

Pupil Premium Report 2018/19

1. Summary information

School	Polehampton C. of E. Infant School				
Academic Year	18.19	Total PP budget	£11,640	Date of most recent PP Review	November 18
Total number of pupils	169	Number of pupils eligible for PP	10	Date for next internal review of this strategy	April 19

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
EYFS profile	25% - 1/4 child baseline assessment - below age related expectations	71.5%
Phonics	33% - 1/3 children on track to achieve in the phonics test	82%
Key Stage One		
• Reading	100% - 2/2 children on track to achieve "expected" in end of KS1	75%
• Writing	50% - 1/2 child on track to achieve "expected" in end of KS1 assessments	70%
• Maths	100% - 2/2 children on track to achieve "expected" in end of KS1	76%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	<i>Academic progress impacted by difficulty in managing feelings and emotions.</i>
B.	<i>Confidence - to tackle new tasks, build and sustain friendships</i>

External barriers *(issues which also require action outside school, such as low attendance rates)*

C.	<i>Family circumstances.</i>
D.	<i>Self-esteem</i>

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	<i>Higher rates of progress for all pupils eligible for PP.</i>	<i>Pupils eligible for PP will make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</i>
B.	<i>Children are protected and supported if faced with any challenges.</i>	<i>Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.</i>
C.	<i>Increased attendance rates for pupils eligible for PP.</i>	<i>Sustain overall attendance to at least school average</i>
D.	<p><i>Children are given a broad range of opportunities to follow and develop their own interests.</i></p> <p><i>Children benefit from the extended activities offered by the school</i></p> <p><i>Parents are made aware that PP is available to cover costs of extra-curricular activities.</i></p>	<i>Ensure our PP children feel part of the whole school community and have access to a wide range of extra-curricular activities such as Paint and Create, Multisports & French.</i>

5. Planned expenditure					
Academic year		2018/19			
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?
A- Higher rates of progress for all pupils eligible for PP.	Well-being Week	To ensure all pupils develop skills to support their well-being by experiencing activities and being involved in whole school/class tasks	Planned activities immerse the children in a week of well-being Time is given to evaluate with the children, to analyse which strategies they found effective and could sustain	Inco	Dec 18
	Team teach training	To ensure all pupils are supported to manage their behaviour with de-escalation strategies	Use quality training providers Regular programme of training, including new staff on induction, refresher session with staff, review when/if we have to use positive handling strategies	Inco	Dec 18 – on-going
Total budgeted cost					£1000

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?
A. Higher rates of progress for all pupils eligible for PP.	1:1 precision monitoring, Plus 1 Maths & 1:1 reading, nurture.	<i>Some of the pupils need targeted support to catch up. Interventions delivered by highly trained and experienced staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</i>	<i>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Impact overseen by INCo.</i>	INCo Teachers TAs	April 18
	Weekly Nurture Group with 1:1 follow-up.	<i>Some of the students need extra support to recognise, express and manage their emotions. Small group nurture interventions delivered by highly trained and experienced staff have been shown to be effective, as discussed in</i>	<i>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Impact overseen by INCo.</i>	INCo Teachers TAs	October 17

<p>B. Children who have experienced early trauma develop resilience and emotional well-being</p>	<p>Training for specific staff for individual children</p> <p>Parenting special children course</p> <p>Meet, greet and settle into the day</p> <p>Quiet area for lunchtimes</p> <p>Resources, i.e. books for children and staff, ear defenders, bear hug vest, camping seat, chew buddy</p>	<p>Trained staff have even better understanding so we can meet these children's complex needs</p>	<p>Further meetings held to review and implement training</p>	<p>INCo</p>	<p>April 19</p>
<p>C. Children are protected and supported if faced with any challenges.</p>	<p>1:1 TA support</p> <p>Lunchtime supervision – quiet area available</p> <p>Adoption UK subscription</p>	<p>Some of the students need extra support to recognise, express and manage their emotions appropriately during the school day. 1:1 supervision is an effective supportive strategy in order to minimise behaviour incidents.</p>	<p>Monitor behaviour. TA</p>	<p>INCo Teachers TAs Family Support Worker</p>	<p>April 19</p>
<p>D. Children with ADHD or similar difficulties are supported</p>	<p>Annual whole staff SEN training</p>	<p>All staff receive training on different aspects of SEN, to build up knowledge and understanding of a range of pupil needs – ADHD training is our current identified area</p>	<p>Training by educational psychologist, who knows our school and children</p>	<p>Inco</p>	<p>March 19</p>
<p>Total budgeted cost</p>					<p>£8850</p>

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?
<i>E. Increased attendance rates for pupils eligible for PP.</i>	<i>Staff to follow up quickly on absences. Head to meet regularly with parents.</i>	<i>It is more challenging to improve attainment when children have high levels of absence. NFER briefing for school leaders identifies addressing attendance as a key step.</i>	<i>Head regularly monitors all registers. Thorough briefing of staff about existing absence issues. Attendance reported to and monitored by governors. School term dates posted well in advance. Frequent reminders on newsletters. Admin team prompt communication with parents of absent children.</i>	<i>Head</i>	<i>Half termly – more frequent if there are concerns.</i>
<i>F. Children are given a broad range of opportunities to follow and develop their own interests. Parents are made aware that PP is available to cover costs of extra-curricular activities.</i>	<i>PP used to purchase uniform, fund school trips and clubs, school photos</i>	<i>Ensure our PP children feel part of the whole school community and have access to a wide range of extra-curricular activities such as Paint and Create, Multisports & French.</i>	<i>Building strong relationships with parents so that they can be aware of, and contribute to discussions about, how school can use the PP to support their child.</i>	<i>Head INCo</i>	<i>April 19</i>
Total budgeted cost					£2500

6. Review of expenditure				
Previous Academic Year		17.18 Total Income Received = £8960, Total Expenditure = £8960		
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
A - Higher rates of progress for all pupils eligible for PP	Well-being Week Team Teach staff training (understanding and implementing positive behaviour managements)	There was a lasting impact on the atmosphere at school, following this special week. Team teach training gave staff even more confidence in using positive handling strategies, keeping children staff and the environment safe	All these strategies will continue for 18/19. Wellbeing week - a new team will run the week, to refresh the activities and share the workload Team teach – absent or new staff will have the training in 18.19 to ensure consistency	£286.25 Total=£286.25
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
A - Higher rates of progress for all pupils eligible for PP.	1:1 precision monitoring, Plus 1 Maths & 1:1 reading, nurture. Weekly Nurture Group with 1:1 follow-up	Children receiving these interventions made good progress. Most PP children made accelerated progress.	Interventions will continue but focussed into the afternoon to ensure pupils are not being taken out of the core literacy and numeracy lessons in the morning. Nurture work will continue – driven by the needs of the children at the time and in new forms (Therapy dogs, Art group etc)	£2921.24

<p><i>B - Children who have experienced early trauma develop resilience and emotional well-being</i></p>	<p><i>Training by Educational Psychologist for all staff – general training for all staff then training for specific staff for individual children</i></p>	<p><i>Trained staff have even better understanding so we can meet these children’s complex needs</i></p>	<p><i>All these strategies will continue for 18/19</i></p> <p><i>New staff will have the training in 18.19 to ensure consistency</i></p>	<p>£600</p>
	<p><i>Parenting special children course</i></p>			<p>£207.50</p>
	<p><i>Meet, greet and settle into the day</i></p> <p><i>Quiet area for lunchtimes</i></p> <p><i>Resources, i.e. books for children and staff, ear defenders, bear hug vest, camping seat, chew buddy</i></p>			<p>£858.22</p>
<p><i>C. Children are protected and supported if faced with any challenges.</i></p>	<p>1:1 TA support</p> <p>Lunchtime supervision – quiet area available</p> <p>Adoption UK subscription</p>	<p>1:1 supervision is an effective supportive strategy in order to help children recognise, express and manage their emotions appropriately during the school day, minimising behaviour incidents.</p>	<p><i>All these strategies will continue for 18/19</i></p> <p><i>1:1 support will continue as appropriate. This strategy is very specific to each child, for example, morning meet, greet and settle and scaling of emotions.</i></p> <p><i>Adoption UK subscription has allowed us to access useful information, using evidence from other experts to inform our work.</i></p>	<p>£3136.20</p> <p>£540</p> <p>Total=£8263.16</p>

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
<p><i>D. Increased attendance rates for pupils eligible for PP.</i></p>	<p><i>Staff to follow up quickly on absences. Head to meet regularly with parents.</i></p>	<p><i>Overall average attendance rates improved for PP children</i></p>	<p><i>All these strategies will continue for 18/19</i></p> <p><i>Consistent approach, regular monitoring is effective to support improvement.</i></p>	

