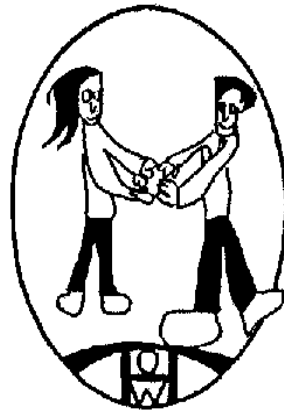


# Howbridge Infant School

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## Pupil Premium Strategy 2018-2019

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Headteacher: Ms A Conley

Deputy Headteacher/SENCo: Mrs H Appleton

Chair of Governors: Mr C Hooker

# Pupil Premium and Objectives

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The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and diminish the difference between them and their peers.

*'It is up to head teachers to decide what interventions to spend Pupil Premium money on, as they are best placed to understand the educational needs of their Pupil Premium eligible pupils. However, it is important for the Department for Education to know what initial impacts the Pupil Premium is having on schools, how they are spending it, and whether it is helping improve the life chances of eligible pupils'.*

## **Evaluation of Pupil Premium Research Report, DfE 2013**

As a school we will ensure:

- The Pupil Premium Grant (PPG) will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
- The funding will be used to decrease the gap between the attainment of these pupils and their peers.
- As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

# Pupil Premium Funding and Barriers to Learning

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## Amount of Pupil Premium funding received 2018-19

Number of pupils eligible	47
Total Pupil premium Grant received	£62,620

## Identified barriers to educational achievement

Howbridge Infant School has identified the following barriers to educational achievement of the children in receipt of Pupil Premium. It is important to note that not all pupils face all the barriers listed below:

- Access to spoken and written language – especially from books
- Access to extra-curricular activities – educational experiences such as trips, music lessons and participation in physical activities
- Attendance at school
- Parental engagement with school – attending workshops and support with homework, e.g. reading and phonics
- Incidence of SEN for pupils with cognition and learning difficulties
- Behaviour – some pupils have specific social and emotional needs which affect their learning

## Rationale for expenditure

After analysing the assessment data, accelerated progress is required for pupils with PPG in all areas but specifically: Year 1 maths – the attainment gap between PPG and non PPG children meeting age related expectations is 16%, and Year 2 reading – the attainment gap between PPG and non PPG children meeting age related expectations is 14%. A complete review of our funding has occurred and year groups have devised a specific intervention programme using a teacher and well trained TAs to support these areas. Their timetable has been specifically designed for greatest impact on attainment and progress. Small group activities and more specific learning is to take place so class teachers can focus specifically on areas of need., e.g. through Precision Teaching. Additional TA funding is to be used to deliver a daily maths Essex Psychological intervention programme with some Year 2 children. All teaching assistants are working towards supporting the children with PPG in reading, writing and maths. Computer based activities are to be used on a daily basis to support development in the key areas of reading and maths.

## Key expenditure – how the allocation will be spent

Area of spend	Focus	Total allocation
Additional part time teacher to work with a range of classes	English, maths and speaking and listening (role play)	£24217
Funding for expert external agencies	Speech and language therapists, family support advisor and educational psychologists	£10736
Continuing professional development for all staff	Improving methods of teaching, learning and feedback	£3500
Additional TA support for focused interventions	Play therapy, phonics, writing and maths	£10667
Administration and resources to improve whole school attendance	Attendance and learning	£2000
Funding for extra-curricular clubs including staffing, music and school trips	Personal and social	£4000
Additional learning resources (Bug Club, Abacus, laptops, speech and language etc.)	English, maths and sensory needs	£7500

Area of spend	Intended outcomes – why these approaches were taken	Actions
<b>Additional part time teacher to work with a range of classes</b>	<ul style="list-style-type: none"> <li>● Improved rates of progress and attainment in reading, writing and maths (a higher number of children to meet age related expectations)</li> <li>● Improved confidence for pupils in specific areas</li> <li>● Learning tasks tailored to specific needs to pupils thus diminishing the difference in understanding</li> <li>● Consolidation of learning completed in classes and time for practice and application of skills</li> <li>● Extra individual reading sessions to improve fluency and comprehension</li> <li>● Additional sessions to explore problem solving activities in maths</li> <li>● Small group speaking and listening activities linked to role play areas to increase the use of effective language in speech and writing</li> <li>● More able children can make accelerated progress</li> </ul>	<ul style="list-style-type: none"> <li>● Regular reviews of pupil premium intervention timetable with the headteacher, deputy headteacher and whole staff</li> <li>● Regular communication between staff regarding the individual needs of the children, assessment opportunities, use of resources</li> <li>● Class teachers to liaise with the deputy headteacher regarding resources and the purchasing of relevant equipment</li> <li>● Additional teacher to support class teacher with half termly assessments and impact reviews.</li> <li>● Additional teacher to attend staff meetings to discuss information linked to progress, teaching strategies and undertake any relevant training.</li> </ul>
<b>Funding for expert external agencies</b>	<p>Speech and language therapists</p> <ul style="list-style-type: none"> <li>● Improved outcomes in reading and writing</li> <li>● Increased confidence to talk in a variety of situations</li> <li>● Greater oral input within lessons</li> <li>● Increased understanding of instructions and processing of information</li> </ul> <p>Family support worker</p> <ul style="list-style-type: none"> <li>● Increased attendance for supported children within school</li> <li>● Parental engagement with school increases</li> <li>● Improved organisation within families in respect of school activities</li> <li>● Targeted support for families with a range of difficulties</li> <li>● To support social and emotional development</li> </ul>	<ul style="list-style-type: none"> <li>● SENCo to liaise with speech therapist after each visit regarding progress and targets</li> <li>● Family support advisor meets weekly with the headteacher and deputy headteacher to discuss any relevant information.</li> <li>● Advisor and class teachers share information linked to the children being supported</li> <li>● Contact with external agencies, e.g. social workers, where appropriate</li> <li>● SENCo to liaise with class teachers regarding strategies and outcomes</li> </ul>

	<ul style="list-style-type: none"> <li>To improve behaviour and implement suggested strategies to support this</li> </ul>	
<b>Continuing professional development for all staff</b>	<ul style="list-style-type: none"> <li>To ensure latest information regarding training is implemented in the classroom to promote attainment</li> <li>To ensure the additional funding is put to the best use for the development of staff so that they are able to continually support the needs of all children</li> </ul>	<ul style="list-style-type: none"> <li>Staff to attend a range of training opportunities to help promote progress and attainment within the classroom</li> </ul>
<b>Additional TA support for focused interventions</b>	<ul style="list-style-type: none"> <li>1:1 and/or small group interventions planned to cater for individual needs (i.e. Precision Teaching, phonics, reading, maths, play therapy, social skills)</li> <li>Support within lessons to improve understanding of learning in reading, writing and maths</li> <li>Consolidation of learning completed in class – time for practice and application of skills</li> <li>Pre-tutoring of new ideas and vocabulary prior to the lessons where needed</li> <li>Detailed tracking of data and progress to highlight any differences in learning</li> <li>Priority reading and extra individual sessions throughout the week</li> <li>Pupils also on the SEN register have their individual targets reviewed regularly and aspirational targets are set of their progress</li> </ul>	<ul style="list-style-type: none"> <li>TAs meet regularly with the SENCo and a planned timetable of meetings is set – increasing independence for children, TA training, discussing strategies and good practice</li> <li>Teachers and TAs meet regularly to discuss the impact of the interventions and this information is added to the class provision map and is discussed and reviewed at half termly pupil progress meetings</li> <li>TAs complete assessments after each supported lesson through observations and assessing against the learning objective. Teachers to use this information to support planning.</li> <li>SENCo observes the TAs as part of their Performance Management cycle. TAs provide evidence of their impact in the progress of these children.</li> <li>TAs liaise closely with the headteacher/deputy headteacher with issues regarding attendance and safeguarding</li> </ul>
<b>Administration and resources to improve whole</b>	<ul style="list-style-type: none"> <li>Increased attendance levels for all children with pupil premium funding</li> </ul>	<ul style="list-style-type: none"> <li>Deputy headteacher and attendance officer to meet every 4 weeks to review attendance</li> </ul>

<b>school attendance</b>	<ul style="list-style-type: none"> <li>• Increased rates of progress in reading, writing and maths</li> <li>• Increased attainment in all subjects</li> <li>• Higher levels of confidence and attitudes to learning</li> <li>• ‘Teddy Bear’ Club to increase punctuality and promote attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Clear protocols in place for low attenders and lateness, e.g. letters home to parents, School Absence Management and Leave of Absence meetings with parents</li> <li>• ‘Teddy Bear’ Club implemented for children who are consistently late into school</li> <li>• Discussions between class teachers and the deputy headteacher regarding children causing a concern</li> </ul>
<b>Funding for extra-curricular clubs, music and school trips</b>	<ul style="list-style-type: none"> <li>• All pupils are able to participate fully in school trips and events</li> <li>• Learning is supported by trips that are carefully planned to enhance the school’s curriculum</li> <li>• Social skills, independence, perseverance and team-work are developed through participation in group activities both on and off site</li> <li>• Curriculum learning is supported and applied through lunchtime clubs</li> <li>• Behaviour improves as lunchtime as there are more planned activities for the children to do. There is a higher ratio of adult support and fewer children on the playground.</li> <li>• Enthusiasm in coming to school and enjoyment increases</li> <li>• Talent, skills and efforts in non-academic subjects is explored</li> <li>• Children experience a range of new activities</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to liaise with parents regarding possible funding difficulties if appropriate</li> <li>• Letter sent home regarding the range of clubs available</li> <li>• Half termly analysis of pupils who have taken part in clubs to ensure 100% attendance. Review of club attendance is consulted with high application clubs to ensure pupils do not repeat the popular activities</li> <li>• Funding available for staff to purchase resources for their club</li> <li>• Staff to ensure that there is a wide variety of clubs available – both indoor and outdoor activities</li> </ul>
<b>Additional learning resources (Bug Club, Abacus, laptops, speech and language etc.)</b>	<ul style="list-style-type: none"> <li>• Pupils are fully supported throughout the curriculum with a range of high quality learning resources</li> <li>• Pupils enjoy using resources, e.g. computers, and the software supports the curriculum</li> <li>• A range of learning styles can be planned for including outdoor learning</li> <li>• Resources support ‘early morning work’ and encourage the</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are consulted on how to spend large amount of funding, e.g. the playground equipment</li> <li>• Teachers and TAs are made aware of new resources available through staff meetings and emails</li> <li>• Daily plans include activities to support</li> </ul>

	<p>children to arrive in school on time</p> <ul style="list-style-type: none"> <li>• A range of practical activities can be planned for</li> <li>• Children with specific needs have tailored resources purchased to support their learning, behaviour and emotional needs</li> </ul>	<p>children with high levels of need</p> <ul style="list-style-type: none"> <li>• Teachers to inform deputy headteacher/SENCo of resources needed to support learning within their classroom</li> </ul>
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### **How will the school measure the impact of the Pupil Premium funding?**

Class teachers attend pupil progress meetings in their year group teams and with the assessment lead, headteacher and deputy headteacher every half term. Monitoring of progress and attainment is measured in a variety of detailed ways. Evidence of progress and attainment in reading, writing and maths is discussed and used to inform early identification of need, support and appropriate intervention. This information is collected on a class provision map. All groups are analysed, e.g. boys/girls, SEN/non SEN, PPG/PPG and a higher level of support is implemented where the need is greatest. Review meetings take place at the end of every term and will include the headteacher, deputy headteacher and members of SLT.

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

*Designated staff member in charge: Mrs H Appleton*

*Nominated governor: Mr J Holmes*

### **Date of next Pupil Premium Strategy Reviews:**

17<sup>th</sup> December 2018, 5<sup>th</sup> April 2019 and 15<sup>th</sup> July 2019



# What has been the impact of the 2017-2018 Pupil Premium?

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## Amount of Pupil Premium funding received 2017-18

Number of pupils eligible	47
Total Pupil Premium Grant received	£62,620

## Key expenditure

Area of spend	Focus	Total allocation	Impact	Budget Implication for 2018-2019
Additional teaching staff to work in all classes	Literacy – reading, writing and phonics support Maths throughout the school.	£31,619	The school's attainment at the end of KS1 for pupils with Pupil Premium funding in reading, writing and maths is now above national results for pupils with additional funding. In the Year 1 Phonics Screening Check 80% of the children receiving the PPG funding met the expected standard (12/15 children). This figure was 10% higher than the national data for the children with pupil premium funding. In Early Years 82% of children with pupil premium funding achieved a Good Level of Development compared to 77% of children who do not have additional funding. This is the first year PPG children's attainment has been higher in Early Years and this closed the gap between the two groups which last year was 22%.	Decrease budget in line with changes to staffing structure
Funding for expert	Speech and language	£10736	14 children receiving the funding were supported by	Keep funding the

external agencies	therapists, family support advisor and educational psychologists		external agencies. Out of the 4 children receiving speech and language support 2 children were signed off and 2 met at least one of their targets and had new targets set. 10 children and their families were supported by our Family Support Advisor. Some of the issues addressed were linked to punctuality, the child's behaviour at home and low levels of anxiety with the children. All of these concerns were addressed and improvements were made for all children.	same
Additional TA support for focused interventions	Play therapy, phonics and maths	£9014	All of the children were supported by additional interventions, both group and individual support. End of key stage attainment was above national results for the children with additional funding for reading, writing and maths (8%, 9% and 10% respectively), however, the attainment gap needs reducing between pupil premium funded children and non-pupil premium funded children particularly in maths (see data at the end of strategy).	Increase funding from the budget to try to reduce the difference between the children receiving the funding's attainment and the children not receiving the funding.
Administration and resources to improve whole school attendance	Attendance and learning	£2000	In Early Years the attendance of the children receiving additional funding was higher than the children without the funding (96.11% compared to 95.78%). This is an improvement on the previous year when the gap was 2.3% lower for the children with pupil premium funding. In Year 1 the children receiving the funding had a lower attendance than the children not receiving the funding, however, the gap between the groups closed slightly on last year (3.11% this year compared to 3.8% last year).	Keep funding the same

			This was also a similar pattern in Year 2. The children receiving the funding had a lower attendance than the children not receiving the funding, however, the gap between the groups closed slightly on last year (2.71% this year compared to 3.2% last year).	
Funding for extra-curricular clubs, music and school trips	Extending experiences Personal and social	£1505	There was 100% uptake for our lunchtime clubs. Some children who received the funding were also able to attend a club run by our Sports Coach and yoga teacher. Engagement and enjoyment was high during and after school trips and all children were able to attend.	Increase funding from budget
Additional learning resources (Bug Club, Abacus, laptops, speech and language etc.)	All areas of learning	£9533	The funding was linked to a variety of resources including computer based programmes to help improve standard in English and maths. The end of KS1 results in reading, writing and maths increased in all areas for the children receiving the funding as did the attainment in the Year 1 Phonics Screening Check and the Good Level of Development in EYFS for these children. The programmes also provided teaching staff with a large number of resources linked to all curriculum areas. This promoted attainment and enjoyment in a range of subjects.	Reduce funding from budget slightly

## 2018 End of year attainment data – Year 2

	2016				2017				2018			
All subjects combined	Cohort number	School % meeting age related expectations	National % meeting age related expectations	Difference	Cohort number	School % meeting age related expectations	National % meeting age related expectations	Difference	Cohort number	School % meeting age related expectations	National % meeting age related expectations	Difference
Pupil premium	19 (21%)	63.3	60.0	+3.3	13 (15%)	46.1	TBC		22 (24%)	59	50	+9%
Other pupils	71				74	68.9	TBC		68	63	69	-6
School gap						-22.8				-4		
<b>Reading</b>												
Pupil premium	19	63.2	60.0	+3.2	13	61.5	61.0	+0.5		68	60	+8
Other pupils	71	77.5	77.0	+0.5	74	83.7	78.0	+5.7		82	79	+3
School gap		-14.3				-22.2				-14		
<b>Writing</b>												
Pupil premium	19	52.6	50.0	+2.6	13	53.8	52.0	+1.8		64	55	+9
Other pupils	71	70.4	68.0	+2.4	74	72.9	71.0	+1.9		71	74	-3
School gap		-17.8				-19.1				-7		
<b>Maths</b>												
Pupil premium	19	52.6	58.0	-5.4	13	53.8	60.0	-6.2		73	63	+10
Other pupils	71	74.6	75.0	-0.4	74	77.0	78.0	-1.0		71	80	-9
School gap		-22.0				-23.2				+2		

Year 2 Profile for the children receiving the pupil premium funding (R – reading, W- writing and M - maths)

Number of children	Boys	Girls	SEN	At greater depth			At the expected level			Below the expected level		
				R	W	M	R	W	M	R	W	M
22	13	9	7	8	3	3	7	11	13	7	8	6

The 2018 SATs results were calculated based on the percentage of pupils who met 'end of year expectations' in reading, writing, maths and all subjects combined (reading, writing and maths).

**In school comparison:** In 2018, pupils receiving the pupil premium funding had a higher percentage meeting age related expectations in maths than the pupils not receiving the funding (by 2%). The pupils receiving the funding underperformed the pupils without funding in reading and writing, however, the gap between the two figures had closed greatly on last year (in reading the gap reduced from 22.2% to 14% and in writing the gap reduced from 19.1% to 7%).

**Comparison with national data:** The children receiving the pupil premium funding in our school outperformed national PPG data in reading, writing and maths. In reading, 8% more of our PPG children meet the expected standard than national, in writing 9% more children met the standard and in maths 10% more of our PPG children met the expected standard as compare to nation al data.

## 2018 End of year attainment data – EYFS

### Children achieving a ‘Good level of development’ (GLD)

	2016				2017				2018			
All subjects combined	Cohort number	School %	National %	Difference	Cohort number	School %	National %	Difference	Cohort number	School %	National %	Difference
Pupil premium	20 (22%)	44.4	55	-10.6%	14 (17%)	60.0	TBC		11 (13%)	82	TBC	
Other pupils	70	84.3	72	+12.3%	70	81.7	TBC		77	77	TBC	
School gap		-39.9				-21.7				+5		

**In school comparison:** In 2018 the percentage of children receiving the PPG funding reaching a Good Level of Development exceeded the percentage of children not receiving the funding (by 5%). This was a large increase on 2017 when the attainment of the children receiving the funding was 22% lower than the children not receiving the funding and on 2016 when the difference was 40%. There was also an increase from 2017 to 2018 of the number of children receiving the funding meeting a Good Level of Development. In 2017 60% of the children met the standard and in 2018 this was 82%. The increase across this one year was, therefore, 22%.

## 2018 Phonics Screening Check – Year 1

All subjects combined	2016				2017				2018			
	Cohort number	School %	National %	Difference	Cohort number	School %	National %	Difference	Cohort number	School %	National %	Difference
Pupil premium	13 (15%)	69.2	70	-0.8	22 (25%)	76	68	+8	15 (18%)	80	70	+10
Other pupils	72	83.3	83	+0.3	67	75	83	-8	69	91	84	+7
School gap		-14.1				+1				-11		

**In school comparison:** The percentage of children meeting the expected standard in phonics was higher than last year's school data for all the pupils. The increase compare to last year for the PPG children was 4% and for the non PPG children the increase was 16%. The data for this year also shows that the percentage of pupils with the funding meeting the expected standard in phonics was lower by 11% than the children not receiving any additional funding. The 3 children with additional funding who did not meet the expected standard are all also on the school SEN register for having additional learning needs.

**Comparison with national data:** The children receiving the pupil premium funding at school out performed national data in the screening check by 10%. The children who did not receive the additional funding also outperformed the national data by 7%. The additional interventions (1:1 and small group) and extremely close monitoring of these children across the year helped to improve standards in this area.