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**Pupil Premium Strategy 2019-20**

The Pupil Premium was introduced in April 2011. It was allocated to children from lower income families who were known to be eligible for free school meals and children who have been looked after continuously for more than six months in local authority care. It is also allocated to families of servicemen and women.

At Rise Park Infant School, we receive this Pupil Premium finding from the Government which is in addition to the main school funding. Schools are free to decide how the Pupil Premium is spent on these children to close the attainment gap between vulnerable groups of children and to ensure they reach their full educational potential.

Our Termly tracking enables us to identify our targeted groups of children who need small group intervention work. This tracking also enables us to see the impact of the intervention work. The leadership Team analyse performance data to identify gaps in attainment and to determine the focus areas for additional support to children. In addition to this, teachers identify pupil premium children on their planning and ensure through first quality teaching and differentiation of the curriculum that their individual needs are met.

**Total of 34 children are currently in receipt of funding** (October 2019)

The Sutton Trust has completed a research programme (www-suttontrust.com/education-endowment-foundation/toolkit) looking at different approaches to improving learning in school analysing the progress over the course of a school year that an expected child might expect to make. Successful learning strategies that have been found to improve learning most dramatically are rated as follows (most effective strategies first) We have used this information to allocate our pupil premium funding as effectively as possible.

* Meta – cognition and self- regulation strategies
* Peer Tutoring and peer assisted learning
* Early Years Intervention
* One to one tutoring
* ICT
* Phonics
* Effective feedback and Assessment for learning
* Homework
* Parental Involvement
* Reducing class size
* Individualised instruction
* Learning styles
* Arts participation
* Ability grouping
* Sports participation
* After school’s programmes
* Teaching assistants
* Block scheduling
* School uniform
* Performance Pay

**We have decided to use our 2019-20 Pupil Premium funding in this way:**

* To provide a teaching assistant who works with children developing phonics/ early reading skills which is vital so that they can access the rest of the curriculum (year 1)
* To provide HLTA support in small group literacy/ maths sessions
* To provide additional support for particularly vulnerable pupils who are experiencing difficulties within their life by access to play based counselling
* HLTA to deliver ELSA interventions
* To have an additional pastoral MDA who support vulnerable children at lunchtime
* To deliver the Happy to be Me Programme across K.S.1
* To develop and extend parental awareness of their child’s emotions when they first start school
* To support Reception pupils with basic Literacy and Numeracy skills
* To deliver Lego Therapy groups to support the development of speaking and listening skills.
* To provide speech and language programmes for specific children
* Funding to enable all children access to educational visits.

Barriers to learning

* Lack of enrichment activities in home environment
* Poor vocabulary and language skills in comparison to many of their peers
* Poor attendance, the rate of persistent absence leads to a significant amount of missed education for some pupils.
* Emotional problems that impact on their learning

**Pupil Premium Funding Allocation September 2019-20**

**Budget - £45, 860**

**Carry forward £24,398**

**Total £70, 258**

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| **Provision** | **Desired outcome** | **Projected spend** | **Actual spend** | **Impact** |
| Phonic/ Early reading skills 1:1 and small group work delivered by experienced TA’sSmall group support Speech and Language Link subscriptionsSpeech and language groups |  85% plus target for disadvantaged pupils to pass the year 1 phonics test.80% of disadvantaged pupils will attain appropriate end of Key stage levels in readingImproved vocabulary, sentence structure and ability to listen and follow instructions.HLTA delivering speech and Language interventions | TA – 8hrs £ 4,915TA 4hrs - £ 2,457HLTA – 3.5hrs £ 6,000£ 300£ £ 4,293 |  |  |
| Pastoral MDA for vulnerable pupils1:1 MDA x 2 | Give support to pupils who may be experiencing emotional difficulties Support PP children with significant needs | £ 1,662£ 3,072 x 2= £ 6,144 |  |  |
| You and Me counselling services for vulnerable pupils | Play based therapy to support any children experiencing difficulties in their life | £ 1,000 |  |  |
| Behaviour support for reception parents | Provide support and behavioural advice/ strategies to parents. | £400 |  |  |
| TA time to deliver Happy Secrets and Lego therapy programmes | TA has time to deliver these programmes on a regular basis, so impact is evident. | £ 6,500 |  |  |
| Support in place for LSA to support a child with emotional difficulties. | Child to be able to fully integrate into school life. | £ 14,221 |  |  |
| Funding in place for disadvantaged pupils to access educational visits | Child to be able to fully integrate into school life. | £ 510 |  |  |
| Rewards to improve attendance of this cohort | Weekly/ termly rewards in place  | £ 300 |  |  |
| General resources and contingency fund | Resources to facilitate intervention work and equipment for individual children. | **£22,422** |  |  |
| ELSA – intervention work  | To support children experiencing emotional difficulties in their life, strategies for anxiety/ anger management | £ 4,293 |  |  |
|  | **Total** | **£74,417** |  |  |

**Pupil Premium Funding Allocation 2018-19**

**Budget - £54,080**

**Carry forward £21,337**

**Total £75,417**

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| Provision | Desired outcome | Projected spend | Actual spend | Impact |
| Phonic/ Early reading skills 1:1 and small group work delivered by experienced TA’sSmall group supportSpeech and language supportSpeech and Language Link subscriptions | Maintain 85% plus target for disadvantaged pupils to pass the year 1 phonics test.80% of disadvantaged pupils will attain appropriate end of Key stage levels in readingImproved vocabulary, sentence structure and ability to listen and follow instructions. | **£21,609****£ 275** | **£18,779.50****£ 275** | **67% of year 1 pupil premium children passed the Year 1 phonics test. This is considerably lower than in previous years. 8/ 12 children met the required level. Two children who did not reach the required level joined the school late in year 1 and time was limited. This has undoubtedly had an impact on this Data.****Year 2 SATS****75% of Disadvantaged Pupils reached the required levels in reading****67% of Disadvantaged pupils reached the required levels in writing. This is also lower than in previous years. Interventions did not run as regularly as in previous years. This needs to be addressed.****Speech and Language groups delivered and 4 children discharged from SALT team as they had reached their targets.** |
| Pastoral MDA for vulnerable pupils | Give support to pupils who may be experiencing emotional difficulties  | **£2,994** | **£ 1,889.17** | **Pastoral room used on a daily basis by a number of children with emotional/ social difficulties. Minimises playground incidents.** |
| You and Me counselling services for vulnerable pupils | Play based therapy to support any children experiencing difficulties in their life | **£1,000** | **£1920** | **Again a number of children accessed this service for a variety of reasons e.g. bereavement, family break up’s, anxiety etc.** |
| Behaviour support for reception parentsSupport from behaviour support team for school staff | Provide support and behavioural advice/ strategies to parents.Provide support and behavioural advice/ strategies to school staff | **£400** | **£ 399** | **Sessions delivered at the start of the school year.****Parental feedback was very positive, they felt it had been useful and had given them a better understanding of the various emotions their child may be experiencing.****Repeat next year** |
| TA time to deliver Happy Secrets and Lego therapy programmes | TA has time to deliver these programmes on a regular basis, so impact is evident. | **£6,329** | **£5,700** | **Both programmes delivered on a regular basis, crucial to supporting speech programmes and some vulnerable pupils.****Repeat next year** |
| Resources for Lego Therapy intervention | Resources developed from last year so that children have access to a range of stimulating equipment. | **£100** | **£95** | **Resources in place and used on a regular basis.****Second year of funding-None required in the coming year** |
| Funding for all disadvantaged pupils to access educational visits | Child to be able to fully integrate into school life. | **£400** | **£402** | **All disadvantaged pupils able to access educational visits.****Repeat next year** |
| Support in place for LSA to support a child with emotional difficulties. | Child to be able to fully integrate into school life. | **£13,173****£3,507** | **£13,711****£1,234.27** | **Crucial support in place – child and class would have significantly struggled without this support.****Repeat next year.** |
| Training costs for staff member to become an ELSA  | Regular emotional support provided by HLTA who is trained to deliver the programme.6 sessions plus cover costsResources to deliver the programme effectively | **£200** **1-day cover cost** **£2,564****£500** | **£200****£2,500****£100****£300** |  **Mrs Maher is now an accredited ELSA assistant.****Started support programme in Spring 2019- 12 children accessed support** **Very useful to support transition worries and helping some children develop strategies for self- regulation.****Resources purchased, more required from next budget.** |
| Rewards to improve attendance of this cohort | Weekly/ termly rewards in place  | **£300** | **£200** | **Attendance rewards not given consistently throughout the year.** |
| Service Grant | Resources and emotional support as required | **£ 300** | **£ 200** | **Scrap book, additional higher level support with Literacy and ELSA support**  |
| General resources and contingency fund | Funding will be less than anticipated due to falling numbers, provision for general resources | **£22,066** | **£3,314.06** |  |

**Impact**

**2019 K.S.1 Data for Disadvantaged Pupils**

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| **12 pupils** | **Disadvantaged Pupils**  | **Rest of the cohort****(78 non Disadvantaged pupils)** |
| **% of pupils achieving age related expectations in Reading** | **75%** | **83%** |
| **% of pupils working at a greater depth in Reading** | **8%** | **24%** |
| **% of pupils achieving age related expectations in writing**  | **67%** | **76%** |
| **% of pupils working at a greater depth in writing**  | **16%** | **22%** |
| **% of pupils achieving age related expectations in maths** | **75%** | **83%** |
| **% of pupils working at a greater depth in maths**  | **8%** | **29%** |

**2018 K.S. 1 Data**

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| --- | --- |
| **19 pupils in cohort** |  |
| **% of pupils achieving age related expectations in Reading** | **79%** |
| **% of pupils working at a greater depth in Reading** | **0%** |
| **% of pupils achieving age related expectations in writing**  | **68%** |
| **% of pupils working at a greater depth in writing**  | **0%** |
| **% of pupils achieving age related expectations in maths** | **72%** |
| **% of pupils working at a greater depth in maths**  | **11.%** |

**Phonics Results - % of Disadvantaged pupils who passed the year 1 phonics test.**

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| --- | --- |
| 2019 | 67% |
| 2018 | 91.6% |
| 2017 | 90% |

Report written October 2019

Date of next review October 2020