

Horndean Infant School pupil premium strategy statement



| 1. Summary information | | | | | |
|------------------------|------------------------|------------------------------|---------|--|--------|
| School | Horndean Infant School | | | | |
| Academic Year | 17/18 | Total PP budget | £38,548 | Date of most recent PP Review | Aut 18 |
| Total number of pupils | 272 | No of pupils eligible for PP | 32 | Date for next internal review of this strategy | Aut 19 |

| 2. Current attainment | | |
|--|---|--|
| | <i>Pupils eligible for PP at Horndean Infant School (12 pupils)</i> | <i>Pupils not eligible for PP (national average)</i> |
| Yr 2 Summer 2018 % achieving ARE in reading (minus SEND) | 88% | 75% |
| Yr 2 Summer 2018 % achieving ARE in writing (minus SEND) | 88% | 70% |
| Yr 2 Summer 2018 % achieving ARE in maths (minus SEND) | 88% | 76% |
| Year 2 Summer 2018 % who made expected progress in reading (incl SEND) | 100% | |
| Year 2 Summer 2018 % who made expected progress in writing (incl SEND) | 100% | |
| Year 2 Summer 2018 % who made expected progress in maths (incl SEND) | 100% | |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Significant proportion of children eligible for PP are demonstrating social, emotional and mental health needs which impact on their ability to learn |
| B. | Higher %age of children eligible for PP have identified SEN than within the school population |
| C. | Learning behaviours – characteristics of effective learning are low on entry and children eligible for PP show less resilience than their peers |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Some pupils eligible for PP are experiencing social or emotional difficulties. |
| E. | A significant proportion of children eligible for PP do not read regularly at home. This means they get less practise than other pupils which slows their reading progress |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Increase levels of pupil engagement in their learning | Children have improved learning behaviour shown on readiness for learning scales |
| B. | Improve the SEMH of children eligible for pupil premium | Children achieve or exceed ELSA targets |
| C. | Increase levels of attainment for children eligible for pupil premium | For children on the SEN register, achieve end of year outcomes on SEN support plans For children not on the SEN register individual tracking shows accelerated progress in order to narrow the gap in attainment |
| D. | Increase parental confidence/engagement/awareness | Increased participation home learning, attendance at Stay and Play/ workshops, attendance at progress meetings |
| E. | Ensure good outcomes for all LAC through the implementation of PEP | Children achieve or exceed their PEP targets, which are reviewed frequently (at least termly) |

5. Planned expenditure

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| Academic year | 18/19 |
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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? |
|--|----------------------------|--|--|----------------|--------------------------------------|
| Improved reading outcomes for all children | Phonics champion £5,000 | Children need regular practise to make progress in reading. Many children do not get regular reading practice at home so we need to offer opportunities for these children to practise their reading skills and to apply their phonic knowledge. | Class reading records monitored by English lead OTrack – Data tracking monitoring progress of targeted children Pupil Progress Meetings | English Leader | Half termly |
| Total budgeted cost | | | | | £5,000 |

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? |
|-----------------|------------------------|---|---|------------|--------------------------------------|
|-----------------|------------------------|---|---|------------|--------------------------------------|

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|--|-------------------------------------|--|---|-------------------------|---|
| Improved emotional literacy | ELSA Support £2,500 | Successful strategy in previous years to ensure children are ready to learn. We have chosen to use story books for this group to develop their language, increase exposure to reading, develop ability to recognise and articulate emotions | Children have a baseline Assessment. ELSA receives regular training and supervision. Targets are frequently reviewed and updated | SENCO | At the end of each phase |
| Improved oral language skills | Speech & Language / FEIPS £13,000 | Children need language skills to predict unfamiliar words in texts to make progress in reading. Providing early intervention to support children with SLCN is essential, as having a speech, language and communication need can have a significant impact on a child's future: 60% of young offenders have a SLCN, only 25% of children with SLCN reach the expected levels for their age in both English and Maths at the end of key stage 1 and only 10% get five good GCSEs including English and Maths. Early intervention for these children is key. Children whose language difficulties are resolved by 5½ are more likely to catch up with their peers and pass as many GCSEs as children without a history of language difficulties. | Proportion of children signed off SALT. Tracking of S&L showing accelerated progress for identified children | SENCO | At the end of each phase Pupil Progress meetings |
| Improved behaviour | CM Sports lunchtime club £3,000 | Children with challenging behaviours that do not reach the threshold for specialised schooling need extra support to self-regulate to minimise negative effect on their own and others learning | Half termly progress analysis shared with class teachers and SENCO | Year group Leaders | At the end of each phase |
| Improved reading outcomes for all children | Reading intervention program £7,500 | This support specifically targets gaps in individual pupils' learning Proven to rapidly accelerate progress | LSA observation and professional development Good communication between class teacher and LSA to ensure clear links with whole class teaching SEN Support Plans Intervention record sheets | Class teachers SENCO | Pupil progress meetings SEN review meetings |

| Total budgeted cost | | | | | £31,000 |
|---|--|---|--|--------------------|---|
| 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? |
| Increase parental confidence/engagement/awareness | Triangulation meetings – release teachers on 3 afternoons per year £2,000 | Children learn best when a positive relationships exists between home and school. Parents who have a clear understanding of the learning and expectations at school are more able to support their children Some parents have negative memories of their own school time and need support to see that school can be approachable and supportive | Increase the awareness of all staff – teaching and non-teaching. Staff CPD Constantly reviewing what is working for individual parents and being aware that each family may need a different approach. Being unrelenting in the search for the best way to reach each family | Year Group Leaders | Pupil Progress Meetings |
| Total budgeted cost | | | | | £2,000 |

6. Review of expenditure

Previous Academic Year 17/18

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 |
|--|------------------------------|---|--|---------|
| Improved reading outcomes for all children | Creation of phonics champion | This support is precise and allowed for specific teaching of both phonic and reading skills to enable all groups of children to increase reading ability. | Continue this support | £20,757 |

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 |
|--|--|---|--|---------|
| Improved emotional literacy | ELSA Support | ELSAs training and supervision up to date. Teacher, parent and child feedback as well as assessments such as the Boxall profile show significant impact for children receiving targeted support for their emotional health. | Continue this support - adjust hours to reflect needs of the children. | £1,576 |
| Improved oral language skills | Speech & Language / FEIPS intervention for targeted pupils | ELKLAN training developed role for a Speech and language specialist teaching assistant in school to target support in year F. FEIPS training fully updated and supervision in place. | Continue this support | £12,724 |
| Improved behaviour | Lunchtime support | Children with challenging behaviours received support throughout lunchtimes enabling them to access the playground and minimise negative impact on their own and others' learning | Continue this support | £1,487 |
| Improved reading outcomes for all children | Reading intervention program (FFT) | Children with specific barriers to learning to read received additional support to enable them to kick-start their reading and writing skills to enable them to 'catch-up' with their peers. | Continue this support | £8,730 |

| 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 |
| Increase parental confidence/engagement/awareness | Triangulation meetings – release teachers on 3 afternoons per year | All PP parents attended additional consultation meetings. The triangulation of teacher, parent and child enabled families to feel supported and gave parents confidence to help their child at home. | Continue this support and extend to more children where time allows | £1,557 |