracy when moving and manipulating a range of tools and resources. They are well prepared for developing early writing skills in Reception.
To provide targeted support for pupils to develop their personal and social skills within the nursery.	Daily additional teaching assistant apprenticeship support £2,000	Additional teaching assistant support within the nursery daily.	Targeted pupils develop appropriate and age related social skills within their play.
Total cost:£2,785.70		Early Years Pupil Premium Estimate:£1579.50	Short fall £1206.20

Pupil Premium Grant Funding 2017-2018

To provide daily phonics intervention support for targeted pupils to help them catch up quickly in Reception classes.	1 x 30 mins daily £6.09 x 5 days x 35 weeks £1065.75	Small group support lead by a teaching assistant and teachers daily.	Pupils with lower starting points are given additionally daily phonics sessions to support them in developing their phonic knowledge. They begin to catch up with their peers.
To provide daily differentiated discrete phonics teaching sessions throughout Key Stage 1.	2 TAs x 30 mins daily £12.09 x 5 x 39 weeks £2357.55	Small group differentiated phonics throughout Key Stage 1.	Pupils with lower starting points are given additional daily phonics sessions to support them in developing their phonic knowledge. All pupils pass the Phonics Screen by the end of Year 2.
To provide additional 1:1 reading sessions for pupils in Year 1 and Year 2.	£5 x 30 mins daily x 18 weeks £450	5 x 30 min sessions daily led by a support staff member.	Targeted pupils are given additional 1:1 support to develop their reading skills. These pupils make accelerated progress and the gap between them and their peers reduces.
To provide additional in class teaching assistant support for targeted pupils in Year 1 in English and Maths lessons.	£24.18 x 5 sessions per week £120.90 x 39 weeks £4715.10	2 x 1 hour daily teaching assistant support in Maths and English lessons.	Targeted pupils receive additional adult support within English and Maths and are closer to achieving national standard by the end of Key Stage 1.
To split the current Year 2 cohort into two smaller classes for English and Maths to maximise teacher input and provide extra support for targeted pupils. (Year 2 cohort split into two classes with 15 pupils in each class). Emphasis is placed on accelerating the progress in Writing including those who are disadvantaged.	0.5 teacher £20,296.50	2 classes: 15 pupils per class for English and Maths.	Pupils make better than expected progress in Reading, Writing and Mathematics and the percentage of pupils working at and above exceeds the national expectations.
To challenge more able disadvantaged pupils to attain the Greater Depth standard by the end of Year Two in Reading, Writing and Mathematics.	smaller classes – targeted teacher support	Targeted teacher support (reduced class sizes)	The % of disadvantaged pupils achieving the greater depth standard in Reading, Writing and Mathematics is at least in line with the national average.
To provide therapeutic support for targeted pupils to develop self-esteem, resilience, confidence and develop social skills.	£12.09 x 30 weeks £362.70 £6.04 x 30 weeks £181.35	2 X 30 mins sessions weekly (Lego Therapy Relax Kids 1 x 30 mins weekly (KS1) Draw and Talk – DHT targeted pupils as required.	Pupils' develop a positive attitude to school and develop the confidence, resilience and positive self-image to be a successful learner.
Total cost:	£29,428.95		
Total Pupil Premium Grant:	£26,880		
Shortfall:	£2,548.95		

Impact Statement 2018

Early Years Foundation Stage Outcomes 2018

Performance of disadvantaged pupils (eligible for free schools within a six-year period, looked after and post looked after pupils) in school compared with other pupils in school and nationally.

Performance of disadvantaged pupils (eligible for free schools within a six years period, looked after and post looked after pupils) in school compared with other pupils in school and nationally.			
PRIME AREAS	All pupils: 46	Disadvantaged pupils: 8	National for all pupils 2017
Listening and attention	93%	100%	86%
Understanding	89%	75%	86%
Speaking	89%	75%	85%
Moving and handling	91%	88%	90%
Health and self-care	96%	100%	91%
Self-confidence and self-awareness	96%	100%	89%
Managing feelings and behaviour	91%	88%	88%
Making Relationships	93%	100%	90%
SPECIFIC AREAS			
Reading	80%	50%	77%
Writing	78%	38%	73%
Number	78%	38%	79%
Shape, Space and Measures	87%	50%	82%
GOOD LEVEL OF DEVELOPMENT	78%	38%	71%

Impact and Evaluation

- Outcomes for disadvantaged pupils in school are lower than other pupils in school and compared with the national outcomes for all pupils.
- Starting points for disadvantaged pupils within this cohort were well below typical on entry to nursery, particularly in the Prime areas. These pupils rapidly caught up with their peers by the end of the reception year in the PRIME areas.
- **Narrowing the gap for this group of learners in Reading, Writing and Mathematics as they move into Key Stage One remains a key priority.**

Year One Phonics Screen 2018

Met standard	SCHOOL 2018		NATIONAL 2018
	All pupils: 52	Disadvantaged pupils: 8	All pupils
	87%	75%	83%

Impact and Evaluation

- Outcomes for disadvantaged pupils in school are close to the outcomes for all pupils nationally.
- Daily differentiated phonics sessions and 1:1 reading sessions have impacted positively on pupil outcomes.

Year Two Phonics Screen Retake 2018

Met standard	SCHOOL 2018		NATIONAL 2017
	All pupils: 5	Disadvantaged pupils: 1	All pupils
	80%	100%	67%

Impact and Evaluation

- Four out of the five pupils who retook the phonics screen passed.
- Daily differentiated phonics sessions and 1:1 reading sessions have impacted positively on pupil outcomes.

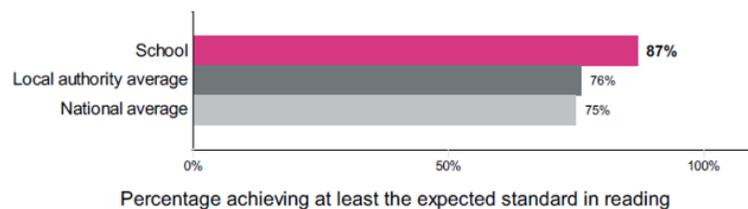
Key Stage One Outcomes 2018: READING

Key stage 1

This is provisional data for 2017/18.

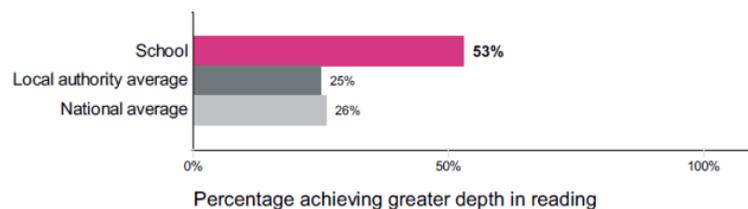
Percentage achieving at least the expected standard in reading

Number of pupils = 30



Percentage achieving greater depth in reading

Number of pupils = 30



Impact and Evaluation

- There were 6 disadvantaged pupils in the cohort.
- Disadvantaged pupils performed close the national average for all pupils in reading.
- Two disadvantaged pupils achieved the greater depth standard.
- Splitting the Year Two cohort into two smaller classes has impacted positively on pupil outcomes.

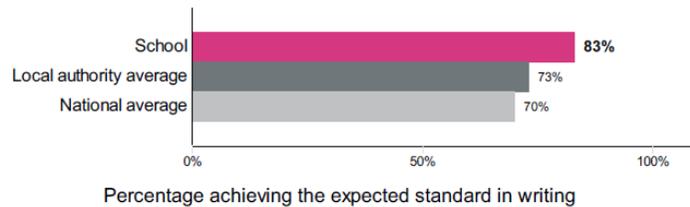
Key stage 1 reading attainment by pupil group

Breakdown	Cohort	At least expected standard in reading				Below expected standard in reading					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
All pupils	30	87	75	53	26	0	2	0	5	13	17
Male	12	92	71	50	22	0	3	0	6	8	19
Female	18	83	80	56	29	0	1	0	3	17	15
Disadvantaged	6	67	79	33	29	0	2	0	4	33	15

Key Stage One Outcomes 2018: WRITING

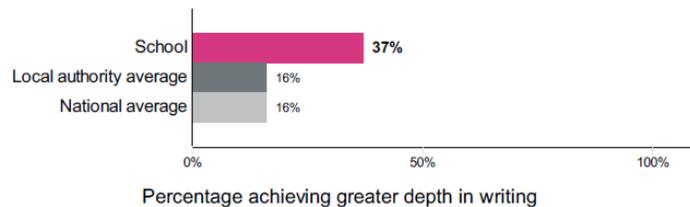
Percentage achieving at least the expected standard in writing

Number of pupils = 30



Percentage achieving greater depth in writing

Number of pupils = 30



Impact and Evaluation

- There were 6 disadvantaged pupils in the cohort.
- Half the disadvantaged pupils attained the expected standard in writing.
- One disadvantaged pupil achieved the greater depth standard.
- Splitting the Year Two cohort into two smaller classes has impacted positively on pupil outcomes.

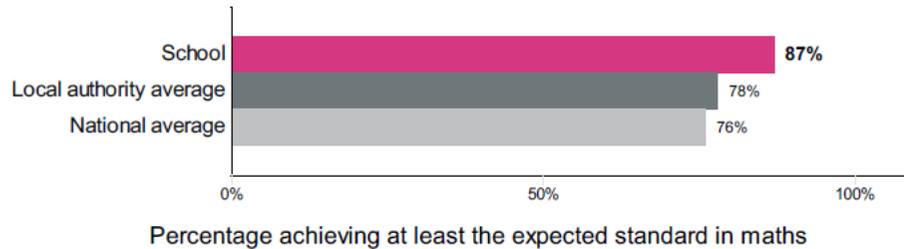
Actions: Raising the attainment of disadvantaged pupils in writing will continue to be a focus for whole school improvement.

Key stage 1 writing attainment by pupil group											
Breakdown	Cohort	At least expected standard in writing				Below expected standard in writing					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
All pupils	30	83	70	37	16	0	2	0	5	17	22
Male	12	83	63	25	12	0	3	0	7	17	26
Female	18	83	77	44	20	0	1	0	3	17	18
Disadvantaged	6	50	74	17	18	0	2	0	4	50	20

Key Stage One Outcomes 2018: MATHEMATICS

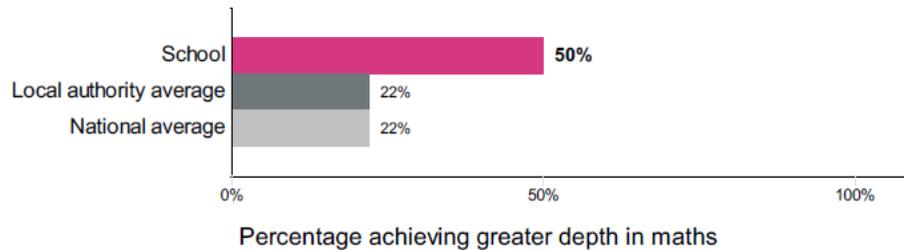
Percentage achieving at least the expected standard in maths

Number of pupils = 30



Percentage achieving greater depth in maths

Number of pupils = 30



Impact and Evaluation

- There were 6 disadvantaged pupils in the cohort.
- Disadvantaged pupils performed close to the national average for all pupils in mathematics.
- Three disadvantaged pupils achieved the greater depth standard.
- Splitting the Year Two cohort into two smaller classes has impacted positively on pupil outcomes.

Key stage 1 maths attainment by pupil group

Breakdown	Cohort	At least expected standard in maths				Below expected standard in maths					
		Achieved the expected standard		Achieved greater depth		Below pre-key stage 1		Foundations		Working towards	
		Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben	Sch %	Nat ben
All pupils	30	87	76	50	22	0	2	0	4	13	18
Male	12	92	75	58	24	0	3	0	5	8	17
Female	18	83	77	44	20	0	1	0	3	17	18
Disadvantaged	6	67	80	50	25	0	2	0	3	33	15