

# Pupil Premium Strategy Statement: Watford Field School Infant and Nursery



1. Summary information					
<b>Watford Field School Infant and Nursery</b>					
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£35, 830.50	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	242	<b>Number of pupils eligible for PP</b>	31 (5 EYFS)	<b>Date for next internal review of this strategy</b>	Jan 2018
2. Current attainment					
<b>Attainment for: 2015-2016 (6 pupils) Whole school</b>			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school/national End of Y2)</i>	
<b>% achieving expected standard or above in reading, writing and maths</b>			83%	75.5%	
				School	National
<b>% achieving expected standard or above in reading</b>			100%	83%	78%
<b>% achieving expected standard or above in writing</b>			100%	79%	70%
<b>% achieving expected standard or above in maths</b>			83%	83%	77%
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A	Pupils eligible for Pupil Premium (PP) often enter the Early Years with poor oral language skills 66.6% of pupils eligible for PP entered the Early Years below Age Related Expectation (A.R.E) in Communication and Language (CL)				
B	Our PP children often have additional barriers to learning such as SEND and/or EAL, which can hinder progress 43.3% of pupils eligible for PP have English as an Additional Language and 20% of pupils eligible for PP have a Special Educational Needs or Disability				
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>					
D	Attendance and punctuality of pupils eligible for PP needs to be improved to at least 96%				
E	60% of PP children display low or medium levels of wellbeing				

#### 4. Desired outcomes

<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
<b>A.</b>	Pupils within the Early Years will make accelerated progress from their starting points in Communication and Language (CL)	Pupils in the Early Years who are eligible for PP will make accelerated progress from their starting points to reach at least Age Related Typical Attainment by the end of the EYFS in Communication and Language
<b>B.</b>	Pupils within Year 1 who are eligible for PP will make accelerated progress from their starting points in Reading, Writing and Maths to reach Age Related Expectation by the end of Key Stage 1	Pupils in Year 1 who are eligible for PP will make accelerated progress from their starting points in Reading, Writing and Maths to reach Age Related Expectation by the end of Key Stage 1
<b>C.</b>	To support the Year 2 pupils who are eligible for PP in the development of improving their PSHE skills to have a positive impact on their attainment in Reading, Writing and Maths.	For the pupils in Year 2 to be given additional opportunities to improve their PHSE skills in order for them to reach Age Related Expectation or above by the end of the academic year.
<b>D.</b>	To ensure persistent absences and lateness of pupils eligible for PP will be significantly reduced to ensure pupils attendance is at least 96%	Persistent absences and lateness of pupils eligible for PP will be significantly reduced to ensure pupils attendance is at least 96%
<b>E.</b>	For the Wellbeing (WB) of pupils who are eligible for PP to improve.	Pupils Wellbeing scores will have improved from low to medium or from medium to high. Pupils PSHE skills will improve

**Planned Expenditure 2016-17**

**i. Quality of teaching for all**

**Review Date: July 2017**

Desired Outcome	Chosen approach/action	Evidence and Rationale	How will you ensure it will be implemented well?	Staff Lead	When will you review implementation?	Cost								
<p><b>A.</b> Pupils within the EYFS will make accelerated progress from their starting points in Communication and Language</p> <p><b>B.</b> Pupils within Year 1 who are eligible for PP will make accelerated progress in Reading, Writing and Maths to enable them to reach Age Related Expectation by the end of Key Stage 1</p> <p><b>C.</b> To support the Year 2 pupils who are eligible for PP in the development of improving their PSHE skills to have a positive impact on their attainment in Reading, Writing and Maths.</p>	<p>Provide all pupils across EYFS and KS1 with first hand opportunities and experiences linked to curriculum themes including:</p> <ul style="list-style-type: none"> <li>- School trips</li> <li>- Visitors to school</li> <li>- High quality resources</li> </ul> <p>These will enhance pupils learning and provide the stimulus to encourage communication and language skills to develop</p>	<p>66.6% of pupils eligible for PP entered the Early Years below Age Related Typical Attainment (ARTA) in Communication and Language (CL)</p> <p>KS1 Pupils eligible for PP need to make accelerated progress in order for them to reach ARE by the end of Key stage 1</p>	<ul style="list-style-type: none"> <li>• Observations of pupils</li> <li>• Ongoing tracking of pupils</li> <li>• Professional discussions with Teachers and Teaching Assistants.</li> <li>• Support from EYFS Teaching and Learning Advisor (TLA)</li> <li>• Half termly monitoring of teaching and learning linked to CL</li> </ul>	<p>Head Teacher</p>	<p>Termly</p>	<table border="0"> <tr> <td>Resources</td> <td>£1,500</td> </tr> <tr> <td>TLA</td> <td>£ 500</td> </tr> <tr> <td>School trips</td> <td>£1,000</td> </tr> <tr> <td>Visitors</td> <td>£ 500</td> </tr> </table>	Resources	£1,500	TLA	£ 500	School trips	£1,000	Visitors	£ 500
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<p><b>B.</b> Pupils within Year 1 who are eligible for PP will make accelerated progress in Reading, Writing and Maths to enable them to reach Age Related Expectation by the end of Key Stage 1</p>	<p>All pupils in KS1 eligible for PP will be able to participate in an after school club to enable them to develop social skills.</p>	<p>60% of KS1 pupils eligible for PP display either Low or Medium wellbeing scores using the Dr Ferre Laevers scales</p>	<ul style="list-style-type: none"> <li>• Class teachers to update pupil's wellbeing scores termly.</li> <li>• Monitoring by Inclusion Leader.</li> <li>• Observation of pupils</li> <li>• Observations of teaching staff delivering intervention</li> <li>• Termly feedback from after school clubs</li> </ul>	<p>Inclusion Leader</p>	<p>Termly</p>	<p>After School Club Cost</p>	<p>£1,500</p>
<p><b>C.</b> To support the Year 2 pupils who are eligible for PP in the development of improving their PSHE skills to have a positive impact on their attainment in Reading, Writing and Maths.</p>	<p>Provide all children with the opportunity to engage in positive play whilst learning new sports skills during the lunch hour</p>	<p>The addition of a sports coach at lunchtime to provide all children in Key Stage 1 with the opportunity to participate in a range of different sports to promote positive play and to develop PSHE skills.</p>	<ul style="list-style-type: none"> <li>• Monitoring of the delivery of the club</li> <li>• Feedback from pupils and staff</li> </ul>	<p>Inclusion Leader/ DH</p>	<p>Termly</p>	<p>First Touch Sports Coach</p>	<p>£2,500</p>

**Total Budgeted Cost    £7,500**

**ii. Targeted Support**

Desired Outcome	Chosen approach/action	What is the evidence and rationale for this choice?	How will you ensure it will be implemented well?	Staff Lead	When will you review implementation?	Cost	
<p><b>A.</b> Pupils within the EYFS will make at least expected progress from their starting points in Communication and Language</p>	<p>Continue to implement Wellcomm in the EYFS as a baseline assessment tool and support programme for pupils working below Age Related Typical</p>	<p>61.5% of pupils eligible for PP entered the Early Years below Age Related Typical Attainment (ARTA) in Communication and Language (CL).</p>	<ul style="list-style-type: none"> <li>• Ongoing tracking of pupils</li> <li>• Observations of pupils</li> <li>• Observation of staff delivering Wellcomm</li> <li>• Professional discussions with</li> </ul>	<p>Inclusion Leader</p>	<p>Half Termly</p>	<p>Nursery Nurse to deliver Wellcomm programme</p>	<p>£5,300</p>

	Attainment (ARTA) in (CL)		<p>teachers and Teaching Assistants.</p> <ul style="list-style-type: none"> <li>• Half termly monitoring of teaching and learning linked to CL.</li> </ul>				
	Target individual pupils not working at age related expectation and develop individual learning opportunities through Precision Intervention Plans (PIPs)	Children assessed as working below age related expectation need a tailored approach to their learning.	<ul style="list-style-type: none"> <li>• Half termly Pupil Progress meetings</li> <li>• Termly monitoring of attainment and progress</li> <li>• Lesson observations</li> <li>• Book looks</li> </ul>	SLT	Half termly	N/A	
<b>B.</b> Pupils within Year 1 who are eligible for PP will make accelerated progress in Reading, Writing and Maths to enable them to reach Age Related Expectation by the end of Key Stage 1	Use of PIPs (Precision Interventions Planning) for those children working 'just' below ARE across the curriculum	To enable PP pupils to make accelerated progress in reading, writing and maths to reach ARE by the end of the key stage	<ul style="list-style-type: none"> <li>• Half termly Pupil Progress meetings</li> <li>• Termly monitoring of attainment and progress</li> <li>• Lesson observations</li> <li>• Book looks</li> </ul>	SLT	Half termly	N/A	
	Implement a Social Communication Intervention Group to provide pupils with the opportunity to develop social skills within a small group	83.3% of Year 1 PP pupils display either Low or Medium wellbeing scores	<ul style="list-style-type: none"> <li>• Pupil's wellbeing scores</li> <li>• Monitoring by Inclusion Leader.</li> <li>• Observations of teaching staff delivering intervention</li> </ul>	Inclusion Leader	Termly	Teaching Assistant to deliver Social Communication Group	£ 750
<b>C.</b> To support the Year 2 pupils who are eligible for PP in the development of improving their PSHE skills to have a positive impact on their attainment in Reading, Writing and Maths.	Implement a Social Communication Intervention Group to provide pupils with the opportunity to develop social skills within a small group	77.7% of Year 2 PP pupils display either Low or Medium wellbeing scores	<ul style="list-style-type: none"> <li>• Pupil's wellbeing scores</li> <li>• Monitoring by Inclusion Leader.</li> <li>• Observation of pupils</li> <li>• Observations of teaching staff delivering intervention</li> <li>• Termly feedback from Smiling Minds Club</li> </ul>	Inclusion Leader	Termly	Teaching Assistant to deliver Social Communication Group	£ 750

E. For the Wellbeing (WB) of pupils who are eligible for PP to improve.	Continue to provide the Smiling Minds after school club to develop self-awareness and emotional awareness skills.		<ul style="list-style-type: none"> <li>Termly feedback from Drumming and Lego club</li> </ul>		Termly	Smiling Minds After school	£2,700
	Continue to provide a lunchtime drumming club for children with low emotional well-being, giving them the opportunity to express their emotions in a non-verbal capacity.			Inclusion Leader	Termly	Inclusion Leader	£ 510
	To provide a lunchtime Lego club to give identified children the opportunity to participate in a small group to develop PSHE and communication skills.			Inclusion Leader	Termly	Inclusion Leader	£ 510

**Total Budgeted Cost    £10,520**

**iii. Other approaches**

Desired Outcome	Chosen approach/action	What is the evidence and rationale for this choice?	<ul style="list-style-type: none"> <li>How will you ensure it will be implemented well?</li> </ul>	Staff Lead	When will you review implementation?	Cost
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<p>A. Pupils within the Early Years will make accelerated progress from their starting points in Communication and Language (CL)</p> <p>C. To support the Year 2 pupils who are eligible for PP in the development of improving their PSHE skills to have a positive impact on their attainment in Reading, Writing and Maths</p> <p>D. Maintain high levels of attendance and punctuality.</p> <p>E. For the Wellbeing (WB) of pupils who are eligible for PP to improve</p>	<p>The introduction of a breakfast club will provide opportunities for pupils to develop communication skills. It will also help to develop PHSE skills which will have a positive impact on pupil's wellbeing.</p> <p>By attending a breakfast club pupils attendance and lateness will improve</p>	<p>Breakfast time is an ideal opportunity for pupils to develop pupils communication and language skills in a small group setting</p> <p>Attendance of all PP pupil must be at least 96% to ensure they have every opportunity to be successful learners.</p>	<ul style="list-style-type: none"> <li>• Monitoring of the delivery of the club</li> <li>• Feedback from pupils, parents and staff</li> <li>• Weekly monitoring of attendance</li> <li>• Meeting with parents to</li> <li>• Support and advice from AIO</li> </ul>	<p>Inclusion Leader</p> <p>And</p> <p>Head Teacher</p>	<p>Half termly</p>	<p>Staffing Food and drink Resources</p>	<p>£2,250 £1,250 £1,000</p>
<p>C To support the Year 2 pupils who are eligible for PP in the development of improving their PSHE</p>	<p>For a staff member to be trained in order to be able to deliver the Drawing and Talking therapy.</p>	<p>By providing pupils with the opportunity to work on a 1:1 basis with an adult to develop key PSHE skills. This will</p>	<ul style="list-style-type: none"> <li>• Observations of adult delivering the therapy</li> <li>• Observations of the child</li> </ul>	<p>Inclusion Leader</p>	<p>Half Termly</p>	<p>£180</p>	

skills to have a positive impact on their attainment in Reading, Writing and Maths.  <b>E.</b> For the Wellbeing (WB) of pupils who are eligible for PP to improve.	For a member of staff to be trained to be able to deliver the protective behaviours training.	have a positive impact on their wellbeing which in turn will impact on their learning.	<ul style="list-style-type: none"> <li>Improvement in the child's wellbeing and Involvement scores</li> </ul>		Half Termly	£105
<b>C.</b> To support the Year 2 pupils who are eligible for PP in the development of improving their PSHE skills to have a positive impact on their attainment in Reading, Writing and Maths.  <b>D.</b> Maintain high levels of attendance and punctuality.  <b>E.</b> For the Wellbeing (WB) of pupils who are eligible for PP to improve.	To employ a Family Support Worker to provide additional support to targeted families	To provide additional support for targeted families.	<ul style="list-style-type: none"> <li>Professional discussion between senior staff and Family support Worker</li> <li>Feedback from parents</li> <li>Feedback from Family Support Worker Manager</li> <li>Observations during meetings</li> </ul>	Inclusion Leader	Ongoing	£2,540
	To continue to provide the Family Links parent workshop	To work with parents to help develop a range of skills and strategies which will have a positive effect on their relationships with their children and family life.	<ul style="list-style-type: none"> <li>Professional discussion between senior staff</li> <li>Feedback from parents</li> <li>Improvement in pupils wellbeing scores</li> <li>Improvement in pupils attendance and punctuality</li> </ul>	Inclusion Leader	Termly	£3,200
	To provide counselling, play or drama therapy for individual pupils when needed	To support individual pupils with providing an opportunity to work 1:1 with a therapist				
<b>Total Budgeted Cost</b>						<b>£10,526</b>



5. Review of expenditure				
Previous Academic Year 2015-2016				
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
To implement and monitor intervention groups to improve attainment and progress for all pupils	<p>SENCo to maintain her hours by one additional day per week. This will enable her to continue to implement and monitor effective interventions to support Pupil Premium (PP) children who are working below age related expectation and those with low emotional well-being. To include:</p> <ul style="list-style-type: none"> <li>• Numicon Intervention</li> <li>• Wellcomm (communication and language development)</li> <li>• Fine Motor Skills Group</li> <li>• Drumming and Lego Lunchtime Clubs</li> <li>• PHSE and Communication Group</li> </ul>	<p>Children who are working below age related expectation in English and Maths to make good progress from their baseline.</p> <p>Low wellbeing and involvement scores from screening to increase from low to medium or high as a result of additional support.</p>	<p>The schools SENCo has continued to implement and monitor interventions throughout the academic year for pupils working below age related expectation including:</p> <ul style="list-style-type: none"> <li>• Numicon Intervention</li> <li>• Wellcomm (communication and language development)</li> <li>• Fine Motor Skills Group</li> <li>• Drumming and Lego Lunchtime Clubs</li> <li>• PHSE and Communication Group</li> </ul> <p>See specific group analysis for impact data.</p>	£10,000
To provide all KS1 children the opportunity to participate in a structured games session during the lunch hour with a sports coach.	First touch Sports Coach to provide all KS1 children the opportunity to participate in a structured games session during the lunch hour. This will encourage and support all children to engage in positive play whilst learning new sports skills.	<p>To improve children's PSHE skills including to play co-operatively and positively whilst engaging with the sports coach.</p> <p>For all children to be given the opportunity to participate in a structured games</p>	The addition of a sports coach at lunchtime has continued to provide all children in Key Stage 1 with the opportunity to participate in a range of different sports including, football, basketball, athletics and hockey uptake for these activities with children playing co-operatively and positively. During this period there has been a significant. There has been a significant reduction in the number of hurtful incidents that have been reported	. £2,500

		sessions enabling them to learn new skills.	during lunchtimes. This approach will be continued during the next academic year.	
To provide all children with the opportunity to participate in school trips, after school clubs and other enrichment opportunities including planned opportunities linked to curriculum themes.	To provide opportunities and experiences to enhance learning and to help develop children's PSHE skills in a variety of different ways including: school trips, after school clubs and other enrichment opportunities including planned opportunities linked to curriculum themes.	For all Pupil premium children to participate in a variety of new experiences through school trips and enrichment opportunities. For children to be part of an after school club developing social skills and learning a new sporting skill.	All children participated in a school trip and other enrichment opportunities including planned opportunities linked to curriculum themes. These had a positive impact on their learning and helped to motivate and engage all pupils. These opportunities will need to be repeated during the next academic year to continue to enhance learning and provide pupils with stimulating first-hand experiences. All pupils had the opportunity to participate in an after school club although not all pupils took this up. This will need to be repeated next year with a focus to encourage a higher % of children to participate in clubs.	£4,000

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>												
To deliver intervention groups to narrow the gap between PP children and non PP children	Additional Teaching Assistant in Key Stage One to provide additional support for children who are working below age related expectation. Provision to include:	To narrow the gap between PP children and non PP children.	<p>The following table shows the achievement of pupil premium and non-pupil premium pupils at the end of Key Stage 1 2016.</p> <table border="1"> <thead> <tr> <th>% achieving the expected standard</th> <th>Pupil Premium Pupils</th> <th>Non Pupil Premium Pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100%</td> <td>83%</td> </tr> <tr> <td>Writing</td> <td>100%</td> <td>79%</td> </tr> <tr> <td>Maths</td> <td>83%</td> <td>83%</td> </tr> </tbody> </table> <p>Intervention groups have continued to be delivered across Key Stage 1 throughout the academic year.</p>	% achieving the expected standard	Pupil Premium Pupils	Non Pupil Premium Pupils	Reading	100%	83%	Writing	100%	79%	Maths	83%	83%	£10,000
% achieving the expected standard	Pupil Premium Pupils	Non Pupil Premium Pupils														
Reading	100%	83%														
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	<ul style="list-style-type: none"> <li>• Numicon - small group Mathematics interventions</li> <li>• Supporting PP children in mathematics lessons</li> </ul> <p>To narrow the gap for children who are working below age related expectation in mathematics by providing a small group intervention in order for the children to meet age related expectation.</p>	To support those children who are working below age related expectation in mathematics and to ensure they make good progress from their baseline.	The Numicon intervention group has been successful and has promoted progress and developed pupil's knowledge. It has also increased enthusiasm and pupil's confidence in Mathematics. See specific group analysis for impact data	
	<p>Fine Motor Group</p> <p>To deliver a daily fine motor skills intervention group for children who have poor fine motor skills.</p>	To see an improvement in the fine motor skills of the children who have taken part in the intervention group.	Daily fine motor intervention group have run throughout the year to help pupils develop fine motor skills. The impact of these groups have been positive.	
	<p>PHSE and Communication Group</p> <p>To deliver small group intervention for PP children in KS1 who have a low or medium score using the wellbeing and involvement toolkit (Dr F Laevers).</p>	For children's score to improve to medium or high using the wellbeing and involvement toolkit (Dr F Laevers).	PHSE and Communication group has proved to have a positive impact on pupil's wellbeing and involvement scores. All pupils' involvement scores have improved from low-medium or medium to high, with 1 pupils score increasing from low-high.	
To implement and monitor intervention groups to improve attainment and progress for all pupils	<p>Drumming Club</p> <p>To provide a lunchtime drumming club for children with low emotional well-being, giving them the opportunity to express their emotions in a non-verbal capacity.</p>	For children's wellbeing score to improve to medium or high using the wellbeing and involvement toolkit (Dr F Laevers).	Drumming club has taken place on a weekly basis with the SENCo. These sessions have been successful and have had a positive impact on these pupils' wellbeing and involvement scores. Within this group wellbeing scores have increased from low to high and involvement scores have increased from medium to high. 2 pupil's wellbeing scores have remained unchanged although progress has been made from their baseline. Further interventions and support will be put in place during the next academic year.	Included in £10,000 as above increase to SENCO hours
	<p>Lego Club</p> <p>To provide a lunchtime Lego club to give identified children the opportunity to participate in a small group to develop PSHE and communication skills.</p>	For children's score to improve to medium or high using the wellbeing and involvement toolkit (Dr F Laevers).	Lego club has taken place weekly. These small group sessions have been beneficial and impact can be evidenced through the improvement of the children's wellbeing scores. These have increased from either low to medium or medium to high. This will be repeated again during the next academic year.	

For pupils in the EYFS to reach ARE in Communication and Language	Additional adult to continue working within the EYFS to continue to deliver small group intervention to children who are working below age related expectation in Language and Communication using the Wellcomm toolkit.	For the identified children to leave Reception or Nursery working at age related expectation in Communication and language.  Use of Wellcomm assessment tool to identify which aspects of expressive and receptive language need to be developed.  Use of assessment toolkit on a termly basis to identify children's progress and to plan any future. SENCo to monitor and evaluate progress within these groups.	Use of the EYFS pupil premium funding has had a positive impact on pupil's language development with the continuation of the Wellcomm intervention. Pupils rapidly improved their communication skills with 65.5% leaving EYFS at ARE or above in CL. See specific group analysis for impact data	£1,000
To provide pupils with a small group opportunity to develop PSHE skills.	To implement the Smiling Minds after school club in the Spring and the Summer Term 2016. The club will be offered to children who were screened as having low or medium well-being. The club will develop self-awareness and emotional awareness skills.	For children's score to improve to medium or high using the wellbeing and involvement toolkit (Dr F Laevers).	Smiling Minds after school club has taken place for Pupil Premium pupils with a low or medium well-being score. The club has provided the children with an opportunity to work in a small group and develop key skills including confidence, use of eye contact and resilience. This club will be continued to help develop pupil PSHE skills.	£1,800
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To support parents with developing parenting skills	To continue to provide the Family Links parent workshop. Working with parents to develop a range of skills and strategies which will have a positive effect on their relationships with their children and family life.	For parents to develop a range of skills and strategies which will have a positive effect on their relationships with their children and on family life and for home learning to improve.	A successful launch of the Family Links project was run during the academic year 2015-2016. Parental feedback was positive and that they valued the training they had received and that it had a positive impact on family life. This will be repeated again during the next academic year to support more families.	£500

