



# Pupil premium strategy statement: Wyke Regis Infant and Nursery School

1. Summary information					
School	Wyke Regis Infant and Nursery School				
Academic Year	2019/20	Total PP budget	£70480	Date of most recent PP Review	Oct 2019
Total number of pupils	316	Number of pupils eligible for PP	57	Date for next internal review of this strategy	Sept 2020

2. Current attainment												
Attainment for Y2: 2018-19	Pupils eligible for PP								Pupils not eligible for PP (national)			
	National 2016	School 2016	School 2017	Dorset 2017	School 2018	Dorset 2018	<u>School 2019</u>	Dorset 2019	School 2016	School 2017 (National 2016)	School 2018 (National 2017)	<u>School 2019 (National 2018)</u>
% achieving expected standard or above in reading, writing and maths		28%	64%	43%	47%	49%	22%	43%	39%	57%	67%	58%
% achieving expected standard or above in reading	62%	39%	79%	60%	65%	63%	50%	59%	56%	74% (78%)	76 % (76%)	74% (75%)
% achieving expected standard or above in writing	53%	39%	71%	48%	50%	54%	28%	49%	43%	63% (70%)	70%(68%)	63% (70%)
% achieving expected standard or above in maths	60%	39%	71%	57%	50%	63%	56%	56%	44%	71% (77%)	74%(75%)	72% (76%)

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Progress of disadvantaged pupils from EYFS to end of KS1 – Currently mixed progress pictures dependent on Yr group – See review of 18/19 data	
<b>B.</b>	High proportion of SEN within the disadvantaged pupils – Currently 7 out of 49 PP children are identified as PP children	
<b>C.</b>	Engagement and enthusiasm for English (both reading and writing – specifically boys)	
<b>D.</b>	Complex behavioural and emotional needs of specific pupils is having a detrimental effect on their academic progress	
<b>E.</b>	Knowledge of phonics and phonic strategies – Although we have seen improvements over recent years in the success of Phonic Screening Check we realise the need to maintain this as a key area of focus along with a renewed focus on Handwriting and Spelling after issues highlighted in Yr 2 writing results over the last 3 years and this year in particular.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>F.</b>	<p>Attendance 2018-19 FSM 93.2- %      NON FSM - <b>94.9%</b>      <b>Gap 1.7%</b>  <b>COMPARED TO</b>  Attendance 2017-18 FSM - <b>92.8%</b>      NON FSM - <b>95.5%</b>      <b>Gap 2.7%%</b></p> <p>An increase in FSM attendance on the previous year and a decrease in the gap between FSM and non FSM attendance. However, attendance for this group is still too low and a refocussing of approaches to attendance issues is a key area for this academic year. [Particularly for those children in FS2 last year where attendance was particularly poor]</p>	
<b>G.</b>	Parental support and engagement	
<b>H.</b>	Access for identified PP children to enrichment activities such as breakfast club, and after school clubs – This is now no longer a barrier but is a strategy to engage both children and their families to support them at key points in the day – This focus to be maintained and introduced for new children joining us both at FS1 and FS2 entry points and across the school on transfer from other areas and if a new need arises.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Progress of disadvantaged pupils from EYFS to the end of KS1 will be at least in line with progress of non -disadvantaged pupils. In year progress also needs to be at least expected and at least in line with non-disadvantaged pupils.	Disadvantaged pupils will make the required progress from the end of EYFS to the end of KS1. In year progress measures will need to reflect required progress year on year.
<b>B.</b>	Children who are SEN as well as disadvantaged will make accelerated progress due to effective, targeted interventions.	Progress of SEN disadvantaged pupils will be accelerated. Any gap between SEN disadvantaged pupils and SEN non disadvantaged pupils will be diminishing.
<b>C.</b>	All children (especially boys) will become more engaged in their reading and writing and will make progress which is at least in line with non-disadvantaged pupils.	Disadvantaged pupils will enjoy reading and writing. Outcomes will be improved. Accelerated progress will be made.
<b>D.</b>	Improvement in learning behaviours where children will be able to emotionally self-regulate and engage with adults and peers positively.	School will be a positive experience Children will be happier in school and this will result in a positive impact on their progress and attainment.

<b>E.</b>	The gap between disadvantaged and non-disadvantaged pupils passing the phonics-screening test in Year 1 decreases and is narrower than the national gap. (CHECK OUTCOME when data is available)	The gap between disadvantaged and non-disadvantaged pupils passing the screening test is narrower than the national gap.
<b>F.</b>	The attendance of disadvantaged children will continue to improve and build upon the previous years positive outcomes.	Reduction in the number of persistent absentees among pupils eligible for FSM. Reduction in the number of warning letters and/or referrals to attendance panels for disadvantaged group of children. Improved attendance for targeted disadvantaged pupils.
<b>G.</b>	Parents will understand how they can support their children better at school. Early help strategies will be offered to families such as DFM and the Family Partnership Zone.	Increased attendance at parent consultations. Increased opportunities for parents to learn how their children are taught e.g. maths and English workshops, parent information sessions, 'Stay and Learn', class assemblies etc.
<b>H.</b>	Disadvantaged pupils will be able to enjoy a wide range of enrichment activities at a reduced cost to improve their wellbeing, self-esteem, confidence, motivation and engagement with school.	More disadvantaged pupils will participate in after school clubs. See PP club review – link with sports premium)

## 5. Planned expenditure

Academic year

2019/20

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.

### i. 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?
<b>A - Progress of disadvantaged pupils from EYFS to the end of KS1 will be at least in line with the progress of non-disadvantaged pupils.</b>	Regular monitoring and analysis of progress of disadvantaged pupils (including the more able). Teachers to complete data analysis termly to look for gaps in either progress or attainment and to plan interventions to address these. Teachers to attend pupil progress meetings with SLT to discuss potential barriers to learning and to obtain support in overcoming these.	By identifying disadvantaged pupils and by being aware of their specific set of needs, support can be offered which will have the maximum impact. Greater accountability and data developed among the staff team.  <b><u>Ofsted Pupil Premium report into effective strategies</u></b> - "class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress" "discussions about pupils eligible for the Pupil Premium in performance management meetings"	SLT discuss the progress of disadvantaged pupils with teachers during year group pupil progress meetings and during Performance Management Meetings.  This information is also shared with MLT and governors.  PP Champion will monitor identified PP children who are below ARE/made less than expected progress – classroom visits to include book looks and targeted approaches	SLT	Following teacher assessments – Scheduled data drops in October, December, March, June  Discussions with teachers after every monitoring visit[see tracking format]
<b>A - Progress of disadvantaged pupils from EYFS to the end of KS1 will be at least in line with the progress of non-disadvantaged pupils (maths)</b>	Embedding of Singapore Maths and a mastery approach to the teaching of mathematics has meant an increased emphasis on reasoning and an expectation that all children will be accessing challenging work Development of a TRG group will embed this further and focus on opportunities for all groups	The mastery approach to learning ensures that children are taught in longer blocks and have more opportunities to acquire deeper knowledge and understanding and to apply this to a wider variety of contexts.  <b><u>EEF Toolkit - +5 months additional progress through using a mastery approach</u></b>	Disadvantaged pupils will be identified and tracked in each class to ensure that they are making required progress in Maths. Maths Subject Leader and SLT will conduct book looks regularly to check that high levels of challenge are evident.  PP Champion will monitor identified PP children who are below ARE/made less than expected progress – classroom visits to include book looks and targeted approaches	SLT MLT SVW/KM	Following teacher assessments – Scheduled data drops in October, December, March, June  Discussions with teachers after every monitoring visit[see tracking format]

<p><b>A - Progress of disadvantaged pupils from EYFS to the end of KS1 will be at least in line with the progress of non-disadvantaged</b></p>	<p>PP Champion/ SENDCo/Year Leaders keep a detailed and up to date detailed Intervention Grid of all the support offered to disadvantaged [and SEN] pupils in each class. Teachers complete this half termly and discussions are held between PP champion/SENDCo/Year leaders regarding impact of intervention. PP champion and SENDCo challenges teachers where progress is less than expected.</p>	<p>Ofsted guidance states that ensuring “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” was an effective strategy.</p> <p>Intervention grids reviewed and linked to SLT check-ins for the disadvantaged children who are at risk of progress being below expected.</p>	<p>Case studies for individuals.</p> <p>Report to governors [This strategy document]</p> <p>Pupil Progress Meetings</p> <p>An integral part of Performance Management meetings.</p>	<p>DK SENDCo SLT Governors</p>	<p>Following teacher assessments – Scheduled data drops in October, December, March, June</p> <p>SLT check-ins for key groups monthly at least.</p>
<p><b>B – Children who are SEN as well as disadvantaged will make accelerated progress due to effective, targeted interventions</b></p>	<p>PP champion and SENCO to work collaboratively to ensure that interventions for pupils that are SEN and disadvantaged pupils are effective and targeted correctly.</p>	<p>Ofsted guidance states that ensuring “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” was an effective strategy.</p>	<p>Data analysis will show which interventions have had the most impact and those that have not. Interventions will be adjusted accordingly. Advice and/or support from other professionals/agencies needs to be considered alongside this provision.</p>	<p>DK and AB</p>	<p>Following teacher assessments – Scheduled data drops in October, December, March, June</p>
<p><b>C - Children will become more engaged in their reading and writing and will make better progress</b></p>	<p>Talk 4 Writing approach embedded across the Federation. Aim is to improve experiences of high quality texts for children who may not have previously had access to them. This will, in turn, improve enthusiasm for English and will drive up standards. A considerable proportion of the teaching is focused around oral rehearsal which also has a positive impact on children’s acquisition of language skills.</p>	<p>This whole school approach supports children who may not have access to high quality texts at home. It also helps to improve their oral language development. There is also expected to be an impact on the quality of teaching and learning on offer to all pupils.</p> <p><b><u>EEF – Oral Language Interventions +5 months additional progress</u></b></p>	<p>English subject leader to monitor the impact of this approach through lesson drop ins, book and planning scrutiny and data analysis.</p>	<p>CM SLT MLT</p>	<p>Following teacher assessments – Scheduled data drops in October, December, March, June</p>

<p><b>D – Improvement in learning behaviour and ability to self-regulate – developing all staff to be Emotionally Available Adults through a Trauma Informed approach</b></p>	<p>TAPs to be made available to address issues as soon as they occur. Support with self-regulation strategies to enable children to show positive learning behaviours. Emotional support to be available for families at TAC meetings.</p>	<p>Some children do not make expected progress because they do not exhibit positive learning behaviours for a number of reasons. Some of this is due to an emotional need which effects their ability to self-regulate.</p> <p>Development of a whole school Trauma informed approach – Including the introduction and development of a Positive Relationships Policy and the use of the Motional assessment tool to assess children's emotional states and creat specific programmes to support their development in this area.</p> <p><b><u>EEF Toolkit – Social and Emotional Learning +4 months additional progress</u></b></p>	<p>Motional assessment used at baseline and at half termly [approx.] points throughout the bespoke program.</p>	<p>DK AB and SENCO Link teacher All staff</p>	<p>Ongoing – children move in and out of intervention depending on the need.</p>
<p><b>F – The attendance of disadvantaged pupils improves further</b></p>	<p>Whole school initiatives embedded to improve attendance of all children. Attendance analysis completed monthly and disadvantaged pupils reported separately. AHT to target specific children whose attendance was a concern last year and who are disadvantaged. Work alongside ELSA to offer support to children where there is an emotional link to attendance such as anxiety.</p>	<p>If children are not in school, then it is difficult to ensure that they make adequate or accelerated progress in order to diminish the attainment gap.</p> <p>Ofsted guidance – “provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning”</p> <p><b><u>EEF Toolkit – Social and Emotional Learning +4 months additional progress</u></b></p>	<p>AHT to analyse attendance data on a monthly basis. To report to SLT on a half termly basis and to report findings to governors.</p> <p>Impact will be evaluated by seeing improvement in attendance percentage of disadvantaged pupils. Parents will be given termly attendance statement to increase awareness and accountability.</p> <p>Weekly checks made on persistent absentees to analyse and act on issues quickly – see tracking chart and case studies.</p>	<p>DK</p>	<p>Termly - Dec 19, April 20 and July 20</p>

<p><b>G – Parents will understand how they can support their children with their learning</b></p>	<p>Extended use and updating of IT Software and subscriptions to support children's home learning.</p>	<p>Motivation and engagement are high when using digital technology to support learning. Online learning platforms can be used easily to set homework tasks for consolidation and to extend learning.</p> <p><b><u>EEF Toolkit – Digital Technology = +4 months additional progress.</u></b></p>	<p>Access to Mathletics and Lexia can be monitored easily. Children gain certificates in Lexia and Mathletics.</p>	<p>DR/SLT</p>	<p>Summer 2020</p>
<p><b>G – Parents will understand how they can support their children with their learning</b></p>	<p>English workshops planned to show parents the new methods and examples of children's work.</p> <p>Tri-weekly 'Stay and Learn' sessions in FS2, Year 1 and Year 2 where parents can come in to school to see what the children are doing and to receive specific information on phonics, maths strategies, reading etc.</p> <p>Increased parent consultations throughout the year (3 times) to keep parents fully updated of their children progress. Non-attendees followed up.</p> <p>Information evenings for year 2 parents relating to SATS.</p>	<p>As children move further up the school, often parental engagement reduces as parents are often unsure of how best to support their child's learning. Methods change and with the increased expectations on children, it is sometimes difficult for parents to know what the best thing to do is.</p> <p><b><u>EEF Toolkit – Parental involvement +3 months additional progress.</u></b></p>	<p>Attendance records to be kept for these events and evaluations completed.</p> <p>Parent surveys completed by governors at March Parents Evening.</p> <p>Reading records monitored by class teachers.</p> <p>Parent survey for behaviour issued at October parent evening and outcomes used to inform Positive Relationships Policy.</p>	<p>MLT SLT</p>	<p>Ongoing throughout the year.</p>
<p><b>H – Disadvantaged pupils will be able to enjoy a wide range of enrichment activities at a reduced cost to improve their wellbeing, self-esteem, confidence, motivation and engagement with school</b></p>	<p>All day trips and after school activities are subsidised.</p>	<p>Outdoor learning is known to have a positive impact on children's wellbeing, confidence and self-esteem. By removing some of the financial barriers, disadvantaged children will be able to experience these opportunities.</p> <p><b><u>EEF – Outdoor Adventure Learning+4 months additional progress</u></b></p>	<p>Disadvantaged pupils will be actively encouraged to attend these opportunities.</p>	<p>SLT and SBM.</p>	<p>Ongoing throughout the year</p>

<p><b>H – Disadvantaged pupils will be able to enjoy a wide range of enrichment activities at a reduced cost to improve their wellbeing, self-esteem, confidence, motivation and engagement with school</b></p>	<p>Wide range of after school clubs offered to all pupils. As appropriate, disadvantaged pupils will be encouraged to attend in order to promote their wellbeing, self-esteem, confidence, motivation and engagement with school.</p>	<p>Encouraging children to participate in a new sport or activity has a positive impact on their general wellbeing and enables them to development important life skills such as leadership, teamwork and co-operation.</p> <p><b><u>EEF – Sports Participation +2 months additional progress</u></b></p>	<p>PE Subject leader keeps records of children attending sports clubs. Attendance of disadvantaged children is monitored.</p>	<p>SH SLT</p>	<p>Ongoing throughout the year</p>
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## ii. 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?
<p><b>A – Progress from EYFS to end of KS1</b></p> <p><b>B – Children who are SEN as well as disadvantaged will make accelerated progress due to effective, targeted interventions</b></p> <p><b>C – Engagement in reading</b></p>	<p>Lexia used to support SEN and disadvantaged pupils with improving their reading and reading comprehension skills.</p> <p>Catch – up and SENSS scheme also used to improve reading skills and reading comprehension.</p>	<p>Lexia is used independently by children who are struggling with their reading and reading comprehension.</p> <p><b><u>EEF - +4 months Digital Learning and +5 months for Reading Comprehension Strategies.</u></b></p> <p>Catch-up and SENSS are delivered on a 1:1 basis.</p> <p><b><u>EEF research – 5+ months additional progress on average for 1:1 tuition as an intervention</u></b></p>	<p>Data is kept and analysed by SEN TAs, SENCO and class teachers to monitor the impact of Lexia, Catch-up and SENSS on a regular basis.</p>	<p>AB and SENCO Class teachers</p>	<p>Progress is monitored regularly and interventions are adjusted accordingly depending on results.</p>
<p><b>A – Progress from EYFS to end of KS1 – Maths</b></p>	<p>First Class @ Number 1 and 2 used when required to support children to acquire basic maths skills and 'number sense' [See SEN provision grid and timetables]</p>	<p>Mathematical fluency is one of the key aims in the National Curriculum. It is very difficult for children to progress without a secure understanding of these basic facts.</p> <p><b><u>EEF toolkit – +4 months additional progress for Small Group Tuition</u></b></p>	<p>Pre and post assessments show impact of the intervention.</p>	<p>AB/CB/KM/S and class teachers</p>	<p>Termly</p>
<p><b>A – Progress from EYFS to end of KS1 – writing</b></p>	<p>Colourful Semantics in Year 1 to support children to develop their composition and grammar.</p>	<p>Small group session to provide additional support for Year 1 children looking mainly at improving sentence construction.</p> <p><b><u>EEF toolkit – +4 months additional progress for Small Group Tuition</u></b></p>	<p>Class teachers and year leader to monitor the impact of the intervention.</p>	<p>Year 1 teachers and CM</p>	<p>Half termly teacher assessment.</p>

<p><b>A – progress from EYFS to end of KS1- writing</b></p>	<p>Writing Engagement Booster (WEB) group aimed at specifically improving engagement and progress of children needing to make accelerated progress to reach ARE. Bespoke lessons planned to encourage children to participate in writing activities through a range of practical and purposeful sessions.</p>	<p>An issue has been identified with some children not engaging in writing activities and being slightly behind ARE. This group has been designed specifically to improve engagement and to motivate to write for a range of purposes using structured support.</p> <p><b><u>EEF toolkit – +4 months additional progress for Small Group Tuition</u></b></p>	<p>Each child has a personalised working wall linked to the EYFS which shows where the gaps are and where progress has been made.</p>	<p>DK/AB and Year 1 teachers</p>	<p>Summer 2020</p>
<p><b>A – progress from EYFS to end of KS1 – writing</b></p>	<p>Weekly handwriting and spelling interventions in Year 2 to help children reach age-related expectations in writing.</p>	<p>Children who are at risk of not reaching age-related expectations based solely on their handwriting and spelling are identified and supported in small group setting.</p> <p><b><u>EEF toolkit – +4 months additional progress for Small Group Tuition</u></b></p>	<p>Children will be assessed and monitored against Year 2 interim standards. Internal and external moderation will be used to confirm judgements.</p>	<p>CL</p>	<p>Summer 2020</p>
<p><b>A – progress from EYFS to end of KS1 – maths</b></p>	<p>Maths intervention aimed at children working below ARE. Sessions focus on number sense and the four operations.</p>	<p>Number sense, mathematical fluency and confidence are barriers to progress for this group of children.</p> <p><b><u>EEF toolkit – +4 months additional progress for Small Group Tuition</u></b></p>	<p>Children will make progress in key areas where there were gaps. Working walls and test results will show impact.</p>	<p>SV/KM</p>	<p>Summer 2020</p>
<p><b>A – progress from EYFS to end of KS1 – reading</b></p>	<p>Where appropriate reading comprehension booster for Year 2 children aimed specifically on understanding texts and answering related questions.</p>	<p>Support for children who are able to decode words using phonics strategies but who currently have limited practice of answering questions at home.</p> <p><b><u>EEF toolkit +5 months for Reading Comprehension Strategies,</u></b></p>	<p>Improved responses to comprehension questions during guided reading (observed by the class teacher). Working walls and test results will show impact of intervention.</p>	<p>CL/CM SLT</p>	<p>Summer 2020</p>
<p><b>A – progress from EYFS to end of KS1</b>  <b>B – Children who are SEN as well as disadvantaged will make accelerated progress due to effective, targeted interventions</b></p>	<p>Daily Speech and Language sessions take place focusing on targeted gaps. Each child has an individualised plan with targets and actions which have been developed following speech and language assessments.</p>	<p>Bespoke sessions delivered by TAs using materials provided by Speech and Language service.</p> <p><b><u>EEF research – 5+ months additional progress on average for 1:1 tuition as an intervention</u></b></p>	<p>Children make progress towards specific targets. Regular internal and external assessments take place to inform next steps.</p>	<p>SENCO/DH</p>	<p>Half termly</p>

<p><b>D - Improvement in learning behaviours where children will be able to emotionally self-regulate and engage with adults and peers positively</b></p>	<p>As required strategies such as Art therapy, Theraplay, Crisis Prevention support and bereavement counselling used to support specific emotional needs of vulnerable children.</p> <p>Increased use of Motional to support children with emotional needs within classroom and Team approach.</p>	<p>Links made with parents to discuss emotional needs of children prior to support commencing.</p> <p><b><u>EEF Toolkit – Social and Emotional Learning +4 months additional progress</u></b></p>	<p>Art therapy, Crisis Prevention and Theraplay takes place for a specified number of weeks with planned outcomes. Bereavement counselling will take place for as long as necessary.</p> <p>Reduction in outbursts or poor learning behaviour will evidence the impact of the support.</p> <p>Increased use of Motional to support children with emotional needs within classroom and Team approach leads to ability to self-regulate and use a range of calming techniques.</p>	<p>SLT and SENCO/TAPs</p>	<p>When required</p>
<p><b>D - Improvement in learning behaviour where children will be able to emotionally self-regulate and engage with adults and peers positively</b></p>	<p>Lunchtime support club. Aim is to improve pre, during and post lunchtime behaviour to reduce number of incidents. Focus is on understanding where anger comes from and learning techniques to manage and control it in certain situations.</p>	<p>Support is provided to try to develop a range of different techniques to control emotions and to self-regulate to reduce the number of incidents with peers particularly at playtime.</p> <p><b><u>EEF Toolkit – Behavioural Interventions +3 months additional progress and Social and Emotional Learning +4 months additional progress</u></b></p>	<p>Impact will be measured through a reduction in playground incidents recorded in class behaviour logs.</p>	<p>DK/AB/TAPs</p>	<p>Daily</p>

<b>iii Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>G – The attendance of disadvantaged pupils improves</b>  <b>H - Early help strategies will be offered to families</b>	Reduced fees for breakfast club for disadvantaged pupils. If there are attendance/punctuality issues, children will be encouraged to attend breakfast club.	Having a healthy breakfast is key to ensuring that children are ready to learn. It is also a strategy to improve attendance and wellbeing.	Registers are kept showing which children are attending breakfast club. Links are made via PP champion.	DK	Termly
<b>H - Early help strategies will be offered to families</b>	Uniform vouchers offered for all disadvantaged pupils - in Autumn term and in Spring/Summer	Although there is no specific evidence that having a school uniform has a positive impact on progress, we feel that it is important that all children should feel part of the school and wearing the correct uniform is therefore important.	Records are kept showing who has used the uniform vouchers.	SBM	Summer 2019