

Sunshine Infant and Nursery School

Pupil premium strategy statement:

1. Summary information					
School	Sunshine Infant and Nursery School				
Academic Year	2018/19	Total PP budget	£139,920	Date of most recent PP Review	June 2018
Total number of pupils	177	Number of pupils eligible for PP	113	Date for next internal review of this strategy	June 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP national average in 2017</i>
% achieving expected standards in R, W and M combined at KS2	NA	67%
% achieving high standards in R, W and M combined at KS2	NA	11%
% achieving expected (high) standard in reading KS2	NA	77% (25%)
% achieving expected (GD) standard in writing KS2	NA	81% (21%)
% achieving expected (high) standard in maths KS2	NA	80% (27%)
61% achieving expected standards in reading (GD in reading) at KS1	59% (21%)	79% (28%)
42% achieving expected standards in writing (GD in writing) at KS1	35% (5%)	72% (18%)
59% achieving expected standards in maths (GD in maths) at KS1	43% (12%)	79% (23%)
63% achieving GLD in EYFS	66%	77%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Speech, language and communication skills are poor and lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years
B.	Limited experiences outside school of visiting places of interest to will stimulate discussions and imagination
C.	Many of the PP pupils are SEND
D.	Behaviour and emotional difficulties are more challenging for many pupils eligible for PP
E.	Attainment gap between eligible and non-eligible pupils in maths is increasing

External barriers		
F.	PP attendance (whilst improving) is not yet at the same standard of the other pupils. PP are over represented with persistent absence	
G.	Social difficulties experienced by families including housing, finance, family literacy, parental anxieties and various safeguarding aspects	
H.	The vast majority of pupils come from homes with limited experiences of higher education and/or employment may therefore have low aspirations for their futures	
I.	Vulnerable families unable to access support during school holidays e.g. clubs due to cost or reduced funding.	
J.	Increasing health concerns due to lack of breakfast, poor diets, lack of exercise and increasing weight is impacting on future of pupils	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve speech, language and communication skills for pupils eligible for PP	Continue to increase proportion of PP pupils (than non-PP nationally) achieving GLD in EYFS. Increase in % of children achieving ARE in reading particularly at KS1 so the gap with national is reduced
B.	Improve the experiences of PP pupils so that they can contribute productively to class discussions and improve the content and therefore standards of their writing	Attainment in writing at the end of KS1 shows an improvement and the attainment gap when compared to all pupils nationally is reduced by Summer 2019 (in line with non-PP nationally by 2021) The proportion of PP pupils achieving Greater depth continues to match that found in the rest of the cohort by summer 2019
C.	SEND pupils are well supported and make good progress across the school	Early identification for pupils with SEND and high quality support ensures they make good progress from their starting points
D.	Pupils are confident and resilient to tackle new learning, emotional wellbeing and behaviour is improved	Improved results across the school Improved emotional wellbeing of pupils Improved confidence and self-esteem Incidents of poor behaviour reduced
E.	Improve the support and confidence of PP pupils in developing and applying mathematical skills to oral questions	Increased attainment in maths at the end of KS1 (summer 2019)
F.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP in KS1 to 10% or below. Overall PP attendance improves and by Summer 2019 is at least 95.5%

G.	Ensure those families who require support and advice have the confidence to come into school and receive necessary support	Greater number of families engaging with school and feeling supported, resulting in improved attendance, engagement of parents with the school (attendance at parents evenings)
H.	Aspirations of pupils are raised. Visitors to school and educational visits inspire pupils to value education and to believe in their ability to achieve	Increase in pupils' motivation and risk taking with their learning. Pupils develop confidence in leadership skills and public speaking. Pupil's inspired by role models from public life
I.	Vulnerable families are supported during main holiday when school is closed. Attendance at holiday clubs ensure pupils are supported during the summer holiday. Respite provided for identified families.	Pupils' emotional wellbeing is maintained during holiday time. Support is provided for struggling families – both emotionally and financially during holiday
J.	Pupils have a calm and healthy start to the day	Concentration levels increase Pupils develop knowledge of the importance of a healthy and balanced diet Pupil's physical and emotional wellbeing improved Incidents of poor behaviour reduced

5. Planned expenditure

Academic year	2018/19				
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?
A Improved oral language skills	<p>Staff training on consistent modelling of accurate use of language</p> <p>Promote 'talk with' not 'talk to' ethos around the school</p> <p>Promote speaking and listening within EYFS</p> <p>To ensure personalised programmes for identified pupils are being carried out weekly to improve their speech and language.</p> <p>Taking part in NELI project in EYFS</p> <p>Taking part in Research project for Abracadabra</p>	<p>To ensure pupils are surrounded by the correct use of language and provide them confidence to express themselves.</p> <p>To provide pupils with the language tools to support them in their reading comprehension and application in writing</p> <p>Pilots and initial research results indicate improved language, reading, comprehension and writing skills</p>	<p>Regular staff training</p> <p>Peer observations</p> <p>Monitoring of pupil's language development in EYFS and outcomes in reading and writing across the school</p> <p>Provide opportunities for public speaking and presentations to other pupils/audiences</p> <p>Working alongside and supported by research teams at Oxford and Nottingham along with local teaching school</p> <p>NHS support for those with most need</p>	SC/NB/VT	June 2019
B Stimulating learning experiences help develop imagination and language	<p>Regular visit to enhance learning in topics</p> <p>Visits or visitors to the school to extend learning</p>	<p>Pupils will be able to develop their language through discussions of different experiences and this will lead to improvement in vocabulary and ideas within their written work.</p>	<p>Joint staff planning</p> <p>Staff training</p> <p>Modelled lessons</p> <p>Coaching to improve the quality of teaching across the school</p> <p>Curriculum planning incorporates purposeful and stimulating trips that inspire and promote talking opportunities</p>	MH/LB	June 2019

<p>C The needs of SEND pupils are met within the classroom and these pupils make good progress</p>	<p>Early identification of SEND needs in EYFS or ASAP following entry to school</p> <p>Bespoke support for identified pupils.</p> <p>External specialist SEN support</p>	<p>To support PP pupils with combined barriers to learning to access the curriculum.</p>	<p>Accurate identification of need and targets intervention/support. Rigorous monitoring of the provision and progress made by these pupils. Updated provision mapping Staff training. Available resources Regular monitoring of the quality of learning in books and through discussions with pupils.</p>	<p>VT/SC/NB /MH</p>	<p>June 2019</p>
<p>D Pupils are confident and resilient to tackle new learning</p>	<p>Exciting and engaging curriculum and access to learning Subsidising educational visits PPTSM support for identified vulnerable pupils Effective deployment of support staff to assist pupils in their learning Wishes and Feelings work carried out by PPTSM Mental health screening by PPTSM My Star work carried out by PPTSM</p>	<p>Pupils will engage and be motivated in their new ways of learning.</p> <p>Accelerated progress made by vulnerable children as they develop positive attitudes to learning</p> <p>Research shows growing impact of emotional health on pupil's progress and attainment</p> <p>Early Help process recommends Wishes and Feelings and My Star exercise with vulnerable pupils</p>	<p>Monitoring teaching and learning</p> <ul style="list-style-type: none"> • Close monitoring of progress • Pupil work scrutiny • Discussions with pupils • Lesson observations show evidence of challenge and engagement <p>Monitor for an increase in standards across all year groups</p> <p>Staff training on issues of childhood mental health</p> <p>Increased support purchased form Educational Psychologist</p>	<p>DA/SLT/LB</p>	<p>June 2019</p>

<p>E. Improve the support and confidence of PP pupils in developing and applying mathematical skills to oral questions</p>	<p>Further develop and implement Big Maths across the school</p> <p>Targeted support for identified pupils</p> <p>Intervention during the day to address key issues on a one to one basis</p>	<p>Impact of Big Maths nationally on raising attainment</p> <p>Misconceptions addressed individually via intervention more likely to be overcome</p>	<p>Monitoring teaching and learning</p> <ul style="list-style-type: none"> • Close monitoring of progress • Pupil work scrutiny • Discussions with pupils • Lesson observations show evidence of challenge and engagement <p>Monitor for an increase in standards across all year groups</p>	<p>MH/NB</p>	<p>June 2019</p>
<p>H. Aspirations of pupils are raised. Visitors to school and educational visits inspire pupils to value education and to believe in their ability to achieve</p>	<p>Specialist provision in PE</p> <p>Relevant learning experiences enhanced with external visits and visitors</p> <p>Opportunities for pupils to learn about professional careers through topics</p> <p>Open days for parents/ training parents on curricular expectations.</p> <p>Regular coffee mornings to engage parents.</p>	<p>Pupils usually aspire to known careers usually that of members of their family, regardless of age. With a very low proportion of pupils from families with higher or further education or employment they have limited knowledge of the possible careers available to them.</p> <p>Through the development of the curriculum pupils will be exposed to a wider range of discussions and experiences.</p>	<p>Curriculum map showing the range of learning opportunities.</p> <p>Pupil Surveys show clear aspirations for the future</p>	<p>SLT</p>	<p>June 2019</p>
<p>Total budgeted cost</p>					<p>*****</p>

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?
A Improved oral language skills	<p>Speech and Language intervention and support in classrooms.</p> <p>Parent workshops/Family Literacy</p> <p>NELI training for staff</p> <p>Re-introduce Big Talk</p>	<p>Some of the pupils need targeted support to catch up by reading regularly to an adult and develop language skills to discuss.</p> <p>Research shows that regular reading and reading for pleasure is a life skill which pupils can build on</p>	<p>Regular monitoring of reading records and termly progress meetings.</p> <p>To ensure there is an increase in ARE attainment in reading and writing and those working at a greater depth</p>	SC/NB/MH	June 2019
E. Improve the support and confidence of PP pupils in developing and applying mathematical skills to oral questions	<p>Targeted support for identified pupils</p> <p>Intervention during the day to address key issues on a one to one basis</p>	<p>Impact of Big Maths nationally on raising attainment</p> <p>Misconceptions addressed individually via intervention more likely to be overcome</p>	<p>Monitoring teaching and learning</p> <ul style="list-style-type: none"> • Close monitoring of progress • Pupil work scrutiny • Accelerated progress of identified pupils 	MH/NB	June 2019

<p>F. Increased attendance for pupils eligible for PP</p>	<p>Targeted support and challenge to families to improve attendance.</p> <p>Rewards and incentives to improve attendance of PP children.</p> <p>Support from Home – school link worker PPTSM</p> <p>Additional support from EWO</p> <p>Additional support purchased from EWO</p> <p>Visits to homes when attendance is not notified</p> <p>Use of taxi in specific circumstances to ensure pupils attend school</p>	<p>PPTSM who supports targeted families to provide support and advice to parents with attendance and working with outside agencies.</p> <p>Closer working with EWO provides a common message concerning the importance of good attendance</p> <p>Visits to homes has increased attendance rates in previous years</p>	<p>Increase in attendance of PP pupils</p> <p>Reduction of PA of PP pupils</p> <p>Greater number of families engaging with school and feeling supported, resulting in improved attendance</p>	<p>DA</p>	<p>July 2019</p>
<p>G. Ensure those families who require support and advice have the confidence to come into school and receive necessary support</p>	<p>Weekly safeguarding meetings to discuss vulnerable families and identify support required</p> <p>PPTSM, HT, DH present on school gates each day</p>	<p>Parents/Carers are more likely to ask for help from familiar and approachable staff</p> <p>All issues immediately identified and monitored, strategies discussed</p>	<p>Case studies of supported families show improved behaviour, progress and attainment of pupils</p> <p>Attendance at parent/carer workshops increased</p> <p>Attendance at meetings increased</p>	<p>DA/SC/NB</p>	<p>July 2019</p>
<p>Total budgeted cost</p>					<p>*****</p>

iii. 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?
F Families who require support and advice have the confidence to come into school and receive necessary support	Parents have a first point of contact through PPTSM offering advice and support on a range of domestic issues and provide links with the support agencies	PPTSM who advises families and provides support helps to engage hard to reach families. Closer working with EWO provides a common message concerning the importance of good attendance	Monitoring of data to record number of families supported, improved attendance and links with local and school community. Ensure the PPTSM receives up to date training. Parental questionnaires to monitor impact.	DA	July 2019
I. Vulnerable families are supported during main holiday when school is closed. Attendance at holiday clubs ensure pupils are supported during the summer holiday. Respite provided for identified families.	Parents have a first point of contact through PSA offering advice and support on a range of domestic issues and provide links with the support agencies	Parent Support Advisor who advises families and provides support helps to engage hard to reach families. Closer working with EWO provides a common message concerning the importance of good attendance	Monitoring of data to record number of families supported, improved attendance and links with local and school community. Ensure the PSA receives up to date training. Parental questionnaires to monitor impact.	DA	July 2019
J. Pupils have a calm and healthy start to the day	Provide free healthy breakfast each day Become point of contact for issuing food bank vouchers	Evidence shows importance of a healthy and nutritious start to the day in improving concentration Childhood hunger is an increasing issue Research links poor behaviour to hunger or erratic start to the school day	Punctuality and attendance increased Children's health and fitness improves Pupils have knowledge of how to stay healthy	DA	July 2019
Total budgeted cost					Approx £10,000

***** (not published due to salaries)

6. Additional detail

Impact and expenditure on Early Years Pupil Premium 2017/18 and planned expenditure 2018/19 can be found online at:
www.sunshine.walsall.sch.uk

7. Review of expenditure and impact

Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Increase GLD in Reception	2 x additional L2 TAs provided targeted intervention in RWM	GLD increased from 58% to 63%. No gap between pupils eligible for PP and those not eligible.	This approach will continue. Pace needs to increase to ensure all pupils are targeted every day.	*****
B. Maintain national average pass rate in Y1 Phonic Screening and ensure no attainment gap between PP and non PP pupils	1 x HLTA to provide targeted intervention in phonics Increase number of phonic groups to ensure	Staffing issues and pupil mobility impacted upon the results negatively. No gap in pass rate between those eligible for PP and those not eligible Pupils reaching required standard at the end of KS1 remains in line with national pass rate.	HT will need to provide intervention or RWI cover if staff absent to ensure intervention takes place and pupil's learning is not disrupted	*****
C. Increase the amount of PP pupils achieving Greater Depth in Reading at the end of KS1.	2 x additional L2 TAs provided targeted intervention in Reading	KS1 – Greater depth increased in all pupils to 19% - 21% of PP pupils achieving GD	Intervention now needed in maths as a significant gap is evident in attainment between PP and non PP pupils.	*****

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve speech, language and communication skills of identified pupils. Ensure those pupils that fail to attend appointments are targeted in school	TA to provide speech, language and communication support continuously throughout the day Additional support from NHS	Support helped address some issues, however some parents/carers refused to allow support to be given. Progress and attainment of vast majority improved in all areas of the curriculum.	TA absence meant additional support from NHS proved to be as effective. Next year we would increase NHS support and use TA in one of research studies	**** Service Level Agreement with NHS
Improve attendance and punctuality of pupils	Increase support from EWO Use PPTSM to continue to monitor attendance and challenge/support identified families High Street Vouchers for one pupil from each class every week who achieves 100% - promoted in	Attendance improved for vast majority of pupils. Persistent absenteeism from families with historical background of poor attendance has impacted upon school attendance rate for the year. PPTSM awarded prize for outstanding support of families. Pupil's whose class never wins an attendance prize now have the opportunity to achieve a voucher.	Continue to promote the importance of good attendance on pupil's educational and emotional wellbeing Could this be rolled out to congratulate parents/carers once every half term?	Service Level Agreement with Education Welfare Officer ***** £1600

Support and improve behaviour issues of identified pupils	Increase support from Educational Psychologists	Behaviour support has engaged with some pupils but support from EP has had little impact	Look elsewhere for EP support as Walsall LA have continually failed to meet the requirements of SLA purchased	Behaviour Support Service Level Agreement Educational Psychologist Education Welfare Officer
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Tackle childhood hunger. Ensure children are ready to learn. Reduce lateness	Breakfast Club	Yes – Numbers of pupils attending has increased across the school, reducing lateness. Targeted families directed towards provision and attendance monitored. Pupils ready for school	Provision needed five days a week rather than three. May need to increase resources over next year to cope with demand	£5000
All pupils enjoy a variety of engaging trips	Subsidise cost of trips	All pupils have participated in trips during the school year	An increasing number of parents/carers are not paying any voluntary contribution, resulting in one trip being cancelled. The amount we subsidise may need to increase	Subsidised trips £3000