



Fun to teach, fun to learn

Lumley Infant and Nursery School

What is the Pupil Premium?

The Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupils who have been registered for free school meals at any point in the last six years are included in this funding (known as Ever 6 FSM).

Pupil premium grant expenditure: 2016/2017

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	182 (January 2017)
Total number of pupils eligible for PPG	15 FSM pupils @ £1325 % Service pupils @ £300
Amount of PPG received per pupil	£1,325
Total amount of PPG received	£21,375

PPG Objectives 2016/2017

Objectives in spending PPG:

- To implement Read Write Inc. Phonics in Reception classes.
- To provide daily phonics intervention support for targeted pupils to help them catch up quickly in Reception classes.
- To provide daily differentiated discrete phonics teaching sessions throughout Key Stage 1.
- To provide daily targeted interventions in Year 1 to develop writing skills (using and applying their skills).
- To provide daily Maths and Writing interventions in Year 1 and Year 2 classes for disadvantaged pupils and those at risk of falling behind.
- To support disadvantaged pupils to apply their basic skills across the curriculum.



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Item/project	Cost	Targeted support/resources
Teaching Assistants to supported targeted pupils to apply their writing skills through daily writing sessions.	2 x Teaching Assistants (1 hour session daily) £10,826.50 (gross costs per annum)	Teaching Assistants to support targeted pupils in English to use and apply writing skills. (Year 1 and Year 2 classes).
Teaching Assistants to supported targeted pupils in Maths lessons using the Maths No Problem Scheme.	2 x Teaching Assistants (1 hour session daily) £10,826.50 (gross costs per annum)	Teaching Assistants to support targeted pupils in Mathematics using the Concrete-Pictorial-Abstract approach through the Maths No Problem scheme.
Daily discrete differentiated phonics sessions.	3 teachers (not costed) 2 teaching assistants 30mins x 5 per week £5413.25	Daily differentiated phonics sessions in Key Stage 1 (9:00-9:30 daily). Sessions differentiated into Letter and Sounds phases.
Phonics catch up programme in Reception classes	1 x Teaching Assistants (1 hour session daily) £5413.25	Speedy sounds/assisted blending 1:1 focused session for targeted pupils.
Read Write Inc. Phonics – Speedy Sounds and Assisted Blending Resources	£300	Sound charts Speed sound cards Blending resources Tricky work resources

Total cost:	£32779.50
Total PPG:	£21,375
Shortfall:	£11,404.50



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Impact Statement – Performance at the end of the Early Years Foundation Stage 2017.

Barriers to Learning

- 1 pupil has an EHCP plan
- 2 pupil entered Nursery significantly below their developmental age band.
- 1 pupil experienced significant medical needs which affected attendance during the Reception Year.

Performance of disadvantaged pupils (eligible for free school meals within the last six years) in school compared with non- free school meals in school and the National Average for all pupils in 2017.

Areas of Learning in the Early Years Foundation Stage	% achieving at least the expected standard			
	School 2017			National 2017
	All [52 pupils]	Free School Meals [6 pupils]	Not Free School Meals [46 pupils]	All pupils
PRIME AREAS				
Listening & attention	94	67 [4 out of 6]	98	86
Understanding	94	67 [4 out of 6]	98	86
Speaking	92	67[4 out of 6]	96	85
Moving & handling	94	67[4 out of 6]	98	90
Health & self-care	94	83 [5 out of 6]	96	91
Self-confidence & self- awareness	96	67[4 out of 6]	100	89
Managing feelings & behaviour	90	50 [3 out of 6]	96	88
Making Relationships	92	67[4 out of 6]	96	90
SPECIFIC AREAS				
Reading	81	50 [3 out of 6]	85	77
Writing	79	33[2 out of 6]	85	73
Number	81	33 [2 out of 6 pupils]	87	79
Shape, Space and Measures	81	50 [3 out of 6]	85	82
People & Communities	92	50 [3 out of 6 pupils]	98	86
The World	94	67[4 out of 6 pupils]	98	86
Technology	87	50 [3 out of 6 pupils]	91	93
Exploring & using media	90	67[4 out of 6 pupils]	93	89
Being imaginative	94	83[5 out of 6 pupils]	86	88
Good Level of Development	79	33 [2 out of 6 pupils]	83	71

Evaluation

Outcomes for FSM (6 pupils) are lower than all pupils nationally. The gaps are starting to narrow in the prime areas with 4 out of 6 pupils attaining the Early Learning Goals. The exception to this is Managing Feelings.

Priorities for Year One

- To raise the attainment of pupils eligible for free school meals in the areas of Reading, Writing and Mathematics.
- To support FSM pupils in developing their phonics skills through daily phonics intervention sessions and 1:1 reading



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Impact Statement – Phonics Screen outcomes 2017

Met standard	SCHOOL 2017: YEAR ONE PHONICS SCREEN			NATIONAL 2017	
	All [32 pupils]	EVER 6/FSM [5 pupils]	NOT EVER 6/FSM [27 pupils]	All pupils	NOT EVER 6/FSM
	84%	80%	85%	81%	84%

Evaluation

- Outcomes for all pupils in school was above the national average.
- FSM/EVER 6 pupils performed as well as all pupils nationally and nearly as well as non-disadvantaged pupils nationally.
- The gap between disadvantaged and non-disadvantaged pupils has nearly closed.

Met standard	SCHOOL 2017: YEAR TWO PHONICS SCREEN			NATIONAL 2016 *
	All [5 pupils]	EVER 6/FSM [2 pupils]	NOT EVER 6/FSM [3 pupils]	All pupils
	80%	100%	85%	67%

No National Data reported for 2017 for the Year Two Phonics Screen retake.

Evaluation

- Outcomes for all pupils are well above the national average for 2016.
- All FSM/EVER 6 pupils passed the Phonics Screen in Year Two.
- The gap between disadvantaged and non-disadvantaged pupils has closed. These pupils are performing above the national average for 2016.

Impact Statement – for end of Key Stage One Outcomes 2017

READING

Performance of disadvantaged pupils (eligible for free school meals within the last six years) in school compared with the National Average for non-disadvantaged children in 2017.

	School 2017			National 2017	
Cohort	All [49 pupils]	Ever 6 / FSM [9 pupils]	not Ever 6 / FSM	ALL	not Ever 6 / FSM
Expected standard	86%	67%	79%	76%	79%
Greater Depth	43%	11%	28%	25%	28%

Evaluation

- Outcomes in school were well above average for all pupils working at the expected level and greater depth.
- Ever 6 / FSM pupil outcomes in school were similar to all pupils nationally and 12% below non-disadvantaged pupils nationally



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WRITING

Performance of disadvantaged pupils (eligible for free school meals within the last six years) in school compared with the National Average for non-disadvantaged children in 2017.

Cohort	School 2017			National 2017	
	All [49 pupils]	Ever 6 / FSM [9 pupils]	not Ever 6 / FSM	ALL	not Ever 6 / FSM
Expected standard	80%	67%	83%	68%	72%
Greater Depth	33%	0%	40%	16%	18%

Evaluation

- Outcomes in school were well above average for all pupils working at the expected level and greater depth.
- Ever 6 / FSM pupil outcomes in school were in line to all pupils nationally and 5% below non-disadvantaged pupils nationally.
- No Ever 6/ FSM pupils achieved the greater depth standard in Writing.

Priorities for Improvement

- To challenge more able disadvantaged pupils to attain the Greater Depth standard by the end of Year Two.

MATHEMATICS

Performance of disadvantaged pupils (eligible for free school meals within the last six years) in school compared with the National Average for non-disadvantaged children in 2017.

Cohort	School 2017			National 2017	
	All [49 pupils]	Ever 6 / FSM [9 pupils]	not Ever 6 / FSM	ALL	not Ever 6 / FSM
Expected standard	84%	67%	88%	75%	79%
Greater Depth	35%	0%	43%	17%	23%

Evaluation

- Outcomes in school were well above average for all pupils working at the expected level and greater depth.
- Ever 6 / FSM pupil outcomes in school were similar to all pupils nationally and 12% below non-disadvantaged pupils nationally.
- No Ever 6/ FSM pupils achieved the greater depth standard in Mathematics.

Priorities for Improvement

To challenge more able disadvantaged pupils to attain the Greater Depth standard by the end of Year Two.



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