

Sholing Infant School

Pupil Premium Strategy 2019-20

Summary Information					
School			Sholing Infant School		
Academic year	2019-20	Total PP budget 2019-20: £54,720	Estimated spend 2019-20: £50,430 (underspend held as contingency eg for uniform/trips/additional hours of 1:1 tuition eg as preparation for phonic screen and SATS)	Date of external PP review:	Summer 2020
Total number of pupils		270	Number of pupils eligible for PP EYFS: 14 KS1: 23 Pupils eligible for PPG+ 5	Date for next internal review strategy:	January 2020 (governor review)
Impact of Pupil Premium funding in terms of outcomes for disadvantaged pupils in 2018-19 (see previous strategy report for detailed spending plan)					
Total PP budget £50 700 (2018-19)					
Early Years Foundation Stage 11/90 pupils were disadvantaged					
Early Years Foundation Stage (EYFS) <p>PPG funding focused on:</p> <p>Academic:</p> <ul style="list-style-type: none"> Supporting pupils in phonics teaching within the streamed class teaching. Individual children had additional support with reading, phonics and number as identified according to their Pupil Premium Passports. The PP champion also supported disadvantaged children in Busy Bee time eg in areas such as speaking, listening and attention and understanding. For a number of pupils Managing Feelings and behaviour, was a key area of support. Access to the BLAST programme to support language skills <p>Enrichment:</p> <ul style="list-style-type: none"> Free participation in after school clubs each half term Sticky Fingers –healthy cookery club Additional support with experiences/vocabulary around topic learning eg local walks <p>Pastoral:</p> <ul style="list-style-type: none"> ELSA support where needed Support with transportation and attendance support Music therapy 					
% GLD SIS All pupils 76.4%		% GLD SIS PP pupils 54.5%		% GLD SIS Other pupils 79.5%	
% GLD national All pupils 71.8%		% GLD national PP pupils 56.7%		% GLD national Other pupils 74.2%	
Key messages: <ul style="list-style-type: none"> On entry to EYFS the baseline indicated that 0 % of these pupils entered at ARE in any AOL. At the end of EYFS the 0% at ARE had converted to 54.5% at ARE Progress for disadvantaged pupils was above that of other pupils in all AOL by the end of EYFS 					

		ALL (89)	D (11)	Non D (78)
Prime Areas	LA	5.0	4.9	5.0
	U	5.0	5.2	5.0
	S	5.3	5.0	5.3
	MH	4.9	5.2	4.8
	HSC	4.7	4.9	4.6
	SC	5.2	5.8	5.2
	MFB	5.4	5.5	5.4
	MR	4.9	5.2	4.8
Specific Areas	R	5.2	5.2	5.2
	W	4.4	4.7	4.3
	N	5.4	5.3	5.4
	SSM	4.9	4.9	4.9

- The greatest disparity in outcomes between disadvantaged and other pupils in 2019 was in the area of writing, followed by reading, although the reading disparity decreased over the course of the year.
- The gap between disadvantaged and other pupils in 2019 at expected+ widened most significantly in SSM and in number, so this will be an area requiring additional intervention from PP champions in 2019/20
- All disadvantaged pupils accessed the BLAST programme in 2018-19 and this is reflected in the progress made in speaking, listening and understanding where progress was significantly higher for the disadvantaged group than school progress expectations.
- All disadvantaged pupils had regular opportunities to work 1:1 with one of our PP champions. This enabled pupil to receive regular specific feedback on their learning and progress. The positive impact on PSE , specifically SC and MFB is evident in the progress data.

Pastoral:

- All disadvantaged pupils had opportunities to access ELSA support either individually or in groups eg through Circle of Friends. This impacted positively in terms of behaviour for learning and for a number of children MFB. The provision of Lunch Bunch run by the ELSA supported a number of disadvantaged children with challenging behaviour to have positive lunch times enabling a calm start to the afternoon sessions.
- Music therapy was provided for a number of disadvantaged pupils who are on CP planning or are looked after (PLAC)
- All disadvantaged pupils in EYFS accessed the 'Sticky Fingers 'cookery club in which they learned about healthy eating,

Enrichment:

- Disadvantaged pupils in EYFS accessed after school clubs, both sports clubs and culturally enhancing clubs eg cycling, sewing, gardening choir and art.

Year 1: 14 /91 pupils were disadvantaged

PPG funding focused on:

Academic:

- In Year 1 the key focus of academic support was on reading and phonics with pupils supported in whole class phonics lessons as well as through receiving individual tuition in reading.

- Disadvantaged pupils also received additional support in the composition and transcription areas of writing in small groups.
- Free support booklets for phonics and parent workshops

Enrichment:

- Free participation in after school clubs each half term
- Healthy breakfast club/story time
- Additional support with experiences/vocabulary around topic learning eg local walks

Pastoral:

- Music therapy
- ELSA

Y1 academic achievement:

Phonic screen	All	D	Other
% SIS	93.5	85.7	94.7
National	81.9	71.0	84.3

- Disadvantaged pupils in Y1 at this school achieved outcomes above national other in the phonic screen.
- In terms of end of progress from the end of YR, disadvantaged pupils made progress broadly in line with other pupils in all subjects.

End of Y1: 3 points+ expected

Tracking points	All	D	D no SEN	No D	FSM	No FSM
Reading	3.1	3.1	3.1	3.1	3.1	3.1
Writing	3.0	2.9	3.0	2.9	3.0	3.0
Maths	3.0	2.9	3.0	3.0	2.9	3.0

Pastoral:

- All disadvantaged pupils had opportunities to access ELSA support either individually or in groups
- The provision of Lunch Bunch run by the ELSA supported a number of disadvantaged children with challenging behaviour to have positive lunch times enabling a calm start to the afternoon sessions.
- Music therapy was provided for a number of disadvantaged pupils who are on CP planning or are looked after (PLAC)
- All disadvantaged pupils in Y1 were offered the opportunity to attend a healthy breakfast club , in which they selected prepared and made their breakfast, then enjoyed a family breakfast and a story before the start of the school day.

Enrichment:

- Disadvantaged pupils in EYFS accessed after school clubs, both sports clubs and culturally enhancing clubs eg cycling, sewing, gardening choir and art.

Year 2:

In this cohort there were 14/89 Disadvantaged pupils-5 of whom had additional SEN (35.7%)

PPG Funding focused on:

Academic:

- In Y2 academic support included individual and group reading, with a key focus on comprehension for pupils targeted for GDS
- Smaller teaching group with Deputy Headteacher for targeted pupils
- Support in bespoke areas for individual depending on need and
- Additional phonics support for pupils needing to retake the screen.
- Maths workshops

Enrichment:

- Free participation in after school clubs each half term
- Healthy breakfast club/story time
- Additional support with experiences/vocabulary around topic learning eg local walks
- Offer of free violin lessons with peripatetic teacher

Pastoral:

- ELSA
- Music therapy

End of KS1 EXS+ : Achievement

% at EXS+	All	D	D no SEN	No D
Reading	86.5	86.7	88.9	86.5
Writing	76.4	46.7	67.7	82.4
Maths	89.9	80.0	67.7	92.0

- Disadvantaged pupils in this cohort achieved broadly in line with other pupils in reading and maths. Outcomes in writing at expected standard or above were below other pupils at this school and nationally.
- Disadvantaged pupils achieved above national other pupils in reading and maths.

Progress from EYFS to end of KS1

	Reading	Writing	Maths
Disadvantaged	5.8	5.5	5.7
Not disadvantaged	6.0	5.9	5.9

- 4 disadvantaged pupils left EYFS with emerging in reading. At the end of KS1 2 of these pupils had converted to expected.
- 4 disadvantaged pupils left EYFS with emerging in writing. At the end of KS1 5 pupils did not achieve the expected standard.
- 3 disadvantaged pupils left EYFS with emerging in maths. At the end of KS1 2 pupils did not achieve the expected standard

Progress for disadvantaged pupils across KS1 was in line with progress for other pupils. Progress was less strong in writing. Disadvantaged pupils who are a risk of underachievement in writing will feature in the schools Improvement plan 2019-20

- Disadvantaged pupils were supported with SATs preparation through the provision of free homework books and support.

Pastoral:

- All disadvantaged pupils had opportunities to access ELSA support either individually or in groups
- The provision of Lunch Bunch run by the ELSA supported a number of disadvantaged children with challenging behaviour to have positive lunch times enabling a calm start to the afternoon sessions.
- Music therapy was provided for a number of disadvantaged pupils who were looked after (PLAC)
- All disadvantaged pupils in Y1 were offered the opportunity to attend a healthy breakfast club , in which they selected prepared and made their breakfast, then enjoyed a family breakfast and a story before the start of the school day.

Enrichment:

- Disadvantaged pupils in EYFS accessed after school clubs, both sports clubs and culturally enhancing clubs eg cycling, sewing, gardening choir and art. The uptake of these clubs by Y2 pupils was
- Disadvantaged pupils were offered the opportunity to have peripatetic violin lessons free of charge
- Disadvantaged pupils received pre tutoring in topic areas to ensure that subject knowledge and vocabulary were 'topped up' prior to starting topics.
- Disadvantaged pupils had the opportunity to experience 'confidence building' activities eg' Rock up'

Barriers to future outcomes (for pupils eligible for PP)	
In school barriers (issues to be addressed in school)	
A Ensuring that disadvantaged pupils access the full curriculum and any interventions do not result in them missing foundation subjects.	
B Lack of parental support eg for reading and homework as well as wider life experiences	
C Disadvantaged pupils achieve less well in writing and are less likely to achieve ARE at the end of KS1 even if they achieve EXP in EYFS	
External barriers (issues which require action outside school)	
D Lack of life experiences and for some children a restricted vocabulary around topic learning.	
Desired outcomes (Desired outcomes and how they will be measured)	
Desired Outcomes	Success criteria
A High 'quality first teaching' will be a focus and planning will show how the curriculum is personalised for specific learners and the progress that they make.	Monitoring cycle is embedded in the school and led by HT, middle leaders and governors <ul style="list-style-type: none"> • Book scrutiny work • Learning walks • Learning review weeks Monitoring identifies CPD need CPD arranged for staff Impact of CPD monitored as part of cycle Quality first teaching in all areas of school Tracking schools impact on pupil progress Reports from PPG governor
B Increasing engagement of parents in learning. In school reading intervention for identified pupils, including daily reading, reading to an adult, small group reading. Reading workshops for Foundation and KS1 to be held throughout the year to engage parents with reading at home. Parents invited by their children to attend. (Records to be kept of parents who attend-focus disadvantage). Support pupils in completing homework tasks.	Increased % of parents engage with children's reading at home Reading levels/ages increases for the targeted pupils during the period of the interventions The percentage of identified pupils achieving ARE will rise
C Children's literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, spelling and writing outcomes are improved	Staff CPD on language and literacy increase confidence in this area PP children make better progress in reading so that their writing is influenced by this PP children achieve in line with non-PP children.
D Funding places for PP children in extra-curricular clubs, activities and trips. Pre tutoring from champions on knowledge and vocabulary around topics	Giving PP children the opportunity to access activities that help develop the 'whole child' and put them on an equal footing with non-PP children PP children to have access to activities and pre teaching around topics developing knowledge and vocabulary linked to this

Planned expenditure					
Academic year		2019-20			
Quality of teaching for all					
Desired outcome	Action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed?
A	Internal and external moderation of all books in reading, writing and maths (working with trust schools) to ensure that aspirations for all are suitably high.	Ensure internal assessment data is accurate in order that PP children can be effectively targeted. How do PP books compare to 'other' books at the same standard in terms of progress, marking and its impact?	HT/DHT/AHT to work sample children's books 6 weeks after external moderation for evidence of progress and achievement in targeted areas.	HT DHT SA	Termly
A	Use of PP champions to deliver target interventions in the classroom during lessons.	With an emphasis on ensuring all children receive QFT, and have access to all lessons, PP champions will focus on detailed and specific interventions in directed lessons. This should ensure all PP children are exposed to the same curriculum while receiving focused interventions.	AHT / HT to monitor impact of class based interventions, through learning walks, making sure PP champions know current level of the children and the next steps in their learning.	SA MB RG	Termly
A	Use communication and language approaches in the EYFS including the use of BLAST and narrative groups.	Education endowment Foundation-Early years toolkit.	Assessments inform future planning for all pupils, identifying starting points and next steps. EYFS T/TAs delivers BLAST Impact evidenced through observational evidence as well as progress data – monitored by SLT	SA GV JE	Baseline assessment Autumn 2019. BLAST groups to run throughout the year Impact checked against EYFS end of year outcomes for pupils involved.
A / C	Implement intensive 1:1 and small group support for Y1 target pupils in phonics to improve	Phonics as the key to reading –proven evidence that Phonics First approach works.	Phonics screen outcomes	RG SA Y1 leader	Termly phonic screen check ups Impact checked against phonic screen outcomes in June 2020.
B	Introduction event to for parents eligible for PPG to explain what the school offers and how parents can support their children at home. Introduce the AHT as leader of PP and to the PPG	Based on locality and historical information, parents of pupil premium children are more likely to not attend parent's evenings.	Linked reading diaries/homework logs monitored and analysed according to groups. Monitoring	HT DHT SA MB RG JC JH	Termly activities and termly review

	champions. (Parents aware of a go to person for parents to ensure communication is positive.				
Total budgeted cost quality teaching for all:				£15000	
Targeted support:					
Desired outcome	Action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed?
D	School to use PP funding to provide places in after school clubs.	Children who are eligible for PP funding are less likely to attend a paid after school club. Regular attendance at clubs and being equipped are a problem for some PP children.	1 after school club place per club for PP children paid for by the school.	HT SA	Every after school club will be monitored to see attendance of PP children
C/D	Funding for extra trips, visits and activities	PP children are more likely to miss out on life experiences, visits and being immersed in rich vocabulary. Will providing more of these in school enable them to access the learning with their peers who are exposed to more?	Monitoring of progress data in foundation subjects following trips and visits Pupil conferencing to identify what they have experienced throughout the topics	SA Year leaders MB RG	Progress to be monitored half termly and pupil conferencing termly
C	1:1 tuition in Y1 focusing on developing phonic knowledge for reading and spelling.	EET- Reading comprehension strategies School data on phonic screen including that for PP pupils.	Monitoring of progress data in reading following intervention. Data from half termly phonic screen check ups. Progress reviews following termly reports by PP champions demonstrating individual progress.	RG	Autumn 2018 and monitored half termly in terms of phonics check and termly reading data.
A / C	1:1 tuition in y2 focusing on writing development including vocabulary and spelling	Internal school data identifies writing for PP group. Having 1 focused writing conference with pp champion will allow detailed support on identifying strengths and weaknesses and improving their work	Monitoring of progress data in writing following conferencing Progress reviews	MB TS SA	Half termly monitoring of books
B	Parents of PP pupils have individual parent meeting with PP champions, S&L HLTA, ELSA termly as well having 'open	PP champions can discuss children's phonic and reading progress in detail and provide packs to support at home.	PP champions pro-active in securing engagement-face to face.	SA/LH to monitor MB RG JC JH	October 2019 and subsequent meetings in spring and summer

	door' access to champions.	They can model ideas/strategies. PP champions work on raising the aspirations of the PP parents for their children, in educational terms.	PP champions report on parental engagement eg do parents use phonic packs and read at home? in their termly report on pupil progress.		
D	Pupils eligible for PP access a range of extra-curricular activities including music civic award Parents approached directly as well as via Parent Mail (PP group set up on Parent mail)	School evidence indicates that fewer disadvantaged pupils attend opportunities eg Civic award/after school club	PP access reports to governors will analyse engagement from attendance records.	SA/BB	December 2019 and monitored termly.
B/C	ELSA designates one day per week to support disadvantaged pupils eligible for PPG+ Disadvantaged pupils are a priority in attending nurture play times and lunch times-free pass.	Opportunities for ELSA to give formative assessment on learning. Opportunities for language enrichment.		JH	Ongoing
B	Improve attendance of pupils eligible for PP through work with parents and ELSA. ELSA to do home visits/meetings at school with parents of pupils eligible for PP-investigate reasons and provide support at the earliest point.	Attendance of this group is lower than other groups and was below the national average in 2018.	Absence/attendance reports analysed weekly –SOL attendance.	HT SA JH	Ongoing
Total budgeted cost for targeted support:				£35.430	
Total budgeted cost: (including contingency fund £4289				£54 720	

Pupil Premium Budget

£54,720

Who	What	Calculation	Total
HLTA	PP interventions for EYS & Y2 pupils	19.5 hours per week x 39 weeks	£14,117.24
TA	PP interventions for Y1 pupils	15.5 hours per week x 39 weeks	£9,155.00
HLTA	Attendance reviews / REAL play / ELSA	6 hours per week x 39 weeks	£5,016.20
Asst Head	PP Champion	0.5 days per week x 39 weeks	£5,625.40
Asst Head	Homework Club	1 hour per week x 13 weeks (Spring 2 / Summer 1)	£576.96
Site Manager	Civic Awards	2 x 0.5 hours per week x 13 weeks (Summer term)	£233.62
EYS TA	Blast intervention	15 mins per day x 39 weeks = 48.75 hours	£770.47
HLTA	Parents evening support (overtime)	2 hours x 2 meetings = 4 hours	£74.25
TA	Parents evening support (overtime)	2 hours x 2 meetings = 4 hours	£60.58
HLTA	Breakfast Club (overtime)	0.75 hours per week x 39 weeks = 29.25 hours	£542.97
TA	Breakfast Club (overtime)	0.75 hours per week x 39 weeks = 29.25 hours	£442.98
N/A	Breakfast Club	Food £6.00 per week x 39 weeks	£234.00
HLTA	Addtl local trips/visit - driving minibus	1 trip x 6 half terms x 3 year groups x 2 hours = 36 hours	£794.98
N/A	Addtl local trips/visits - entrance fees/resources	1 trip x 6 half terms x 3 year groups x £45 per trip	£810.00
HLTA	Speech & language interventions	3 hours per week x 39 weeks = 117 hours	£2,583.70
N/A	Revision Guides	Headteacher/PP Champion to allocate	£200.00
N/A	Paid after school clubs	37 pupils x 1 club x 39 weeks x £4.00 average session cost	£5,772.00
N/A	Music therapy	No charge - funded provision	£0.00
N/A	Violin lessons	4 pupils x 3 terms x £285 per term	£3,420.00
N/A	Topic Books	Headteacher/PP Champion to allocate	£290.00
N/A	Contingency Fund	Headteacher to allocate according to pupil needs	£4,000.00

TOTAL PLANNED EXPENDITURE £54,720.36

TOTAL PP GRANT £54,720.00

BALANCE -£0.36

NB. The total funding includes the following pupils: 36 x £1320 FSM Ever 6, 3 x £2300 LAC, 1 x £300 Service