



Histon and Impington Infant School

Pupil Premium Strategy 2018-2019

PUPIL PREMIUM FUNDING

The Pupil Premium initiative is designed to ensure that funding to tackle disadvantages reaches the pupils who need it most. The funding is allocated to pupils who are:

- Eligible for free school meals (FSM)
- Looked after or have previously been Looked after (post LAC)
- Have parents currently in the Armed Forces

Amount of Pupil Premium Funding received 2018-2019

Number of Pupils Eligible in 2018-2019	35 (including 4 children either post-LAC or with parents in the Armed Forces)
Total PP received based on census figures in January 2018 (30 pupils)	£36, 960

Our pupil premium money has been used to provide a range of additional support for our children and these interventions, along with quality first teaching, have started to have a positive impact on children's attainment and self-belief.

Through targeted interventions we are working hard to eliminate barriers to learning and progress. One of the schools aims is to ensure that ALL groups of pupils make good progress in order to reach age related expectations as they move through the school.

Targeted support is being provided through one-to-one and small group tuition. Senior leaders also provide additional support through interventions. These interventions support children in knowing where they are and what they need to do to improve their work.

Increasing Parental Engagement has also been a focus at the school. A range of learning opportunities have been provided to help parents develop their own skills in English and Maths to make them better equipped at supporting their children at home

Identified barriers to educational achievement

We have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- ❖ The number of pupils who are in receipt of Pupil Premium who are also on the SEN register for cognition and learning
- ❖ Behaviour – pupils with specific social and emotional needs which affect their learning
- ❖ Attendance- children who have higher than expected absence rates or who are persistently late impacting on their attainment
- ❖ Difficulty in developing appropriate English language skills to access the curriculum fully
- ❖ Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework/reading at home

Key Objectives

EYFS Targets
To increase the percentage of PP children achieving the GLD at the end of EYFS
To ensure that EYFS PP pupils continue to make accelerated progress to close the gap between them and non-PP pupils.
Year 1/Year 2
To ensure that all PP children meet end of year targets set by class teachers (these targets are set based on all children making at least expected progress from their EYFS data)
For Year 1 PP children- 60% of the PP children to pass the Phonics Screening Check
For Year 2 PP children (without an EHCP), to have a Phonics Screening Check pass rate in line with non-PP Pupils. (95%)

Key Expenditure-how the allocation will be spent

Area of Spend	Focus	Total Allocation
Funding for Reading interventions	Reading	£10000
Funding for Phonics Interventions	Reading and Writing	£5000
Funding for Maths Interventions	Maths	£5000
Funding for Writing Interventions	Writing	£3000
Funding for SEMH support (including GROW provision, Play Therapy, Social Skills etc)	Personal and Social	£5000
Staff Training	All areas	£2000
Additional learning resources (APPs etc)_	All areas of learning	£1000
SLT time for carrying out observations focused on provision for PP learners	All areas of learning	£2000

Meeting time for SLT with parents and Educational Welfare Officer to improve attendance for individual children	All areas of learning	£1000
Unallocated		600

Area of Spend	Cost	Objective and Actions	Expected Outcome
Funding for Reading interventions	£10000	<p>To increase the proportion of PPG children who make rapid progress so that they achieve at least in line with other pupils nationally.</p> <ul style="list-style-type: none"> ➤ Interventions to be planned on a termly basis to target reading (using BRP, CAMBUGS, 1:1 reading, comprehension groups) ➤ Provision maps to record entry data and exit data for groups of children ➤ More able PP readers to be targeted to achieve GD at end of year 	<p>All PPG pupils are tracked and show at least expected from their starting points, with some making accelerated progress.</p>
Funding for Phonics Interventions	£5000	<p>To increase the proportion of PPG children who make rapid progress so that they achieve at least in line with other pupils nationally.</p> <ul style="list-style-type: none"> ➤ Interventions to be planned on a termly basis to target phonics ➤ Phonics Screening check analysis to be carried out to close individual's gaps ➤ Year 1/ 2 teachers to provide parents with details about how to support children at home-parent workshops/targeted 1:1 discussion with parents providing additional materials ➤ Provision maps to record entry data and exit data for groups of children 	<p>All PPG pupils are tracked and show at least expected from their starting points, with some making accelerated progress.</p> <p>At least 60% of Year One PP pupils will pass the Phonics Screening Check.</p>

Funding for Maths Interventions	£5000	<p>To increase the proportion of PPG children who make rapid progress so that they achieve at least in line with other pupils nationally.</p> <ul style="list-style-type: none"> ➤ Interventions to be planned on a termly basis to target Maths (1st Class at Number, Number recognition groups, reasoning groups) ➤ Provision maps to record entry data and exit data for groups of children ➤ More able PP mathematician to be targeted to achieve GD at end of year-guided groups to be planned by teachers to incorporate PP learners to extend and challenge 	All PPG pupils are tracked and show at least expected from their starting points, with some making accelerated progress.
Funding for Writing Interventions	£3000	<p>To increase the proportion of PPG children who make rapid progress so that they achieve at least in line with other pupils nationally.</p> <ul style="list-style-type: none"> ➤ Interventions to be planned on a termly basis to target Writing (handwriting/ SPAG groups) ➤ Provision maps to record entry data and exit data for groups of children ➤ Moreable writers to be targeted to achieve GD at end of year-guided groups to be planned by teachers to incorporate PP learners to extend and challenge 	All PPG pupils are tracked and show at least expected from their starting points, with some making accelerated progress.

Funding for SEMH support (including GROW provision, Play Therapy, Social Skills groups and Breakfast Club provision)	£5000	<p>To support PP children to be able to self-regulate their emotions and to be able to be increasingly able to have positive relationships with their peers and adults</p> <ul style="list-style-type: none"> ➤ SENCO to attend GROW training ➤ Whole trust to receive training on attachment and trauma and the GROW provision ➤ AHT to meet with Play therapist to look at measures of impact of PT ➤ Exit and entry data to be collated for SEMH interventions alongside anecdotal evidence from teachers/parents/children 	For pupils to be able to be increasingly integrated with their peers in class and access learning in order to reach individual targets.
Staff Training	£2000	<p>To develop staff knowledge in order for staff to understand the needs of individuals including PP learners.</p> <ul style="list-style-type: none"> ➤ SLT to plan CPD provision on a termly basis ➤ Overtime to be paid for TAs to attend TAs training (emotional regulation, Maths etc) ➤ Providers to be brought into provide trainers ➤ Team teach training to enable staff to better support children with social and emotional needs 	For all staff to be upskilled in order to be providing quality first teaching.
Additional learning resources (APPs etc)	£1000	<p>For children to have access to additional relevant resource to support their individual needs</p> <ul style="list-style-type: none"> ➤ Computing lead to audit ICT provision and highlight resources that could be used to support individuals ➤ English lead to meet with team leaders and look at scaffolds and supports for 	For all PP learners to have access to purposeful, tailored resources to support them in making good progress.

		individuals to support with reading/writing ➤ Pupil progress meetings to include section of resources needed to support learners	
Senior Leader time	£2000	For SLT member to have a clear understanding of the needs of each PP learner and to monitor the provision which is being provided to ensure that all children make at least expected progress. ➤ Autumn lesson observations to look at provision for PP learners in each class ➤ Pupil Progress meetings to have tight focus on PP learners ➤ Staff meeting time to look at documents for tracking progress and setting individualized targets for PP learners.	All PPG pupils are tracked and show at least expected from their starting points, with some making accelerated progress.
Unallocated	£3600	To target individuals as issues arise throughout the year	

How will the school measure impact of the Pupil Premium?

At Histon and Impington Infant School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Pupils will be discussed at termly Pupil Progress meetings and future provision to support individuals will be identified and planned for.

At the end of each term, the school will review the impact of actions taken and will plan for how the funding will be allocated over the next term. When selecting pupils for the Pupil Premium groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the SAB agenda.