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 **FILEY CE NURSERY & INFANTS ACADEMY**

EBOR ACADEMY TRUST

**PUPIL PREMIUM STRATEGY STATEMENT**

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| 1. **Summary information** | | | | | |
| **School** | Filey Church of England Nursery & Infants Academy | | | | |
| **Academic Year** | 2017/18 | **Total PP budget** | £58080 | **Date of most recent PP Review** | 28/9/18 |
| **Total number of pupils** | 261 | **Number of pupils eligible for PP** | 26% (68) | **Date for next internal review of this strategy** | Spring 2019 |

**Whole School 2017/18 Overview**

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| **Reading, Writing & Maths – Year 2** | | | | | | | | **GLD** | | | | | | | |
| **School** | | **Reading** | | **Writing** | | **Maths** | | **School** | | **National** | | **National Gap** | | **School Gap** | |
|  | | 73% | | 77% | | 76% | | 60% | | 72% | | +12% | | -12% | |
| **2. CURRENT ATTAINMENT-PUPIL PREMIUM** | | | | | | | | | | | | | | | |
| **Year 2** | **Expected Standard** | | | | | | | | **High Standard - GD** | | | | | | |
|  | **Estimated** | | **% Actual** | | **Difference** | | **Gap (Expressed as pupils)** | | **% Estimated** | | **% Actual** | | **Difference** | | **Gap (Expressed as pupils)** |
| **Reading** | **76%** | | **76%** | | **=** | | **0** | | **10%** | | **24%** | | **14%** | | **3** |
| **Writing** | **71%** | | **81%** | | **+ 10%** | | **2** | | **5%** | | **5%** | | **0** | | **=** |
| **Maths** | **67%** | | **76%** | | **+ 10%** | | **2** | | **10%** | | **14%** | | **4%** | | **1** |
| **RWM Combined** | **-** | | **55%** | | **-** | | **-** | | **-** | | **5%** | | **-** | | **-** |

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| **3. Barriers to future attainment (for pupils eligible for PP)** | | | |
| **In-school barriers** | | | |
|  | | CEM Baseline results identify Pupil premium Literacy as a target area for group development with 11% (1 child out of 9) on track  to meet ELG in Reading July 2019  Continue to deliver speech and language support from entry to school in the EYFS and throughout the year groups. | |
|  | | Initial Year 1 Phonic Screening shows that 26% (5 out of 19 children) of Pupil Premium are on track to meet the expected standard in the Phonic Screening Check July 2019 | |
| **C.** | | 38% (8 out of 21) of Year 2 Pupil Premium children are on track to meet the expected standard in Writing and Maths in July 2019  Develop mathematics across the school to allow children to access the mastery level questions. | |
| **D.** | | Create experiences that widen the children’s vocabulary through a creative curriculum.  Continue to develop writing and give children the passion to write especially pupil premium boys. | |
| **E.** | | Foster self-esteem in all pupils through the comprehensive school approach to develop the whole child, not just academic achievements. | |
| **4. Desired outcomes how they will be measured** | | | **Success criteria** |
|  | 33% of pupil premium children will achieve ELG in Reading instead of the 11% on track in Autumn 2018 | | More pupil premium children in Reception will achieve ELG in Reading July 2019 |
|  | 47% of pupil premium children will pass the Phonic Screening check instead of the 26% on track in Autumn 2018 | | More pupil premium children will pass the Phonic Screening check in July 2019 |
|  | 67% of pupil premium children will achieve the expected standard in Writing and Maths at the end of Year 2 July 2019 instead of 38% on track in Autumn 2018 | | More pupil premium children will meet the expected standard in Writing and Maths at the end of Year 2 July 2019. The progress of eligible pupil premium children will be in line with non-eligible pupils as they become more confident and focused in lessons. |
|  | Increase pupil confidence and passion for writing.  Increase in pupil premium children especially boys achieving the expected standard in writing. | | Children will have increased confidence and more opportunities for creative writing inspired by a creative curriculum and class enterprise opportunities. |
|  | Children will have a wealth of extra-curricular activities to raise self-esteem and support the development of the whole child. | | Children will develop socially and benefit from raised self-esteem with confidence in their own abilities. |
|  | The above groups of children will receive quality 1st class teaching and appropriate booster groups/interventions to increase the number of Pupil Premium children achieving the expected standard at the end of Reception, Year 1 and Year 2. These vulnerable groups will be highlighted during Pupil Progress Meetings and monitored closely throughout the year. A wealth of extra-curricular activities and nurture groups will support the development of pupil self-esteem. | | |

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| **5. Planned expenditure** | | | | | | |
| * **Academic year** | **2018/2019** | | | | | |
| 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 | | | | | | |
| 1. **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** | **When will you review implementation?** |
| Raise the level of attainment of GLD for pupil premium children.  The progress of eligible pupil premium children will be in line with non-eligible pupils as they become confident and focused in lessons. | | Whole class phonics.  Focus group ECAT  Focus group Language Links. 1-1 daily reading for pupil premium children. Whole class and focus group use of the Mighty Writer resource. | To extend pupil vocabulary.  To build confidence and knowledge in phonics.  To build the application of phonic skills.  Develop creative thinking and talking leading to early creative writing. | Monitoring through observation.  Pupil progress meetings.  Team meetings. | SLT | Termly |
| Increase the number of year one children passing the phonic screening check particularly pupil premium children.  Increase the number of pupil premium children achieving the expected standard in writing and maths at the end of year 2. | | Focus group Language Links. 1-1 daily reading for pupil premium children. Whole class and focus group use of the Mighty Writer resource. Whole class phonics. Small group Phonic booster activities.  Whole class use of Mighty Writer to develop creative thinking and structure for writing.  Use White Rose planning materials and Maths No Problem activity books to develop mathematical skills and problem solving. | To build confidence and knowledge in phonics.  To build the application of phonic skills.  To use Mighty Writer as a resource developing creative thinking and structure for writing.  To use mathematical knowledge and skills to problem solve. | Monitoring through observation.  Pupil progress meetings.  Team meetings. | SLT | Termly |
| **Total budgeted**  **ECAT costs**  **Daily Reading**  **Mighty Writer Resources and Staffing**  **Phonic Booster Group costs**  **White Rose & Maths ‘No Problem’ resources & planning costs** | | | | | | **£ 300**  **£ 2697**  **£ 6507**  **£ 3705**  **£ 775**  **£13964** |
| 1. **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** | **When will you review implementation?** |
| Increase the number of year 2 children achieving the expected standard in maths especially pupil premium children. | | Numbers Count  1st Class @ Number | To increase confidence and develop skills/ knowledge in mathematics to allow pupil premium children to access the higher level mastery questions. | Monitoring through observation.  Pupil progress meetings.  Team meetings. | AJ  CH  JG | Termly |
| Increase the number of year 2 children achieving the expected standard in writing especially pupil premium children. | | Read, Write, Inc  Reading Intervention  Stephen Joseph Theatre Outreach  Talk Boost  Lexia | To increase pupil confidence and knowledge through small group activities and targeted support. | Monitoring through observation.  Pupil progress meetings.  Team meetings.  Targeted support data | JG  HS  DL | Termly |
| **Total budgeted cost**  **0.5FTE Booster/Number Count Teacher**  **1st Class @ Number**  **Read, Write, Inc**  **Reading Intervention**  **Talk Boost**  **Stephen Joseph Theatre Outreach**  **Lexia** | | | | | | **£23922**  **£ 2342**  **£ 1389**  **£ 1083**  **£ 1482**  **£ 3000**  **£ 3604**  **£36822** |
| 1. **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** | **When will you review implementation?** |
| Children will have increased confidence and more opportunities for creative writing inspired by a creative curriculum whilst learning new skills and working collaboratively with others. | | Learning Outside the Classroom | To allow children from disadvantaged groups to access a range of learning environments and experiences other than those available in the classroom. Cultural awareness increased through Theatre, Museum and Ballet. | Monitoring through observation | SLT | Termly |
| Children will develop socially and benefit from raised self-esteem with confidence in their own abilities whilst learning new skills and working collaboratively with others. | | Art Club/Textile Club  Cookery Club  Games Club/ Maths Club  Lunchtime Nurture Group  Family Learning  Family Reading club  Dementia Home Liaison | The progress and attainment of eligible pupils will be in line with non-eligible pupils. Pupil’s take pride in their own creativity, their acquired life skills and their care of the environment which reflects in their confidence and impacts on their progress. | Monitoring through observation.  Parent voice  Pupil Voice  Pupil progress meetings  Team meetings  Progress data | SLT | Termly |
| Continue to deliver speech and language support from entry to school in the EYFS and throughout the year groups. | | Language Links  Social Singing |  | Monitoring through observation.  Language Links data  Pupil progress meetings | JG  HS | Half Termly |
| To engage all children with a love of music to create a whole school production Musical Jigsaw. | | Specialist Music Teacher | Provide staff workshops and in class training focused on high quality staff CPD.  All eligible Y2 pupil premium children will engage in set designing and building, script writing, musical composition and performance. | Monitoring through observation  Pupil performance, enjoyment and confidence building. | AC | Termly |
| Investment in the pastoral element of being a church school will improve children’s engagement in the curriculum and allow them to access the curriculum more effectively. | | Reflective areas in class and in the outdoor area including Willow Weaving. | Pastoral care and working with children and families will have a positive impact on the attendance of pupil premium children. | Monitoring of attendance and attendance data. | DC | Half Termly |
| **Total budgeted cost**  **Learning Outside the Classroom**  **Clubs/Groups/Family Learning/Dementia Home Liaison**  **Language Links**  **Social Singing**  **Specialist Music Teacher**  **Reflective Areas**  **Total for 2018/19**    **Expected Budget 2018/19** | | | | | | **£ 1300**  **£ 4996**  **£ 2526**  **£ 225**  **£ 2000**  **£ 200**  **£11247**  **£36822**  **£13964**  **£11247**  **£62033**  **£62040** |
| **6. Review Expenditure (Previous Academic Year 2017/2018)** | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **What was the impact of this action?** | **Staff lead** | **When will you review implementation?** |
| To engage all children in a love of music with the Year 2 children writing and performing an opera. | | Specialist Music Teacher | Performances at the Evron Centre, Filey 22nd March 2018 for parents and invited guests including the Town Mayor boosting confidence and well-being. |  | AC | £2360 |
| Investment in the pastoral element of being a Church School will improve children’s engagement in the curriculum and allow them to access the curriculum more effectively | | Reflective areas in class and the outdoor area |  | Pastoral care and working with the children has shown increased attendance |  | £450 |
| **Total budgeted cost** | | | | | | **£2810** |
| 1. **Targeted support** | | | | | | |
| **Desired outcome** | | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **What was the impact of this action?** | **Staff lead** | **When will you review implementation?** |
| To allow children from disadvantaged groups to access a range of learning environments and experiences other than those available in the classroom. Enjoyment and engagement in the curriculum will impact on pupil attainment. | | Family Learning  Family Reading Club  Family Rock Pooling  Learning Outside the Classroom  Dementia Home Liaison | Children’s well-being and enjoyment of the experience will impact on the attainment of eligible pupils bringing them in line with non-eligible pupils | Pupil attainment for the academic year 2017/2018 showed end of Year 2 results:   |  |  |  |  | | --- | --- | --- | --- | |  | **Re** | **Wr** | **Ma** | |  | 76% | 81% | 76% | | Pupil Premium children achieving the expected standard or above. | | | | |  | **Re** | **Wr** | **Ma** | |  | 71% | 74% | 76% | | Non Pupil Premium children  Achieving the expected standard or above. | | | | | SLT | £6144.46 |
| To Improve progress and attainment for disadvantaged groups in all year groups.  Pupils to take pride in their acquired life-skills which reflects in their confidence and impacts on their progress | | Numbers Count  Maths Booster Group  Read, Write, Inc  Reading Intervention  1st Class @ Number  Phonics  Daily Readers  ECaT (1&2) | To improve progress and attainment for disadvantaged groups so eligible pupils will be in line with non-eligible pupils | Pupil progress for the academic year 2017/2018 showed end of Year 2 results:   |  |  |  |  | | --- | --- | --- | --- | |  | **Re** | **Wr** | **Ma** | |  | 82% | 82% | 91% | | Pupil Premium children making expected or more than expected progress | | | | |  | **Re** | **Wr** | **Ma** | |  | 88% | 87% | 83% | | Non Pupil Premium children making expected or more than expected progress. | | | | |  | £48856.05 |
| **Total budgeted cost** | | | | | | **£48856.05** |
| 1. **Other approaches** | | | | | | |
| **Desired outcome** | | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **What was the impact of this action?** | **Staff lead** | **When will you review implementation?** |
| To improve progress and attainment for disadvantaged groups in all year groups.  Pupils to take pride in their acquired life-skills which reflects in their confidence and impacts on their progress | | Cookery Club  Art Club  SJT Behaviour Outreach  Lunchtime Nurture  Social Singing | To improve progress and attainment for disadvantaged groups so eligible pupils will be in line with non-eligible pupils | See above pupil premium progress compared with non-pupil premium progress. | SLT | £6683.94 |
| **Total budgeted cost**  **2017/18 Budget** | | | | | | **£58349.99**  **£58080** |