



South End Infant School

2019~2020

Pupil Premium Grant Statement

The Pupil Premium grant provides funding for pupils who:

- have been in receipt of free school meals (FSM) at any point in the past 6 years (£1320 per child)
- have been continuously looked after for the past six months (£2300 per child)
- are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (£2300)
- have parents currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD (£300 per child)

Schools are held accountable for the spending of these monies. It is intended to be used to help narrow the gap for disadvantaged children and we are committed to providing effective resources and ensuring vital support is in place to improve their academic outcomes.

Our school ethos is to supplement and enhance the provision to provide the best outcomes for **all** our children, pupil premium and non-pupil premium. The calculated figures show the money directly spent on pupil premium; additional funding is used from the school budget to support many of these interventions for all our pupils. We constantly review and update our interventions throughout the academic year in accordance with our evaluations of impact and value for money. This document details the spending of the Pupil Premium 2018/19 and the proposed spend for 2019/2020.

Review of 2018/2019

Overview of Children in Receipt of Pupil Premium 2018/2019		
Year Group	Numbers of Pupils	Allocation
EYFS	5	4 x £1320 (£5280) 1 x £2300
Year 1	9	8 x £1320 (£10560) 1 x £2300
Year 2	12 1	12 x £1320 (£15840) 1 x £2300
Total		£38580

Key objectives:

Objectives continued, as the barrier to achievement still exist:

Lack of opportunities to support homework
Early experiences not in place to support child coming into school
Attendance at school not being important
Supporting Social and communication Skills

1. To ensure that all abilities of children in receipt of the Pupil Premium Grant achieve their expected outcomes in Reading Writing and Mathematics
2. To enable EYFS children in receipt of the Pupil Premium Grant to achieve a good level of GLD
3. Implement strategies addressing the attendance gap between PP and non PP students
4. To extend the provision of Buddies group to all age groups to develop the children's self-confidence, social and communication skills.

This strategy was reviewed in September 2019

Key Objective 1: To ensure that all abilities of children in receipt of the Pupil Premium Grant achieve their expected outcomes in Reading Writing and Mathematics

Action:
 All children have been set outcome targets that reflect their starting points in Key Stage 1.
 Pupil progress meeting identify if there are gaps in progress
 Children who are making expected or good progress against their outcome targets have targets set that accelerate their learning
 All children have access to 1:1 or small group support and this is identified on the provision map
 Children to have opportunities to access good quality IT equipment.

Success Criteria:

- Children in Year 2 achieve at or above expected outcomes (100% progress)
- The cohort of children in receipt of the pupil premium achieve national outcomes for PP children.
- Children in Year 1 achieve expected achievements in relation to their Early Years outcomes

Persons responsible	Monitoring and Evaluation	Resource	Cost
<ul style="list-style-type: none"> • Staff in each year group • SENDCo • Head Teacher 	Tracking and monitoring data of PP children via data collection, Provision Map, Pupil Progress Meetings, Lesson observation /work scrutiny schedules as part of PM.	Cost per year for HLTAs =	£19500

Impact 2019:
 Reading had a positive impact with 31% of children in Year 2 making accelerated progress across Key Stage 1 in reading. This is also reflected in Year 1 where 38% of children have made accelerated progress in reading. In Years 2 and 1, Maths is lower where only 15% and 13% respectively made above expected progress and in writing no children achieved above expected progress.
 In overall achievement, 3 children did not achieve the expected outcome in Reading and writing in Year 2 whilst 2 did not achieve the expected outcome in maths.
 In Year 1 there was one child who did not achieve expected in outcome from their starting point in Writing and Maths.
 25% of the children PP children in Year 2 are identified as having Special Educational Needs.
 The average increase in reading age for Year 1 was 21 months over 12 months.

Key Objective 2: To support PP children in EYFS across the whole curriculum so that the GLD between PP and Non PP children is reduced			
Action: TA to work with PP children Close tracking of gaps across the curriculum Individual Support Plans in place for PP children Termly tracking of progress against baseline target.			
Success Criteria: Reduction in the percentage difference between Non PP and PP children attaining GLD			
Person responsible	Monitoring and Evaluation	Resource	Cost
Head Teacher Class Teachers EYFS TA	HT reviewing each term	EYFS TA	£10500
Impact 2019: GLD for the EYFS children receiving Pupil Premium was 100%. This was in comparison with 76% of other children. Of the group there were no children identified with SEN			

Key Objective 3: Implement strategies addressing the attendance gap between PP and non PP students			
Action: Head Teacher analyses attendance figures and identifies children/Families who need interventions. Parent Support Advisor works with families to ensure attendance improves Certificates given for attendance.			
Success Criteria: Reduced difference between PP and non PP children			

Person responsible	Monitoring and Evaluation	Resource	Cost									
Head Teacher Parent Support advisor	Weekly tracking of whole school attendance Review of individual's attendance every 6 weeks.	PSA	£3500									
		PSA training/resources	£1000									
<p>Impact 2019: There has been a significant reduction in the difference between the attendance of children in receipt of Pupil Premium and other children. However there has been a growth in the difference in lateness.</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance Difference</th> <th>Late</th> </tr> </thead> <tbody> <tr> <td>2017- 2018:</td> <td>2.81</td> <td>0.39</td> </tr> <tr> <td>2018 – 2019:</td> <td>0.56</td> <td>0.52</td> </tr> </tbody> </table>					Attendance Difference	Late	2017- 2018:	2.81	0.39	2018 – 2019:	0.56	0.52
	Attendance Difference	Late										
2017- 2018:	2.81	0.39										
2018 – 2019:	0.56	0.52										

<p>Key Objective 4: To extend the provision of Buddies group to all age groups to develop the children's self-confidence, social and communication skills.</p>			
<p>Action: To create a provision to allow all children the opportunity to attend a nurture group Buddies group to support social, emotional and behavioural needs including social skills. Deployment of staff and purchase necessary resources. Tracking through use of Boxhall Profile.</p>			
<p>Success Criteria:</p> <ul style="list-style-type: none"> • Improvement in the social, emotional and behaviour skills recorded measured on the Boxhall profile • Children demonstrate this through taking responsibility in the group and then extending this into the classroom • All year groups accessing Buddies. 			
Person responsible	Monitoring and Evaluation	Resource	Cost
Member of staff (AH)	Monitoring of progress through the use of the Boxhall Profile	Allocated Staff member	£5500
		Resources for provision	£500
		On line Boxhall profile	£100
		Nurture Group membership	£100

Impact 2019:

Increase in the number of year groups taking part in Buddies.

All children showed positive changes and this was evidenced through the results on the Boxall Profile.

Strategy for 2019/2020

Overview of Children in Receipt of Pupil Premium 2019/2020		
Year Group	Numbers of Pupils	Allocation
EYFS	2	2 x £1320 (£2640)
Year 1	6	5 x £1320 (£6600) 1 x £2300
Year 2	8	7 x £1320 (£9240) 1 x £2300
Total		£23080

Key objectives:

Objectives continued, as the barrier to achievement still exist:

Lack of opportunities to support homework
Early experiences not in place to support child coming into school
Attendance at school not being important
Supporting Social and communication Skills
Limited vocabulary.

- To ensure that all abilities of children in receipt of the Pupil Premium Grant achieve their expected outcomes in Reading Writing and Mathematics
- To enable EYFS children in receipt of the Pupil Premium Grant to achieve a good level of GLD
- Implement strategies addressing the attendance gap between PP and non PP students
- To extend the provision of Buddies group to all age groups to develop the children's self-confidence, social and communication skills.

This strategy will be reviewed in September 2020

Key Objective 1: To ensure that all abilities of children in receipt of the Pupil Premium Grant achieve their expected outcomes in Reading Writing and Mathematics

Increased % of PP children achieving above expected in all year groups

Action:

- All children have been set outcome targets that reflect their starting points in Key Stage 1.
- Target, Attainment and Progress meeting identify where there are gaps in progress
- Children who are making expected or good progress against their outcome targets have targets set that accelerate their learning
- Opportunities for developing vocabulary through discussion and games
- All children have access to 1:1 or small group support and this is identified on the provision map
- Class Teachers have training to ensure that they have children in receipt of Pupil Premium Grant in mind
- Children to have opportunities to access good quality IT equipment.

Success Criteria:

- Children in Year 2 achieve at or above expected outcomes as measured from starting point (100% progress)
- The difference between outcomes for all PP children and others reduces
- Children in Year 1 achieve expected achievements in relation to their Early Years outcomes

Persons responsible	Monitoring and Evaluation	Resource	Cost
<ul style="list-style-type: none"> • Staff in each year group • SENDCo • Head Teacher 	Tracking and monitoring data of PP children via data collection, Provision Map, Target, Attainment and Progress Meetings, Lesson observation /work scrutiny schedules as part of PM.	Cost per year for HLTAs =	£19500

Impact 2020: COVID Impacted

Outcomes were significantly impacted by COVID lockdowns. In particular, Year 2 did not come back to the school after March 2020. Vulnerable children were offered places in school during Keyworker only access and were supplied with workpacks / weekly contact but distance learning for the youngest children is very difficult to implement or measure due to their lack of independence and the capacity of parents to appropriately guide their child(ren) through the learning.

Key Objective 2:			
To support PP children in EYFS across the whole curriculum so that there is no difference in GLD continues between PP and Non PP children			
Action:			
TA to work with PP children Close tracking of gaps across the curriculum Individual Support Plans in place for PP children Termly tracking of progress against baseline target.			
Success Criteria:			
No difference in percentage between Non PP and PP children attaining GLD Increase of percentage of children achieving exceeding over 2019 figures.			
Person responsible	Monitoring and Evaluation	Resource	Cost
Head Teacher Class Teachers EYFS TA	HT reviewing each term	EYFS TA	£10500
Impact 2020: COVID Impacted			
Interventions necessarily had to be delivered within bubbles as opposed to by 1 TA working 1:1 in short bursts over a week. This is a model that will continue post COVID in order to ensure that their learning is embedded in all they do. There were no formal assessments with which to measure GLD.			

Key Objective 3:			
Implement strategies addressing the attendance gap between PP and non PP students			
Action:			
Head Teacher analyses attendance figures and identifies children/Families who need interventions. Parent Support Advisor works with families to ensure attendance improves			
Success Criteria:			
Reduced difference between PP and non PP children			
Person responsible	Monitoring and Evaluation	Resource	Cost

Head Teacher Parent Support advisor	Weekly tracking of whole school attendance Review of individual's attendance every 6 weeks.	PSA	£3500
		PSA training/resources	£1000
Impact 2020: COVID Impacted			
Although the attendance has been sporadic due to lockdowns, the general trend has improved due to work done in February 20 to raise expectations across the school in attendance. This improvement has been sustained in spite of difficulties with staggered start / finish times.			
Key Objective 4:			
To extend the provision of Buddies group to all age groups to develop the children's self-confidence, social and communication skills.			
Action:			
To create a provision to allow all children the opportunity to attend a nurture group Buddies group to support social, emotional and behavioural needs including social skills. Deployment of staff and purchase necessary resources. Tracking through use of Boxall Profile.			
Success Criteria:			
<ul style="list-style-type: none"> Improvement in the social, emotional and behaviour skills recorded measured on the Boxhall profile Children demonstrate this through taking responsibility in the group and then extending this into the classroom All year groups accessing Buddies. 			
Person responsible	Monitoring and Evaluation	Resource	Cost
Member of staff (AH)	Monitoring of progress through the use of the Boxall Profile	Allocated Staff member	£5500
		Resources for provision	£500
		On line Boxall profile	£100
		Nurture Group membership	£100
Impact 2020: COVID Impacted			
It has not been possible to provide the Nurture group due to the need to remain in bubbles and the Hive room being used as an additional staffroom.			