

Horndean Infant School pupil premium strategy statement



1. Summary information					
School	Horndean Infant School				
Academic Year	16/17	Total PP budget	£38,518	Date of most recent PP Review	Aut '17
Total number of pupils	272	No of pupils eligible for PP	36	Date for next internal review of this strategy	Aut '18

2. Current attainment		
	<i>Pupils eligible for PP at Horndean Infant School (10 pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
Yr 2 summer 2017 % achieving ARE in reading	60%	76%
Yr 2 summer 2017 % achieving ARE in writing	50%	68%
Yr 2 summer 2017 % achieving ARE in maths	70%	75%
Yr 2 summer 2017 % making expected progress in reading	89%	
Yr 2 summer 2017 % making expected progress in writing	78%	
Yr 2 summer 2017 % making expected progress in maths	67%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
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
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4. Desired outcomes

	<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

Academic year	17/18
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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?
Increase parental confidence/engagement/awareness	Triangulation meetings – release teachers on 4 days per year £5,832	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					£5,832

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?
Improved reading outcomes for all children	Creation of Phonics Champion position £12,306	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
Improved emotional literacy	ELSA Support £2,342	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 £14,053	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	Lunchtime support £634	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 £1,800	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 £31,135

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?
PP children are ready for new school year and transitioned effectively	Summer School £1,207	This enables regular targeted interventions to be carried out to meet the specific needs of individuals and groups of children prior to academic year starting therefore giving PP children a head start on their learning.	Baseline obtained and tracking shows progress	Year Group Leaders	Meeting with YGLs, SENCO and HT

Total budgeted cost £1,207

6. Review of expenditure																																
Previous Academic Year																																
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To co-ordinate the support in place for children from PP families to ensure these children reach their full potential.	Targeted interventions by qualified teacher	<p>Children had access to small group teaching with emphasis on reading, writing and phonics. End of year data 17 shows that the following children achieved ARE or made 4+ steps of progress thanks to QFT and impact of the interventions.</p> <p>Year 1 PP (9 children) - (4 of these children also have SEND)</p> <table border="1"> <thead> <tr> <th></th> <th>Achieved ARE</th> <th>4+ steps progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60%</td> <td>66%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>77%</td> </tr> <tr> <td>Maths</td> <td>70%</td> <td>88%</td> </tr> </tbody> </table> <p>Year 2 PP (10 children)</p> <table border="1"> <thead> <tr> <th></th> <th>Achieved ARE</th> <th>4+ steps progress</th> <th>Close to ARE</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60% (6 children)</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Writing</td> <td>50% (5 children)</td> <td>100%</td> <td>40% (4 children)</td> </tr> <tr> <td>Maths</td> <td>70% (7 children)</td> <td>100%</td> <td>33% (3 children)</td> </tr> </tbody> </table>		Achieved ARE	4+ steps progress	Reading	60%	66%	Writing	50%	77%	Maths	70%	88%		Achieved ARE	4+ steps progress	Close to ARE	Reading	60% (6 children)	100%	100%	Writing	50% (5 children)	100%	40% (4 children)	Maths	70% (7 children)	100%	33% (3 children)	Due to the change of curriculum and the move away from teaching in ability sets this will now be replaced with the creation of a position of 'Phonics Champion'	£20,317
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	Speech & Language / FEIPS intervention for targeted pupils	<p>ELKLAN training developed role for a Speech and language specialist teaching assistant in school to target support in year F.</p> <p>FEIPS training fully updated and supervision in place.</p>	Continue this support	£13,917																												

	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 with increase in hours to reflect needs of the children.	£1,992
	Lunchtime support	Child in care required support throughout lunchtimes in year 1 and in year 2 to keep himself and others safe. This extra adult has proved essential to ensure this child is able to access the playground at lunchtimes	Continue this support	£628

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	Summer school	This enabled regular targeted interventions to be carried out to meet the specific needs of individuals and groups of children prior to academic year starting therefore giving PP children a head start on their learning.	Continue this provision	£1,196
	Y2 additional parent consultations	Additional meeting for PP parents to enable them to understand their child's progress and support where needed.	Extend this provision to all PP children across the school.	£486
	Books, ELSA resources etc.	ELSA has the resources needed to impact on the wellbeing of the children.	Continue to resource as required when additional needs present themselves.	£72
	Subsidising school trips	School trips provide an essential element of the curriculum, helping children see new learning in context, whilst extending their wider experience and knowledge of the world. Trips are often used to 'hook' children into a new topic, creating real enthusiasm and intrinsic motivation for learning.	Continue this provision	£191