



Pupil Premium Strategy Statement 2018-19

1. Summary Information					
School		Stocksbridge Nursery Infant School			
Academic Year	2018-19	Total PP Budget	£55340	Date of most recent PP review	June 19
Total number of pupils	247	Number of pupils eligible for PP	52		

Pupil Premium Funding 2018/19 (January Census 2018)				
	FSM/Ever 6	Service	Previously CLA	CLA
Amount per pupil	£1320.00	£300.00	£2300	£1900.00
Number of children	32	1	3	3
Projected income	£42 440	£300	£6900	£5700
	£55 340			Funded through epep via Virtual Schools.

Pupil Premium Children												
	2018/19						2017/18					
	PP Children	PP Boys	PP Girls	PP % SEND	TOTAL NOR	PPG %	PP Children	PP Boys	PP Girls	PP % SEND	TOTAL NOR	PPG%
	Nursery	2	0	2	0	38	5	4	2	2	0	45
Reception	7	5	2	20	64	11	19	11	8	32	88	22
Year One	18	11	7	39	88	20	14	1	13	21	57	25
Year Two	14	1	13	21	58	24	19	11	8	37	71	27
Totals	39	17	22	25	210	19	56	25	31	20	261	21



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2a. Current attainment: Key Stage 1 SATs 2018			
% pupils achieving at least the expected standard by the end of KS1	Pupils eligible for PP (19 pupils)	All pupils	National average All /Non PP
% achieving the expected standard in reading	50	73.5	79
% achieving the expected standard in writing	50	72.1	74
% achieving the expected standard in mathematics	66.7	79.4	80

2a. Current attainment: Key Stage 1 SATs 2019 - provisional			
% pupils achieving at least the expected standard by the end of KS1	Pupils eligible for PP (14 pupils)	All pupils	National average All /Non PP
% achieving the expected standard in reading	44	71	
% achieving the expected standard in writing	50	69	
% achieving the expected standard in mathematics	50	72	

2b. Phonics check 2018			
	Pupils eligible for Pupil premium (? pupils)	All pupils	National average
% Pass	67	78	82

2b. Phonics check 2019 – provisional			
	Pupils eligible for Pupil premium (? pupils)	All pupils	National average
% Pass	48	76	



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2c. EYFS 2018			
	Pupils eligible for Pupil premium (? pupils)	All pupils	National average
% of children that achieved GLD	56	76	72
% at expected for reading	64	69	77
% at expected for writing	55	64	74
% at expected for mathematics	46	69	78

2c. EYFS 2019 - provisional			
	Pupils eligible for Pupil premium (? pupils)	All pupils	National average
% of children that achieved GLD	33	69	
% at expected for reading	50	71	
% at expected for writing	42	72	
% at expected for mathematics	58	82	



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3. Barriers to Future Attainment	
Internal barriers (issues which require action inside school, such as poor oral language skills)	
A. Lower prior attainment on entry attainment in English	<ul style="list-style-type: none"> • Some of our disadvantaged children have poor literacy skills • 52% of our disadvantaged children have SEND. • Data analysis shows in school gaps between the attainment of non-disadvantaged pupils compared to disadvantaged in English.
B. Attitudes and approaches to learning	<ul style="list-style-type: none"> • Difficulties developing independent learning strategies as well as engagement for learning. • Some children lack motivation to learn.
C. Poor concentration, low levels of self-esteem and confidence	<ul style="list-style-type: none"> • 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.
External barriers (issues which also require action outside school, such as low attendance rates)	
D. Social deprivation and wider needs	<ul style="list-style-type: none"> • Complex home situations that affect children's well-being in school. • Poor early experiences resulting in poor listening and concentration skills, lack of language. • 64% of our children have experienced one or more ACEs in their early life. • Families who face economic challenges.
E. Parental engagement to support their child's learning	<ul style="list-style-type: none"> • 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.
F. Attendance	<ul style="list-style-type: none"> • Some of our disadvantaged pupils have poorer attendance, which is contributing to lower than expected progress. 57% of our disadvantaged pupils have attendance less than 93%



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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.		£25 003
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 Reading recovery		Staff - £21064 Beanstalk Volunteers - £1300 Volunteers - £0

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	Children will have weekly access to the Jigsaw PSHE programme.	All pupils	£1000



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class. Children will be able to use strategies to gain support other than the class teacher and apply those independently.	Books linked to Jigsaw will be used in shared reading sessions to maximize use of time.		
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.	£7600



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Supporting internal barriers: academic outcomes			
C. Concentration, self-esteem and confidence.			
Success criteria	Overview of provision	Pupils	Cost
Staff will be able to identify children with poor working memory and apply a range of strategies to make reasonable adjustment.	Bespoke training from Fusion teaching school.	Identified pupils	£350
Children will experience fun through playing games.	Classes and specific groups of children will play games with Chris Standley each week	All and identified	As above
Nurturing principles will be used throughout school by all staff.	Julie Hough will deliver refresher training on nurture principles to all staff. Jigsaw – as above Healthy Minds – engagement with project to support those children with mental health needs in school.	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.	£200
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	Time = 1.5 hour per pupil 3-6 times per year.
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.	£16 607

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.
			£73 121