

Pupil premium strategy / self-evaluation TENTERDEN INFANT SCHOOL

Pupil Premium

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. Schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years: £1,320 for pupils in reception year to year 6.

Schools will also receive £1,900 for each pupil identified in the spring school census as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

Schools also receive £300 for each pupil in year groups reception to year 11 recorded as Ever 6, Service Child or in receipt of a child pension from the Ministry of Defence.

The percentage of children in receipt of pupil premium funding in our school in January 2019 is 17.9%.

The funding for 2017-18 was £26,904. The funding for 2018-19 is £17,160

How is Pupil Premium Funding spent at Tenterden Infant School?

All pupils receive their entitlement. The type of support that each child receives is child centred and needs led. The impact of support provided is reviewed regularly at pupil progress meetings. Support will vary from child to child. Our aim is that every child achieves their full potential and thrives on high levels of wellbeing and involvement through equality of opportunity.

Overview

At Tenterden Infant School, we believe that all our children have an equal entitlement, and should have an equal opportunity to:

Develop imagination and creativity

Acquire skill and abilities

Have a love of learning

The school receives funding from the Government to support it in trying to meet this aspiration. This is known as Pupil Premium.

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM in Foundation Stage to Year 11. This category now includes any child that has been registered for FSM in the past 6 years (known as "Ever 6 FSM"). For looked after children the Pupil

Premium was calculated using the Children Looked After data returns (SSDA903). A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

Children who have been adopted from care on or after 30 December 2005, or left care under a special guardianship order or a residence order are also entitled to Pupil Premium. The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Objectives

Tenterden Infant School will ensure that the additional pupil premium funding reaches the 4 groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.

The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.

The Pupil Premium funding will be used to narrow and close the gap between the achievement 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 Pupils Premium and others.

Strategies

Pupil Premium will be clearly identifiable within the budget. Eligibility for the Pupil Premium will never be confused with low ability; it will focus on supporting our disadvantaged pupils to achieve the highest levels. Effectively monitoring and evaluating the impact of spending is crucial. Strategies used will be personalised according to the individual needs of the children and their family.

The school will use progress tracking procedures effectively to identify the strengths and weaknesses of individual pupils and groups eligible for Pupil Premium, and target invention and support to accelerate progress. Regularly use achievement data to monitor the effectiveness of interventions; continuously adjusting provision to meet the needs of the pupil if necessary.

Class teachers and teaching assistants will be aware of Pupil Premium children in their classes so they can take responsibility for their progress. The school recognises that the wider curriculum supports and enriches children's development in communication, English and Maths, and therefore funding will also be allocated to enable children to participate fully and actively in wider and extra-curricular activities.

Appraisal of staff will include discussions about Pupil Premium children. The Family Liaison Manager will be signposted when required to support families receiving Pupil Premium funding.

Reporting

It will be the responsibility of the Headteacher to report to the Governors on:

- The progress made toward narrowing the gap for socially disadvantaged pupils
- An outline of the provision that was made since the last meeting
- An evaluation of the cost effectiveness and impact of the provision in terms of the progress made by the pupils receiving a particular provision.

The Governors of the school will ensure that there is an annual statement to parents on how Pupil Premium funding has been used to address the issue of 'narrowing the gap' for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on our school website.

Outcomes

The funding received for Pupil Premium will play an important part in the educational development of the individual pupils who are entitled to receive it. The school will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled pupils. Through considered use of this additional funding our school is fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been less likely without the support.

Pupil Premium Action Plan- Tenterden Infant School

1. Summary information					
School	Tenterden Infant School				
Academic Year	2018-19	Total PP budget	£17,160	Date of most recent PP Review	12/18
Total number of pupils	139	Number of pupils eligible for PP	13	Date for next internal review of this strategy	04/19

2. Current attainment		
December 2018 data drop	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	60%	60%
% making expected progress in reading (as measured in the school)	2 steps-100%	2 steps-86%
% making expected progress in writing (as measured in the school)	2 steps-100%	2 steps-86%
% making expected progress in mathematics (as measured in the school)	2 steps-90%	2 steps- 80%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor literacy skills- oracy, phonics and spelling. Low reading skills
B.	Low number skills- fluency of number and reasoning skills both needing further targeted support
C.	Social, emotional needs impacting on engagement in learning
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance for some families eligible for PP- there are xx pupils receiving targeted support for this by the Family Liaison Manager

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Reduce the gap between non PP and PP in writing and greater depth is achieved for the most able. There are 10 PPs out of a cohort of 49- one child is worth 10%	PP gap in reading and writing closed.
B.	More children achieve expected outcomes by Year 2 and greater depth achieved by most able	MA gap greatly reduced to 15%

C.	Children receiving wellbeing support, demonstrate better engagement in school life	Better progress and engagement measured and evidenced in a case study
D.	Reduce the number of children whose attendance is below 90%	Four children improve attendance

5. Review of expenditure

Previous Academic Year	Budget £26,904
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i. Quality of teaching for all

Action	Intended outcome	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
Precision teaching and the second year of developing talk for writing strategies Target groups daily	Improved PP outcomes in SATs	There were considerable SEND needs that impacted on the attainment of this group of 8 pupils out of a cohort of 59. In total, however engagement in learning was very good and the overall outcomes compared with national was: School Expected 88%, National 78%. School GD 25%, National 26% PP achieved expected 62%, GD 0% Progress of PP was 6/7 expected	Further work on target phonics teaching and additional 1:1 reading needs to be provided for those children who do not get the opportunity to read at home. Reading progress needs to be accelerated- need to push for some greater depth outcomes for the most able. SEND and EAL contributed to the outcomes here	TA Time £12.10 per hour Ave cost: £2,121

Mathletics club after school and math passports	Improved outcomes in PP SATs	<p>Some PP attended the additional after school club. A high number of children from Year 2 attended the club and the SATS results as a cohort was very good-above national average</p> <p>School Expected 84%, National 76%</p> <p>School GD 23%, National 22%</p> <p>PP achieved expected 67%, GD 12%</p> <p>Progress from EYFS of PP was 6/7 expected</p>	<p>Improved GD outcome here as one pupil achieved this.</p> <p>Provide further opportunities for the Math Passports and Mathletics time in school.</p>	<p>TA time</p> <p>£635</p> <p>Plus teacher time</p>
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ii. Targeted support

Action	Intended outcome	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
Beanstalk /volunteer readers	Good progress in reading	<p>Target children did have more opportunity to read and improve their phonological knowledge and reading skills. Progress from EYFS shows 6/7 made expected progress</p> <p>5/8 achieved KS1 expected levels, those that didn't had significant other needs that impacted on this.</p>	Continue with additional 1:1 support for readers and provide further opportunities for additional phonic teaching. Target for greater depth readers for this group next year.	£642

<p>Speech and Language support activities- small group work</p>	<p>Improved oracy skills, phonic recognition and improved progress in literacy skills</p>	<p>3/4 pupils passed the phonics retakes for Year 2. Only one child with sig SEND did not achieve this.</p> <p>The whole year 1 cohort phonics results were above national average at 86%- this cohort achieved 67% GLD so good improvement on outcomes compared to the previous year.</p> <p>5 out of 8 children supported were PP. We use the strength and difficulties questionnaires to measure impact and all of these children showed improved wellbeing. Many also showed improved attendance e.g. one pupil's attendance went from 85% to 100%.</p>	<p>Continue next year- target the new reception group</p>	<p>£2117.50</p> <p>TA time</p> <p>5 hours per week</p>
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Language Link 1:1 sessions	Improve communication ability- using signage and IT activities	<p>Supports PP/SEND group</p> <p>Progress of PP/Send from EYFS to end of KS1:</p> <p>PP Reading: 6/7 expected, 1 accelerated</p> <p>SEND 3/3 children at expected in writing in EYFS achieved expected KS1- so good progress, one child at emerging level did not make expected progress but made progress from their starting point- evidence in books supports this.</p> <p>10 PP children accessed this support through the academic year</p>	<p>This group have significant SEND as well. From their baseline assessments children gain confidence in class and progress in literacy and oracy skills is evident.</p> <p>Continue next year</p>	<p>£2541</p> <p>6 hours a week</p>
Target precision teaching by TA	Improve progress and attainment of PP children	<p>Progress was good over a Key Stage.</p> <p>6/7 achieved expected progress, one accelerated progress from EYFS to End of KS1 in reading, writing and math.</p>	<p>The close monitoring was key. For the coming year a weekly tracker of sounds known and sounds requiring further teaching per child will be introduced.</p> <p>Continue next year</p>	<p>£10,588</p> <p>(25 hours a week to support Y1 and Y2)</p>
iii. Other approaches				
Action	Intended outcome	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>Family Liaison support for families</p>	<p>Improved attendance</p> <p>Improved emotional wellbeing</p>	<p>A number of families received vital support to help with housing and other family needs including support on accessing other agencies including SS, NHS and legal support.</p> <p>FLM delivers parent workshops including the Solihul Programme- families report feeling more able to manage things.</p> <p>Attendance improved on the previous year for PP: 2017: 90.3% 2018: 95.3%</p> <p>1:1 wellbeing sessions and Headstart project now embedded in support for mental health needs- as a result more targeted individual support for most vulnerable to improve wellbeing and other needs related to mental health issues the child is living with.</p>	<p>The attendance of PP improved- continue Project 96- need to close the gap further- need to further reduce the number of pupils whose attendance is less than 90%- 7 new EYFS pupils will need support due to a range of needs.</p> <p>Parent engagement is good- pupils settling in to school and being more ready to learn is seen- continue workshops</p>	<p>£2,913.75</p> <p>Based on 10 hours support a fortnight for PP families</p> <p>FLM works 63 hours a fortnight- PP caseload can be regularly higher than the 9 hours</p>
<p>Play Therapy</p>	<p>Better engagement in learning- more emotionally ready to learn.</p>	<p>This therapy supported a small group of complex needs including PP group.</p> <p>All children have positively engaged in the weekly sessions and all have maintained good attendance and engagement in learning- hence the good progress outcomes for 2018</p>	<p>Continue the support for specific pupils meeting the criteria</p>	<p>£4500</p>
<p>6. Planned expenditure for 2018-19</p>				
<p>Academic year 18-19</p>				

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Using the core standards of teaching for differentiated resources to support quality first teaching	More outstanding teaching so that accelerated progress is seen for all children	The SEND/PP group need further differentiation to access all elements of learning at a deeper level. Lesson observations have highlighted teacher training is required for this.	Staff meetings for training Less obs Coaching and mentoring Termly through PPMs- (5 meetings a year)	SENCO	At Pupil Progress Meetings Three written reports to governors/ Trust Board a year. Regular meetings with link Governor

Precision Teaching and teacher feedback	<p>More PP children pass the phonics test in Y1</p> <p>More PP children in reception achieve age related outcomes for literacy skills</p> <p>The KS1 gap between PP and non-PP is closed in reading and writing closed and is greatly reduced in mathematics.</p>	<p>There is a dramatic increase in PP numbers in reception for 18-19- the total PP for the school is 17.9% which is the highest it has been for a number of years.</p> <p>Impact of improved progress and attainment by end of KS1 is evident- this is as a result of tighter provision teaching. This action needs to continue.</p> <p>Teacher providing daily feedback to children and marking in the moment is a proven action to accelerate the progress of all learners. This action will be further embedded this year.</p>	<p>Monitoring books</p> <p>Learning walks</p> <p>Data drops 5x a year</p> <p>Pupil progress meetings</p>	Head of School	<p>At Pupil Progress Meetings</p> <p>Three written reports to governors/ Trust Board a year.</p> <p>Regular meetings with link Governor</p>
Total budgeted cost					£15,000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Beanstalk/volunteer readers	The KS1 gap in reading between PP and Non PP is closed by end of KS1	Children that are not having the opportunity to read at home are falling behind in the progress. Target 1:1 reading by volunteers and staff has proven to bridge that gap and data supports better progress.	Monitor the children attending these sessions- attendance, and progress. Termly through PPMs- (5 meetings a year)	Class teacher	At Pupil Progress Meetings Three written reports to governors/ Trust Board a year. Regular meetings with link Governor
1:1 language link support	The phonics target is met- 71% - aiming to exceed	The SEND needs of year one is significant. There is a significant group that remain below expected levels due to other barriers to learning which need to be supported.	Monitor the children attending these sessions- attendance, and progress. Termly through PPMs- (5 meetings a year)	SENCO	At Pupil Progress Meetings Three written reports to governors/ Trust Board a year. Regular meetings with link Governor
Target precision teaching by TA on phonological awareness and preparing for the phonics test	The phonics target is met- 71% - aiming to exceed	As above.	Monitor the children attending these sessions- attendance, and progress. Termly through PPMs- (5 meetings a year)	Head of Sch	At Pupil Progress Meetings Three written reports to governors/ Trust Board a year. Regular meetings with
Total budgeted cost					£13,000
iii.					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Family Liaison Support	Attendance of PP is improved further and gap between PP and non PP closed	The attendance improved last year- need to continue with the new families Parents require the support for accessing external agencies- great impact on family welfare	Regular meetings with FLM and SENCO Pupil Progress Meetings Data tracking Drop ins	FLM	At Pupil Progress Meetings Three written reports to governors/ Trust Board a year. Regular meetings with link Governor
Play Therapy	All children receiving support report being happy in school and progress evident in their learning.	Impact of therapy on previous children supports continuing this provision- some pupils have required support for a long period of time to ensure positive wellbeing and being settled in school and at home.	Regular meetings with FLM and SENCO Pupil Progress Meetings Data tracking Drop ins	SENCO	At Pupil Progress Meetings Three written reports to governors/ Trust Board a year. Regular meetings with link Governor
Total budgeted cost					£7,500