

# Horndean Infant School pupil premium strategy statement



1. Summary information					
<b>School</b>	Horndean Infant School				
<b>Academic Year</b>	18/19	<b>Total PP budget</b>	£35,390	<b>Date of most recent PP Review</b>	Aut 19
<b>Total number of pupils</b>	269	<b>No of pupils eligible for PP</b>	29	<b>Date for next internal review of this strategy</b>	Aut 20

2. Current attainment		
	<i>Pupils eligible for PP at Horndean Infant School (12 pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Yr 2 Summer 2019 % achieving ARE in reading (minus SEND)</b>	92%	76%
<b>Yr 2 Summer 2019 % achieving ARE in writing (minus SEND)</b>	92%	70%
<b>Yr 2 Summer 2019 % achieving ARE in maths (minus SEND)</b>	100%	76%
<b>Year 2 Summer 2019 % who made expected progress in reading (incl SEND)</b>	87%	
<b>Year 2 Summer 2019 % who made expected progress in writing (incl SEND)</b>	83%	
<b>Year 2 Summer 2019 % who made expected progress in maths (incl SEND)</b>	86%	

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> )	
<b>A.</b>	Significant proportion of children eligible for PP are demonstrating social, emotional and mental health needs which impact on their ability to learn
<b>B.</b>	Higher %age of children eligible for PP have identified SEN than within the school population
<b>C.</b>	Learning behaviours – characteristics of effective learning are low on entry and children eligible for PP show less resilience than their peers
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Some pupils eligible for PP are experiencing social or emotional difficulties.

<b>E.</b>	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
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#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increase levels of pupil engagement in their learning	Children have improved learning behaviour shown on readiness for learning scales
<b>B.</b>	Improve the SEMH of children eligible for pupil premium	Children achieve or exceed ELSA targets
<b>C.</b>	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
<b>D.</b>	Increase parental confidence/engagement/awareness	Increased participation home learning, attendance at Stay and Play/ workshops, attendance at progress meetings
<b>E.</b>	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

**Academic year**

**2019/20**

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.

#### Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Attainment</b>	Utilise speech link to identify year F children with language needs and provide interventions and also support for parents. Continue support for year 1 and 2 children identified previously	Identify language barriers for vulnerable children in years F, 1 and 2 in order to close the gap in their attainment	Individual programmes and assessments analysed by SENCO to ensure children are closing the gap/making progress. Pupil Progress meetings half termly by HT and class teachers	YrF Leader	Half termly Meetings with HT and SENCo
	Objective led planning approach in year F	Taking the learning to the children in their play/learning environment	EYFS Lead/HT monitoring and learning walks	YGL	
	Ensure high quality hooks and clear outcomes with a purposeful audience.	Increase pupil's engagement in writing, ensuring they are clear about the purpose for writing	Work scrutiny by HT, AHT, English leader and learning walk by HT/AHT to monitor	YGLs	Termly curriculum meetings

	Year R to regularly audit the environment to ensure there are opportunities for mark making across both the indoor and outdoor environment		quality of writing opportunities across the school		
	Introduction of DEAR (drop everything and read) and reading weeks, reading challenges, 'butterfly'	Increase reading outcomes for PPG and increase personal motivation to read for pleasure	English leader monitoring OTrack Reading trackers	English Leader	Termly
	Adapted Talk for Writing	Talk for Writing enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style. Schools that have adopted the approach have not only increased their children's progress but have found that children's motivation increases	Lesson Observations, monitoring planning and book scrutiny	Class teachers English Lead and HT	Data analysis at Data drop points across the year (Half-Termly)
<b>Personal Development and well-being</b>	Introduction of the Trick Box programme  £1,000	Those with a "fixed" mindset believe that people's intelligence and abilities are static and outside their control—the widely accepted theory of cognitive development through the 1960s. In contrast, those with a "growth mindset" know that intelligence is dynamic. As neuroscience has now decisively shown, the brain does change based on one's experiences and efforts. Regardless of the research, all of us develop beliefs about our own intelligence, beginning in childhood. Some children worry that they don't have enough. Others grow up thinking that they can do anything if they just work hard at it. These beliefs make a big difference in how children do in school, research shows. Even students who consider themselves "gifted" often avoid challenge, for fear they might lose status if they fail. But when we teach youth that intelligence is malleable, they more readily take on challenges, persist through difficulties, and experience intellectual growth. (Blackwell, Trzesniewski & Dweck, 2007)			
	Introduction of the Trick Box parenting programmes  £3,500	Parents are able to join <b>The Box Set</b> workshops to find out more about how to support their children's personal development whilst brushing up on their own skills. Trick Box offers the personal skills we all need to not only manage ourselves but to take up positive life opportunities and thrive!	2 key staff to be trained to deliver	HT Behaviour lead	After every course completion (termly)

	PSHE to be taught by class teachers weekly in order to raise its profile and provide dedicated time.	Raise the profile and quality of teaching of PSHE across the school, including parents understanding of emotional and social development.	PSHE Leader learning walks, book scrutiny and pupil conferencing. Parental feedback gained.	PSHE lead	Termly
<b>Leadership and management</b>	Embed pupil premium strategy thinking for all staff who meet at the end of each phase to review progress of children eligible for pupil premium.	PPG progress and attainment maximised as a result of staffs increased understanding of the needs of these children.	Pupil Progress meetings	YGLs HT	
<b>Total budgeted cost</b>					£4,500
<b>i. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved behaviour for identified children and Emotional Well being	Nurture group - 3 mornings/week  £22,000	Through intensive, well-structured teaching and support, pupils learn to manage their own behaviour, to build positive relationships with adults and with other pupils and to develop strategies to help them cope with their emotions which will help them better engage with their learning to make good progress	12 weekly Boxalls	<b>Senco</b>	Half termly Meetings with HT and SENCo
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 £7,600	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 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
<b>Total budgeted cost</b>					£39,600
<b>ii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase parental confidence/engagement/awareness	Triangulation meetings – release teachers on 3 afternoons per year £1,800	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	Increase the awareness of all staff – teaching and non-teaching. Staff CPD Constantly reviewing what is working for individual parents	Year Group Leaders	Pupil Progress Meetings

		support to see that school can be approachable and supportive	and being aware that each family may need a different approach. Being unrelenting in the search for the best way to reach each family		
<b>Total budgeted cost</b>					£1,800

6. Review of expenditure				
Previous Academic Year 18/19				
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	Phonic Screening results maintained	Maintain approach but train all staff to be a 'champion' for phonics	£13,500
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.	£2,300
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	£14,000
Improved behaviour	CM Sports Lunchtime club	Need lessened throughout the year. Impact positive whilst in place.	Training of the lunchtime leaders to support children's need on the playground more beneficial for all children.	£1,400
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	£8,000

<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>
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	£1,800