

Littlehaven Infant School – Pupil Premium planning and evaluation outline 2017/18

Pupil Premium Funding

The pupil premium is additional funding given to schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is thought to be the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and those who are not eligible, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The allocation of Pupil Premium is based on the number of pupils who have been registered for free school meals at any point in the last six years (FSM(Ever 6)).

Schools also receive pupil premium funding for children of service personnel or those who fall into one of the following categories:

- The pupil has been looked after for 1 day or more
- The pupil has been adopted from care
- The pupil has left care under:
 - a special guardianship order
 - a residence order
 - a child arrangement order

We are committed to ensuring that Pupil Premium funding is used to:

- Raise attainment and promote social skills
- Narrow or close the gap between the achievement of the identified pupils and their peers
- Raise pupil attainment through the provision and implementation of a variety of educational support programmes
- Focus on and address the underlying inequalities between the identified pupils and their peers with regard to pupil well-being and academic development.

	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
Number of children entitled to FSM (Ever 6)	28	23	24	7	12
Number of service children	0	3	4	2	2
Number of children in other categories	0	0	0	0	0
Total Pupil Premium Income	£26,684	£34,600	£33,409	£9,840	£15,840 + brought forward of £3,559.12 Total: 19,399

Current attainment	Pupil receiving pupil premium - Littlehaven	Pupils receiving pupil premium – National – out October
% achieving in EY meeting GLD	50%	
YR1 4 pupils		
% attaining at expected (ARE) attainment in reading	50%	
% attaining at expected (ARE) attainment in writing	50%	
% attaining at expected (ARE) attainment in maths	25%	
YR2 1 pupil (2 left)		
% attaining at expected (ARE) attainment in reading	0%	
% attaining at expected (ARE) attainment in writing	0%	
% attaining at expected (ARE) attainment in maths	0%	

Barriers to future attainment
In-school barriers
Oral language skills in are lower for some pupil premium pupils than for other pupils. This slows reading and writing progress in other years.
Mental maths skills – specifically children with dyscalculia. These children need their learning adapted, interventions to raise attainment and resources to support them in class.
Children with moderate learning difficulties. These children have specific cognitive difficulties. They need interventions to raise attainment and resources to support them in class.
External barriers
Attendance
Parental support for school – attendance at parent information meetings, parents reading regularly with their children and ensuring homework is completed

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Existing judgement

- The school's actions have secured improvement in achievement for disadvantaged pupils, which is rising, including in English and mathematics.
- Disadvantaged pupils make the same or better progress than other pupils.

Performance indicators

We will know we have been successful if the percentage of disadvantaged pupils meeting Age Related Expectations has increased at the end of each academic year; narrowing/ closing the gap between their attainment and those of children who are not classified as disadvantaged.

Desired outcome	Amount allocated to intervention or action (£)	New or continued activity?	Chosen action/approach	The rationale for this approach?	How we will ensure it is implemented well	Actual impact What did the action or activity achieve? (As a result of this...) What would you change or improve next time?
Parents sign up for pupil premium	Fully funded £300 2% of PPG + BF	New	When new parents are given their 'new starter' pack it will contain information about the initiative and information	Parents are not signing up for pupil premium as they are already getting free school meals. This	Success will be monitored through the % of parents eligible.	Records are not currently kept by the office however this is something that should be recorded 18-19 year.

			about how to obtain a free jacket if they are eligible.	inducement will give them a reason to sign up.		
Accelerated progress resulting in higher expected attainment. Improvement in pupil's confidence or self-esteem in reading/writing/maths.	Fully funded 6 hours a week £8,736 (LD) 45% of PPG + BF	Continued	Focussed small group teaching for children who are: Below national expectations in Reading/Writing or Maths. Not on track for to make expected progress in Reading/Writing or Maths	Children who are not on track despite 'quality first teaching' need interventions to close gaps in learning and raise achievement. Targeting oral language skills, mental maths skills and cognitive difficulties.	Attendance levels at School previously... Half termly progress check against baseline assessments. Attainment and progress checked Oct/Feb/June.	100% of pupils made progress and in Year 2 there was a significant amount of progress in Reading. Class teachers report that the additional support in Reading, Writing and Maths such as Precision Teaching, Narrative Therapy, and Snap on Maths have raised self-esteem and confidence in both whole class learning and independent work.
Accelerated progress resulting in higher expected attainment. Improvement in pupil's confidence or self-esteem in reading/writing/maths.	Fully funded 6 hours a week £2,600 (CMW/CT) 41% of PPG + BF	Continued	Focussed small group teaching for children: Below national expectations in Reading/Writing or Maths. Not on track for to make expected progress in Reading/Writing or Maths	Children who are not on track despite 'quality first teaching' need interventions to close gaps in learning and raise achievement. Targeting oral language skills, mental maths skills and cognitive difficulties.	Attendance levels at School previously... Half termly progress check against baseline assessments. Attainment and progress checked Oct/Feb/June.	Personalised speech and language programmes written by the speech therapist and carried out by a trained TA. All children made progress against their targets. There was also a speech and language group for Reception children aimed at bridging the gap for children with speech and language difficulties.
Learning mentor time used to support barriers to learning to enable progress in learning.	Partly funded £1,963 (SR) 10% of PPG + BF	Continued	Additional learning mentor sessions to enable 1:1 or small group interventions.	1:1 or small group time to support children and parents. Attendance and parental support will be targeted.	Half termly progress check against baseline assessments. Attainment and progress checked Oct/Feb/June.	The Learning Mentor will assess each child using the BOXALL Profile which measures the social, emotional and behavioural development of each child. 100% of children supported made progress in this area.
Purchase of additional resources for pupil premium + SEN children	Part funded £400 0.2% of PPG + BF	Continued	Target barriers to learning with the use of additional resources for identified children.	Additional resources needed to maintain 'quality first teaching' and target barriers to learning.	Scrutinies and observations will show adaptations are enabling greater progress in learning	Resources gained to the support the attention and listening skills of the most vulnerable children. Extra-curricular activities, ie clubs, music lessons. Uniform purchased for targeted pupils from disadvantaged backgrounds.
Total allocated	19,399					

Highlighting used if there is a change to the allocation mid-year.

This document covers the financial year 2017 - 18