



## John of Gaunt Infant and Nursery School Part of the Aylsham Learning Federation

### **PUPIL PREMIUM – 2019/2020**

#### **Pupil Premium Pupils**

Pupil premium is the additional funding schools receive to support 'vulnerable' pupils to enable them to enjoy and achieve in line with all other children. This includes pupils who are entitled to free school meals (FSM), or who have been at some point in the last six years, and children in care. Studies have shown that the attainment gap between disadvantaged children and others is much larger in England than in nearly all other countries – and it becomes wider as they get older. The government has made available pupil premium funding to schools to try to diminish these differences.

The government believes that allocating pupil premium is the best way to ensure funding reaches disadvantaged pupils who need it most to raise attainment. It is up to schools to decide how it is spent to maximise outcomes.

The following information enables parents to see how much funding the school is receiving, how it is spent and its impact upon attainment and progress of pupils.

#### **Grant Amount**

This year, 2019/2020, John of Gaunt Infant and Nursery School has received £35,260 for Pupil Premium and Looked after Children (LAC).

#### **Pupil Premium Funding at John of Gaunt Infant and Nursery School**

At John of Gaunt Infant and Nursery School, it is really important that we use the pupil premium funding, that we receive, effectively in order to attempt to diminish the difference.

We aim to raise the attainment and progress of disadvantaged pupils so that their performance compares favourably with non-disadvantaged pupils in school and nationally.

We endeavour to address inequalities in the education of pupils from low-income families with the aim of raising the attainment of these pupils; to do this we have been researching how other schools have used their funding and how they have achieved the greatest impact.



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Having given a great deal of consideration to how best to use this funding, it is really important that all of our staff have a greater understanding of the different reasons why the pupils in this category may not currently achieve as highly as others.

## **Barriers to Learning**

Following the review of pupil outcomes at John of Gaunt Infant and Nursery School the following areas were identified as barriers to learning:

- immature social skills
- immature language development
- low academic starting point
- immature literacy skills and poor reading ability
- low aspirations
- limited knowledge & understanding of the wider, cultural world

## **Pupil Premium Challenges - Points to Consider**

Pupils within the pupil premium group do not all have the same needs and therefore targeting this group with set approaches or interventions would be inappropriate. A one size fits all approach is ineffective.

At the time that the pupil premium was introduced, research by Hobbs and Vignoles showed that a large proportion of free school meal eligible children (between 50% and 75%) were not in the lowest income households. One reason for this is that the very act of receiving the means-tested benefits and tax credits that in turn entitle the child to free school meals raises their household income above the 'working poor'. This means that interventions targeted solely at pupil premium pupils would exclude other vulnerable learners from this support.

Changes in economic circumstances mean that the pupil premium cohort can vary year on year. Again if pupil premium targeted interventions were used pupils would move in and out of the groups accessing this support which would reduce the impact of the intervention. However, the pupil's level of need will continue.

Dr Becky Allen has suggested that research does not provide a strong link between money spent and increased attainment. A possible reason for this is that targeting generic interventions at groups that contains pupils with widely varying needs.

Prioritising teacher development with the aim of improving teaching and learning within the classroom has been proven to have the greatest impact on the attainment of pupils.

The EFF attainment gap report 2017 identifies what happens in the classroom as making the biggest difference to pupils learning especially for pupil premium pupils. High quality teaching has a positive impact on all pupils but especially disadvantaged pupils (Rivkin et al, teachers,



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schools and academic achievement, 2005). Implementing effective whole school strategies that develop the quality of teaching is therefore an important aspect.

Graham Hobbs found that only 7% of social class differences in educational achievement can be accounted for by differences in the effectiveness of schools attended. A child's home life heavily influences attainment.

Kris Boulton suggests that a child's ability should be viewed as something that determines their sensitivity to methods of instruction. Therefore, to be effective, teachers need to engage pupils through the appropriate use of instructional method.

Professor Becky Allen concludes that closing the attainment is a difficult challenge and maybe one that schools on their own will not be able to do.

We are mindful of the research that exists and therefore recognise these challenges.

We appreciate that closing the attainment gaps is a long term process rather than a quick fix. Therefore, we accept that sometimes we might not always reap the benefits of what we sow, but Aylsham Learning Federation colleagues might at Bure Valley School or Aylsham High school.

We will continue to endeavour to provide support to our most disadvantaged pupils and their families with the aim of maintaining educational equity.

## **Pupil Premium Strategies at John of Gaunt Infant and Nursery School**

In order to achieve our aims of improving outcomes for those pupils eligible for pupil premium, we will continue to strive to ensure that outstanding teaching and learning is a consistent and relentless focus. This is paramount to the progress of all of our pupils and through this, we will be well placed to further improve outcomes for pupils from disadvantaged backgrounds.

Rather than simply use the pupil premium label to target pupil premium pupils with generic interventions, we will endeavour to identify pupils first and foremost by their educational need, as this is a more effective way to approach the work of improving pupil's outcomes. This will allow teachers to look beyond the pupil premium label so that they can address a pupil's barriers to learning and cognitive learning needs.

Research in to the neuroscience of socio-economic status is a new but rapidly growing field. Differences, based on a pupil's socio-economic status, have been consistently observed for working memory, inhibitory control, cognitive flexibility and attention (Daniel Hackman et al, socioeconomic status and executive function).

Teachers will focus on effective classroom practice to address these areas and will need to use instructional methods that give pupils the best possible chances of success given these variations in cognitive function.

Classroom teachers focus on:

- Supporting pupils to develop a strong set of skills and knowledge



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- Providing regular opportunities for deliberate practice and application of knowledge
- Continual review of the curriculum and curriculum subjects
- Teaching to the top – setting challenging work for all pupils and providing support to enable pupils all to access the intended learning
- Effective assessment and feedback
- The quality of teacher explanations, lesson plans and resources
- Communicating concerns around pupil progress to families as early as possible to allow for a prompt response
- Verbal feedback to ensure that children understand how to make improvements to their work
- Implementing intervention strategies to remove barriers to learning
- Developing a positive growth mindset

## Overcoming Barriers – Pupil Premium Strategies

In order to achieve our aims, we will continue to strive to ensure that high quality teaching and learning is a consistent and relentless focus, which is paramount to the progress of all of our pupils and through this, we will be well placed to further improve outcomes for pupils from disadvantaged backgrounds.

<b>Barrier</b>			
<ul style="list-style-type: none"> <li>• immature social skills</li> </ul>			
<b>How will we endeavour to overcome these barriers?</b>	<b>Who will support the work?</b>	<b>How will the impact of the work be measured?</b>	<b>When will the impact be reviewed?</b>
<ul style="list-style-type: none"> <li>a. Play based learning in EYFS</li> <li>b. Quality PSHE teaching and instruction</li> <li>c. Pastoral support</li> <li>d. Nurture support</li> <li>e. Monitor behaviour and attendance</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers</li> <li>Teaching Assistants</li> <li>Pastoral team</li> <li>Peers</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour data</li> <li>PSHE EYFS data</li> </ul>	<ul style="list-style-type: none"> <li>Termly</li> <li>Annually</li> </ul>



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<b>Barrier</b> <ul style="list-style-type: none"> <li>immature language development, literacy skills and poor reading ability</li> </ul>			
How will we endeavour to overcome these barriers?	Who will support the work?	How will the impact of the work be measured?	When will the impact be reviewed?
<ul style="list-style-type: none"> <li>a. Develop children's vocabulary beyond their reading ability</li> <li>b. Stories shared daily</li> <li>c. Talk for writing</li> <li>d. Individual, guided and class reading</li> <li>e. High quality daily phonics teaching</li> <li>f. Phonics Intervention</li> <li>g. Talk Boost intervention in Reception and Year 1</li> <li>h. Welkom assessments and intervention in Nursery</li> </ul>	Class Teachers Teaching Assistants Nursery Manager	Phonics data Communication and Language and Literacy data (EYFS) Literacy data in Years 1 and 2 Talk Boost progress Welkom assessment data	Termly Annually
<b>Barrier</b> <ul style="list-style-type: none"> <li>low academic starting point</li> </ul>			
How will we endeavour to overcome these barriers?	Who will support the work?	How will the impact of the work be measured?	When will the impact be reviewed?
<ul style="list-style-type: none"> <li>a. High quality teaching</li> <li>b. Baseline assessment to know where to start from</li> <li>c. In the moment planning and continuous provision taking learning from where the children start</li> <li>d. High quality teaching assistants to offer support in class and through intervention</li> </ul>	Class Teachers Teaching Assistants Pastoral team Head of School Nursery Manager and team	Internal tracking data End of Key Stage data	Termly Annually



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e. Strong teaching of PSHE, PD and C&L particularly in the early years			
<b>Barrier</b> <ul style="list-style-type: none"> <li>low aspirations</li> </ul>			
<b>How will we endeavour to overcome these barriers?</b>	<b>Who will support the work?</b>	<b>How will the impact of the work be measured?</b>	<b>When will the impact be reviewed?</b>
a. Have regular discussions with the children about the purpose of learning b. Talk about what we might do when we grow up c. Support parents to raise their aspirations d. Support parents to get back in to work with courses etc.	Head of school Family Learning Officer Parent support advisor Class Teachers	Feedback from parents Conversations with children	Annually Termly review of parental courses
<b>Barrier</b> <ul style="list-style-type: none"> <li>limited knowledge &amp; understanding of the wider, cultural world</li> </ul>			
<b>How will we endeavour to overcome these barriers?</b>	<b>Who will support the work?</b>	<b>How will the impact of the work be measured?</b>	<b>When will the impact be reviewed?</b>
a. Offer children regular enrichment opportunities which broaden their horizons b. Offer a broad and balanced curriculum which endeavours to narrow the gap in this area	Class Teachers Teaching Assistants Head of School Pastoral Team Nursery Manager and team	Foundation subject data Conversations with children	Termly Annually

We recognise that not all impact is quantifiable, therefore we make use of quantitative and qualitative data when measuring outcomes.

The impact of our proposed strategy and objectives will be measured by:

- Monitoring of teaching & learning, assessment and feedback to ensure quality first provision is at least consistently good



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- Attainment and progress made by pupils in reading, writing, maths and SPaG
- Improvements on 2019 end of key stage outcomes
- Progress made by pupils receiving targeted intervention
- Progress made by pupils receiving additional nurture support
- Pupil Attendance/Punctuality data
- Parental engagement – percentage of parents attending parents eve and other family learning events, access to and use of learning support material, number of pupils reading a minimum of 3 times a week out of school
- SIMs behaviour data
- Staff, pupil and parents surveys

## References

Education policy. Evidence of equity and effectiveness. Stephen Gorard.

Mapping the trajectory of socioeconomic disparity in working memory: Parental and neighbourhood factors. Hackman et al. 2014

Executive function as a mediator between SES and academic achievement throughout childhood. Lawson and Farah. 2016

What is executive function? 3 key executive skills explained. The understood team. 2018

The following blogs have been produced by Professor Rebecca Allen and they discuss further the challenges that schools face in addressing attainment gaps:

The pupil premium is not working (part I): Do not measure attainment gaps.

<https://rebeccaallen.co.uk/2018/09/10/the-pupil-premium-is-not-working/>

The pupil premium is not working (part II): Reporting requirements drive short-term, interventionist behaviour

<https://rebeccaallen.co.uk/2018/09/11/the-pupil-premium-is-not-working-part-ii/>

The pupil premium is not working (part III): Can within-classroom inequalities ever be closed?

<https://rebeccaallen.co.uk/2018/09/13/the-pupil-premium-is-not-working-part-iii/>