



Ashcroft Infant and Nursery School Pupil Premium Strategy Plan September 2019

The Pupil premium grant is given to schools to close the attainment gap between disadvantaged pupils and their peers, and to support pupils with parents in the armed forces.

Schools receive money for each pupil of compulsory school age who fits the eligibility criteria. There are five categories of eligibility, with different amounts of funding attached.

The grant is allocated in line with the financial year, which begins in April. Allocations are based on data from the previous January census. If an eligible pupil joins after the census, the school does not receive their allocation until the following year.

Schools can spend the grant as they see fit, it is to demonstrably improve the attainment of eligible pupils. Schools do not need to spend an equal amount on each pupil, or fund interventions that benefit only eligible pupils.

Review of the 2018 -2019 academic year		Total pupil premium allocation for 2018 - 2019: £3960 Based on Ever 6 eligibility for the January census 2018	
EYFS	Cohort	Pupil Premium	
GLD	72%	N/A	
Phonics			
Y1	83%	N/A	
Y2	90%	100%	
KS1	Cohort	Pupil Premium	
Reading	79%	100%	
Writing	64%	100%	
Maths	71%	100%	

Below is an outline of the proposed pupil premium fund spend for 2019-2020 and the intended outcomes:

Pupil premium objectives for 2019 -2020	Total pupil premium allocation for 2019 - 2020: £2640 Based on Ever 6 eligibility for the January census 2019
<p>Spending is based on the Education Endowment Fund's Guide to Pupil premium which advises a tiered approach to pupil premium spending. A tiered approach should help schools to balance their approach to improving teaching, targeted academic support and wider strategies.</p> <ol style="list-style-type: none"> Teaching: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Targeted academic support: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom 	

teaching, is likely to be a key component of an effective Pupil Premium strategy.

3. **Wider strategies:** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

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?
Teaching					
All teachers are effective in providing quality first teaching to all children	Regular staff CPD to develop understanding of how children learn. Development of spiral curriculum to ensure skills are taught in a logical sequence that shows clear progression.	To ensure all children receive quality first teaching as this is proven to be the most effective factor in all children making progress	Arrange appropriate CPD and support. Monitoring of teaching, learning, assessment and progress.	SLT All subject leads	Termly
Estimated Cost: £1000					
Targeted academic support					
Accelerated progress in reading, writing and maths for all PP children	Staff to deliver small group interventions	Pupil Premium pupils at the end of KS1 have not consistently achieved in line with their cohort in reading, writing and maths. The use of evidence-based interventions will provide the best chance of closing the gap	Regular and robust monitoring of the impact of interventions by SENCo	SENCo	Termly analysis and report to HT/Governors by SENCo Every six weeks for interventions

Estimated Cost: £1000

Wider strategies

All barriers to learning are removed through regular monitoring and support – i.e. attendance analysis, SEMH support	Office manager to analyse attendance on a weekly/half termly/termly basis Staff to support children through various strategies to overcome emotional barriers	Low attendance is a proven barrier to academic success Children are unable to learn if they are not ready emotionally.	Attendance analysis is reported to the HT regularly Monitoring of Emotion Coaching strategies by SENCO and reported to governors in SEN termly report	HT/Office manager SENCo	Weekly % of each class attendance Half termly analysis by office manager to HT Termly analysis by Office Manager to HT/Govs Termly Every six weeks for interventions
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Estimated Cost: £640