

# Horndean Infant School pupil premium strategy statement



1. Summary information					
<b>School</b>	Horndean Infant School				
<b>Academic Year</b>	20/21	<b>Total PP budget</b>	£51,280.00	<b>Date of most recent PP Review</b>	Aut 21
<b>Total number of pupils</b>	269	<b>No of pupils eligible for PP</b>	47	<b>Date for next internal review of this strategy</b>	Aut 22

2. Current attainment		
Please note that due to Covid and the demands that has placed on schools these plans are changeable in response to the ever changing landscape in schools at this current time. As data was not officially collated in the year 19-20 the previous years data has remained on view. We continue to strive for the very best for these children and indeed all children at this time	<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>	The majority of pupils (including 100 % of Pupil Premium Pupils start school working below Reception Entry Expectations in Listening, Understanding and Speaking (2019). This impacts on reading progress in subsequent Years
<b>B.</b>	Significant proportion of children eligible for PP are demonstrating social, emotional and mental health needs which impact on their ability to learn
<b>C.</b>	Higher %age of children eligible for PP have identified SEN than within the school population
<b>D.</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> (issues which also require action outside school, such as low attendance rates)	
<b>E.</b>	Some pupils eligible for PP are experiencing social or emotional difficulties.
<b>F.</b>	A significant proportion of children do not read regularly at home. This means they get less practise than other pupils which slows their reading progress
<b>G.</b>	Impact of COVID-19 and low ability to access home learning

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Reception class	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in Listening, understanding and speaking and relationships
<b>B.</b>	Increase levels of pupil engagement in their learning	Children have improved learning behaviour shown on readiness for learning scales
<b>C.</b>	Improve the SEMH of children eligible for pupil premium	Children achieve or exceed ELSA targets
<b>D.</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>E.</b>	Increase parental confidence/engagement/awareness	Increased participation home learning, attendance at Stay and Play/ workshops, attendance at progress meetings
<b>F.</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)

<b>5. Planned expenditure</b>	
<b>Academic year</b>	<b>2020/21</b>

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.

<b>Quality of teaching for all</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>

<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 £5790	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. Year F to regularly audit the environment to ensure there are opportunities for mark making across both the indoor and outdoor environment	Increase pupil's engagement in writing, ensuring they are clear about the purpose for writing	Work scrutiny by HT, DHT/AHT, English leader and learning walk by HT/DHT to monitor quality of writing opportunities across the school	YGLs	Termly curriculum meetings
	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)
	Objective led planning for PP children in writing £5790	Taking the learning to the children in their growing learner time	HT/DHT monitoring and learning walks	DHT	Termly
	Additional LSA hours per year group across the school 16,200	This enables regular targeted interventions to be carried out to meet the specific needs of individuals and groups of children	Learning Walks and Performance Management	SENCo Half termly Pupil	SENCo Half termly Pupil
<b>Personal Development and well-being</b>	PSHE Covid Recovery Programme £5790	Enables well-being and mental health to be at the forefront of the return to school.	DHT	Sept 20	Half termly
	PSHE to be taught by class teachers weekly in order to raise its profile and provide dedicated time. Led and planned by DHT £5790	Raise the profile and quality of teaching of PSHE across the school, including parents understanding of emotional and social development. Use of Picture News to promote British Values/Well-being and mental health	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.  £3,000	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>					£42,360
<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 emotional Literacy	ELSA Support  £7596	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	<p>Speech &amp; Language / FEIPS</p> <p>£7,600</p> <p>Individual children to have personalised SALT</p> <p>Additional SALT Provision in place for</p> <p>Develop the mathematical vocabulary, language and learning through White Rose Maths</p>	<p>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.</p> <p>To support a consistent and progressive use of language and the use of CPA (concrete, pictorial and abstract) approach to teaching maths, we use the White Rose scheme and online resources along with a wide range of manipulatives such as numicon, base ten apparatus, place value counters and ten frames. Timestables rockstars supports the learning and fluency of times tables. Numbots supports the fluency of basic number addition and subtraction facts and number bonds. Early intervention for these children is key. Children whose language difficulties were 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.</p> <p>TES (Sept 16) '...', while the test (Phonic screening) was presented as a measure of pupils' ability to sound out written letters and create words, in fact, pupils needed vocabulary knowledge to work out how to pronounce 40 per cent of the words.</p>	<p>Proportion of children signed off SALT.</p> <p>Tracking of S&amp;L showing accelerated progress for identified children</p>	<p>In-house SALT SENCO</p>	<p>At the end of each phase Pupil Progress meetings</p>
Improved reading outcomes for all children	<p>Online reading program</p> <p>£399</p>	<p>This support specifically targets gaps in individual pupils' learning</p> <p>Proven to rapidly accelerate progress</p>	<p>Online reading targets children's needs</p>	<p>Class teachers SENCO</p>	<p>Pupil progress meetings</p> <p>SEN review meetings</p>
<b>Total budgeted cost</b>					£15,595

<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  £1,500	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
Increase parents knowledge to help them better support their children’s learning at home which will result in better outcomes in reading	Parent workshops Educating parents via Newsletters	Parental involvement in children’s education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood. The quality and content of fathers’ involvement matter more for children’s outcomes than the quantity of time fathers spend with their children. (DCSF Publications 2008)	Monitor regular workshops are put on with targeted parents invited. Overview of workshops across	DHT Class Teachers	Termly
Improved reading outcomes for all children	Precision Teaching as targeted intervention.	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 O Track – Data tracking Otrack – monitoring progress of targeted children Pupil Progress Meetings	HT/DHT teachers	Half Termly
<b>Total budgeted cost</b>					£1,500

6. Review of expenditure				
Previous Academic Year 19/20				
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.	Due to staff changes this is no longer viable. Additional LSA hours across the school to ensure targeted interventions to be done going forward	£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