



Pupil Premium Strategy Statement Academic Year 2017-18

Summary Information

Watford Field School Infant and Nursery

Academic Year	2017-18	Total PP Budget	£42,016.00	Date of most recent PP review	Jan 2018
Total number of pupils	250	Number of pupils eligible for PP	38 (8 EYFS)	Date for the next internal review of this strategy	Jan 2019

Current Attainment

Attainment for 2016-17 whole school (58)	<i>Pupils eligible for PP (Your school)</i> 12	<i>Pupils not eligible for PP (School/national End of Y2)</i>	
% achieving expected standard or above in reading, writing and maths		School	National
% achieving expected standard or above in reading 79.3% (46)	58.3% (7)	69.5%	75.8%
% achieving expected standard or above in writing 75.9% (44)	66.7% (8)		68.4%
% achieving expected standard or above in maths 79.3% (46)	66.7% (8)		75.4%

School Context

In-school barriers to future attainment:

- Pupils eligible for Pupil Premium (PP) often enter the Early Years with poor oral language skills. 76.4% of pupils eligible for PP entered the Early Years below Age Related Expectations in Communication and Language.
- PP children in the school often have additional barriers to learning such as SEND and/or EAL, which hinders progress. 42.1% of pupils eligible for PP have English as an additional language and 28.9% of pupils eligible for PP have a Special Educational need or disability.

External barriers to future attainment:



- Attendance and punctuality of pupils eligible for PP needs to improve to 96%
- 34.2% of pupils eligible for PP display low or medium levels of wellbeing and involvement.

Desired outcomes

1. Pupils within the Early Years to continue to make accelerated progress from their starting points in Communication and Language (CL)
2. Pupils within Key Stage One who are eligible for PP will make accelerated progress from their starting points in Reading, Writing and Maths.
3. Pupils eligible for PP across the school will have an improved wellbeing and involvement score.
4. Pupils eligible for PP will have increased levels of punctuality and attendance.

Relevant columns are RAG rated at the end of each term to indicate **what has been achieved**, **what has been started but not yet embedded** and **what has not yet been achieved**.

Outcome 1:

Pupils within the Early Years to continue to make accelerated progress from their starting points in Communication and Language (CL)

Context:

Year Group	No of eligible pupils
Nursery	9
Reception	8

Nursery
7 (77.7%) of pupils eligible for PP entered the Early Years below Age Related Typical Attainment (ARTA) in Communication and Language.

Of the 9 pupils eligible for PP in Nursery, 3 (33.3%) of them are EAL, 1 (11.1%) of them is SEND therefore making 4 (44.4%) pupils within the vulnerable group category (2 or more vulnerable aspects).

Reception
6 (75%) of pupils eligible for PP entered the Early Years below Age Related Typical Attainment (ARTA) in Communication and Language.

Of the 8 pupils eligible for PP in Reception, 3 (33.5%) of them are EAL, 2 (25%) of them is SEND therefore making 4 (50%) pupils within the vulnerable group category as one pupil has both EAL and SEND (2 or more vulnerable aspects).

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	Action / tasks	Lead person	Cost	Monitoring and timescale	Intended outcome/targets
Pupils within the Early Years to continue to make accelerated progress from their starting points in Communication and Language (CL)	<p>Provide all pupils within the EYFS with first hand opportunities and experiences linked to curriculum themes including:</p> <ul style="list-style-type: none"> • School trips • Visitors to school • Topic launches • High quality resources <p>These will enhance pupil's learning and provide the stimulus to encourage development throughout the curriculum.</p>	RE	Resources: £1,500 TLA: £500 School trips: £1,000	Termly: <ul style="list-style-type: none"> • Observations of pupils • Tracking of pupils through PIPS, SSP's and pupil progress meetings • Professionals discussions between teachers and teaching assistants 	All pupils eligible for PP to make at least expected progress from their starting point in Communication and Language (CL)
	<p>Continue to implement Wellcomm in the EYFS as a baseline assessment tool and support programme for pupils working below Age Related Typical Attainment (ARTA) in CL.</p>	GH/RE	£6234	Termly: <ul style="list-style-type: none"> • On-going tracking of children • Termly assess, plan, do review cycle leading to and re-grouping • Observations of pupils • Observations of staff delivering Wellcomm • Professional discussions with teachers and teaching assistants • Monitoring of intervention • Professional discussion with Speech and Language Therapist 	All pupils eligible for PP to make at least expected progress from their starting point in Communication and Language (CL)

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	Target pupils not working at age related expectations and develop individual learning opportunities through precision intervention plans (PIPs)	EYFS teachers SLT	N/A	Termly: <ul style="list-style-type: none"> • Termly pupil progress review meetings • Monitoring of attainment and progress by SLT and class teachers • Lesson observations • Book looks 	All pupils eligible for PP to make at least expected progress from their starting point in Communication and Language (CL)
	Staffing within both Nursery and Reception to ensure small group interventions (eg Wellcomm and Black Sheep Narrative) and 1:1 support is provided on a daily basis to meet the needs of the children.	RE EYFS teachers	£8700.00	Termly <ul style="list-style-type: none"> • Monitoring of intervention groups through provision mapping and termly pupil progress meetings to ensure the correct children are in the correct groups. • Observations of Teaching Assistants by line managers to ensure high quality support. 	All pupils eligible for PP to make at least expected progress from their starting point in Communication and Language (CL)
Total Cost			£17934		
Evaluation					
Next Steps					
RAG against overall key priority					
Impact of external support					



Outcome 2:
Pupils within Key Stage One who are eligible for PP will make accelerated progress from their starting points in Reading, Writing and Maths.

Context

Year Group	No of eligible pupils
One	11
Two	10

Year One
 7 (63.6%) of pupils eligible for PP entered Key Stage One below Age Related Expectations (ARE) across all three areas of reading, writing and maths.

Of the 11 pupils eligible for PP in Year One, 8 (72.7%) of them are EAL, 5 (45.4%) of them is SEND therefore making 7 (63.6%) pupils within the vulnerable group category (2 or more vulnerable aspects).

Year Two
 6 (60%) of pupils eligible for PP entered Year Two below Age Related Expectations (ARE) in at least one area (reading, writing and maths).

Of the 10 pupils eligible for PP in Year Two, 2 (20%) of them are EAL, 3 (30%) of them is SEND therefore making 4 (40%) pupils within the vulnerable group category (2 or more vulnerable aspects).

Objectives	Action / tasks	Lead person	Cost	Monitoring and timescale	Intended outcome/targets
Pupils within Key Stage One who are eligible for PP will make accelerated progress from their starting points in Reading, Writing and Maths.	Provide all pupils within Key Stage One with first hand opportunities and experiences linked to curriculum themes including: <ul style="list-style-type: none"> • School trips • Visitors to school • Topic launches • High quality resources These will enhance pupil's learning and provide the stimulus to encourage development throughout the curriculum.	GH/BM	Resources: £1,500 TLA: £500 School trips: £1,000	Termly: <ul style="list-style-type: none"> • Observations of pupils • Tracking of pupils through PIPS, SSP's and pupil progress meetings • Professionals discussions between teachers and teaching assistants 	All Key Stage One children eligible for PP to make accelerated progress in reading writing and Maths.

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	Use of PIP's (Precision Intervention Planners) for those children working 'just' below ARE across the curriculum.	All teachers	N/A	Termly <ul style="list-style-type: none"> Pupil progress meetings Monitoring of attainment and progress by class teachers and SLT Lesson observations Book looks 	All Key Stage One children eligible for PP to make accelerated progress in reading writing and Maths.
	Staffing within Key Stage One to ensure small group interventions (eg Lift off, Bearing Away, Numicon and Concept cat) and 1:1 support is provided on a daily basis to meet the needs of the children.	RE EYFS teachers	£8700	Termly <ul style="list-style-type: none"> Monitoring of intervention groups through provision mapping and termly pupil progress meetings to ensure the correct children are in the correct groups. Observations of Teaching Assistants by line managers to ensure high quality support. 	All pupils eligible for PP to make accelerated progress from their starting points in Reading, Writing and Maths.
Total Budget			£11700.00		
Evaluation					
Next Steps					
RAG against overall key priority					
Impact of external support					

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Outcome 3 and 4:
Pupils eligible for PP across the school will have an improved wellbeing and involvement score.
Pupils eligible for PP will have increased levels of punctuality and attendance.

Context					
	Nursery	Reception	Year One	Year Two	Total
No of PPG Pupils	9	8	11	10	38
% of PPG pupils with a low or medium wellbeing and involvement score in September 2017	22.2% (2)	37.5% (3)	63.6% (7)	10% (1)	34.2% (13)

	Action / tasks	Lead person	Cost	Monitoring and timescale	Intended outcome/targets
Pupils eligible for PP across the school will have an improved wellbeing and involvement score. Pupils eligible for PP will have increased levels of punctuality and attendance.	All pupils in KS1 eligible for PP will be able to participate in an after school club to enable them to develop social skills.	GH	£1513.80	Termly <ul style="list-style-type: none"> Monitoring of attendance to clubs Professional dialogue between providers and SLT Feedback from providers 	All pupils eligible for PP in Key Stage One will access an after school club. All pupils eligible for PP across the school to have an improved wellbeing and involvement score.
	Continue to provide Smiling Minds after school club to develop self-awareness and emotional awareness skills	GH	£2052.00	Termly <ul style="list-style-type: none"> Feedback from external providers Updated wellbeing and involvement scores 	All pupils eligible for PP across the school to have an improved wellbeing and involvement score.
	To provide a lunchtime club for those children who find lunchtimes a difficult time of the day and give them an opportunity to develop their PSHE and communication skills.	GH SC	N/A	Weekly: <ul style="list-style-type: none"> Feedback from staff member Termly: <ul style="list-style-type: none"> Updated wellbeing and involvement scores 	All pupils eligible for PP across the school to have an improved wellbeing and involvement score.

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	<p>Continue to provide a breakfast club to ensure children have received a breakfast before starting school and to give opportunities for pupils to develop communication skills. It will also help the development of PSHE skills which will impact on the pupil's wellbeing.</p> <p>By attending a breakfast club pupil's attendance and lateness will improve.</p>	GH	£300	<p>Weekly</p> <ul style="list-style-type: none"> Monitoring of attendance <p>Termly</p> <ul style="list-style-type: none"> Monitoring of the delivery of the club Feedback from pupils parents and staff Support and advice from AIO 	<p>All pupils eligible for PP across the school to have an improved wellbeing and involvement score.</p> <p>Attendance of all PP pupils must be at least 96% to ensure they have every opportunity to be a successful learner.</p>
	<p>Continue to deliver Drawing and Talking Therapy on a 1:1 basis with a trained adult</p>	GH	£2000.00	<p>Weekly</p> <ul style="list-style-type: none"> Monitoring of therapy sessions Professional dialogue between Inclusion Leader and staff member <p>Termly</p> <ul style="list-style-type: none"> Observations of the child in class Updated wellbeing and involvement scores 	<p>Pupils accessing Drawing and Talking Therapy to exhibit more positive behaviours within the classroom and at home.</p> <p>Pupils accessing Protective Behaviours to have an increased wellbeing and involvement score.</p>
	<p>Continue to provide Protective Behaviours for individual children when needed</p> <p>For an additional member of staff to attend the Protective Behaviours training to allow additional children to access this intervention.</p>	GH	<p>£350.00</p> <p>£180</p>	<p>Weekly</p> <ul style="list-style-type: none"> Feedback from staff delivering session to teachers and Inclusion Leader <p>Termly</p> <ul style="list-style-type: none"> Updated wellbeing and involvement scores 	<p>Pupils accessing Protective Behaviours will exhibit more positive behaviours and share their thoughts and feelings more readily.</p> <p>Pupils accessing Protective Behaviours to have an increased wellbeing and involvement score.</p>

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	Continue to provide counselling and drama therapy for individual children when needed.	GH	£ 3900	<p>Weekly</p> <ul style="list-style-type: none"> Feedback from therapist to Inclusion Leader and class teacher <p>Termly</p> <ul style="list-style-type: none"> Meeting with parents as part of the review process Updated wellbeing and involvement scores 	<p>Pupils accessing the therapy will be able to express their thought and feelings in a more positive manner during therapy session, in the classroom and at home.</p> <p>Pupils accessing therapy to have an increased wellbeing and involvement score.</p>
	Continue to employ a Family Support Worker to provide additional support to targeted families.	GH	£2087.00	<p>Where appropriate</p> <ul style="list-style-type: none"> Professional discussions between SLT and Family Support Worker Feedback from parents Feedback from Family Support Worker Observations during meetings 	<p>Targeted families will feel supported by the Family Support Worker.</p> <p>Targeted families will have access to additional support in and out of school that impacts of their circumstances.</p> <p>Pupils accessing support from the Family Support Worker to have an increased wellbeing and involvement score.</p>
		£12382.80			
Evaluation					
Next Steps					
RAG against overall key priority					



Impact of external support

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