



Pupil premium statement

Strategy 2017-2018

The pupil premium funding is given to schools to support eligible groups of children. This school receives a Pupil Premium allocation of funding for each child who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years as well as for any Looked After Children, adopted or children of service parents. We are required to publish up to date information online about how we use the premium as part of our pupil premium strategy.

The philosophy behind our strategy is that we recognise that some designated pupil premium children may have differences in their experiences and levels of support. Our aim is to support children whatever their barriers may be; environmental, social, economic or learning.

We aim to provide experiences, support and resources to make sure that these children can make as much progress as other children with similar starting points and thus to 'narrow the gap'.

We believe that we need to develop every child's independence in learning, their self-esteem and their speech and communication. It is also of vital importance that they are given emotional support so that they can develop as learners and fulfil their potential.

Summary information

Academic Years	Nos on roll	Number of pupils eligible for PP in each year	Total PP budgets		
2015/16	137	10	£6,684		n/a
2016/17	140	6	£10,560	Date of most recent PP Review	Sept 2017
2017/18	122	7	£9,240	Date for next internal review of this strategy	Sept 2018

NB: * indicates data for disadvantaged children nationally.

2017 attainment at Key Stage 1 – meeting expected standards

%	Reading				Writing				Maths			
	Number	School	National	Difference	No	Sch	Nat	Diff	No	Sch	Nat	Diff
All children	33	70	76	-7	33	45	68	-23	33	70	75	-5
Disadvantaged	0											



2017 attainment at Key Stage 1 – working at greater depth												
%	Reading				Writing				Maths			
	Number	School	National	Difference	No	Sch	Nat	Diff	No	Sch	Nat	Diff
All children	33	18	25	-7	33	6	16	-10	33	9	21	-12
Disadvantaged	0											

2017 attainment at EYFS				
% Good level of Development	Number of children	School	National	Difference
All pupils	30	70	71	-1
Disadvantaged	0	-	-	-

In school barriers to attainment for pupils eligible for PP	
Speech and language	<p>When they start school many children have expressive and receptive language, below or well below what is expected for their age. They may find it difficult to understand simple instructions or answer simple questions and can't easily communicate their needs. Often their speech is indistinct and words mispronounced. This means that it is even harder to learn to read, to write, and to apply the phonics they learn at school.</p> <p>Baseline information collected when children start school shows this. We work hard to help children overcome their difficulties but are sure that our average results in the Y1 phonics screening are a reflection of these poor starting points in S&L.</p>
Fine and gross motor skills	<p>Baseline assessment in Nursery shows that many children enter school with poor motor skill development. Many are unable to hold a pen or pencil correctly and find any kind of mark-making very tricky. This is a focus in Nursery but with little support from the home environment it is hard to establish good habits.</p>
Social skills and confidence	<p>Many children continue to find it hard to mix socially. Some find collaborative working, sharing, following instructions etc. very difficult. We place a special value on 'home visits' before children begin in Nursery and are very conscious of the limited experiences some children have had.</p> <p>We work hard to develop strong working relationships with parents from the start of their involvement with this school. We have good</p>



	links with other pre-school settings and communicate with them regularly so that we can be prepared for any 'issues' that may arise. We use nurture provision to help to develop social awareness and children's confidence.
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External barriers to attainment for pupils eligible for PP	
Lack of support for learning at home	Some children do not have the resources they need to support learning at home. Support for children in the form of time is also often in short supply when parents need to work long or unsocial hours
Lack of extra curricular activities and experience	Before they start school some children have had few opportunities to mix with other children in activities outside their homes and find it hard to acclimatise when they start. Some are also less inclined to join in community activities, even after they have started school and their experience of the wider world can thus be limited.
Homes where additional support is needed	Children's learning can often be compromised by problems at home. This could be to do with housing, money, bad behaviour, illness and other family problems. We actively encourage parents to take advice and seek help whenever they need it and the school provides a first point of contact for many families in need.

Quality 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?	When will you review implementation?
Improved oral language skills in Reception	Staff training on Speech, Language and Communication in Early Years Adults model effective communication and encourage children to speak with clarity. All classes have daily phonics teaching with group support for those who need	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days and staff meeting times to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.	In June 2018

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Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils.	High ability pupils eligible for PP are making less progress than other higher attaining pupils. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	June 2018
Improved fine and gross motor skills in Nursery and Reception and therefore in older children	Renewed focus on pencil grip and stages of development. Provision of more fine motor activities such as Funky Fingers; provision of more tool work in Forest School	Poor pencil grip makes learning to join handwriting much harder than it needs to be. Joined HW is essential to attain GD at KS1.	Through training and constant monitoring. Briefing of support staff and consistency of approach.	Every term.

Targeted support				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
Improved oral language skills in reception	TAs follow advice from SLT professionals and provide 1:1 support in all classes. Sound Discovery, Literacy and Numeracy Workboxes, and Nesy, all used to support language development.	Some of the students need targeted support to catch up. These are programmes which have been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Jun 2018
Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Mar 2018

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Improved fine and gross motor skills in Nursery and Reception and therefore in older children.	Embed this as part of quality first teaching	We know that good fine motor skills are essential for joined handwriting, piano playing and many other activities and occupations.	A TA in each class will be given responsibility for encouraging children to develop good habits and monitoring their progress. Reporting back to teacher periodically	termly
Social and emotional development	TA lead nurture interventions to manage issues arising. Boxall Profile used to inform nature of support or intervention needed for each individual child. PSHE sessions run throughout the school by the same teacher providing a consistency of approach and a common understanding. Strong focus on values teaching and support for children.	Children who have developed good behaviours for learning can work independently and develop successful relationships and friendships, achieve well and are happy learners and members of the community.	Monitoring via drop ins and staff meeting discussion. PSHE subject leader to feed back in staff meetings Pupil voice surveys Peer observation	

Other support which helps remove external barriers
<ul style="list-style-type: none"> • Home visits from nursery staff for every new child joining the school • Access to Early Help, Engage, Aylsham and Reepham Children's Centre, cluster PSA • Open door policy, so parents can come in to school and meet teachers and other staff whenever they want • Reading challenges, encouraging parental engagement in vital learning • Reading weeks where parents come in to share reading at the beginning and end of each day • Family learning days and events • Support for paid for clubs run by external providers • Support for trips and school clubs when appropriate