

## SHALFORD INFANT & NURSERY SCHOOL

### Pupil Premium Strategy 2019 – 2020

Pupil Premium funding is allocated to primary schools with the aim of:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces.

(DFE, 2016)

#### **Pupil Premium Funding Context for Shalford Infant School**

Shalford Infant & Nursery School's allocation for 2019-2020 is £7,580. Shalford Infant School is a one-form entry infant school in Surrey with a lower than average number of disadvantaged pupils. 6% of the children on role (5/78) are disadvantaged. The cohorts of children receiving Pupil Premium have been small and highly variable over the last few years, for example a PP child may have had an EHCP or a PP child may have been learning English as an additional language.

#### **Barriers to learning and attainment:**

- Children receiving Pupil Premium joining the school are often below the national average for the start of Reception.
- Parental engagement within the Pupil Premium community can be lower than that of their peers.
- Some families with children receiving PP need additional support to foster enhanced wellbeing.

#### **Our four key approaches:**

##### **Strategic Overview-Leadership and Management Actions**

- ✓ Clear tracking and monitoring systems in place for academic attainment and progress for PP children.
- ✓ Our PP champion is the Head Teacher.

##### **Raising Achievement - Specific Learning Interventions**

- ✓ Quality first teaching support for teachers through the use of lesson study.
- ✓ High-quality, targeted and monitored intervention to diminish the differences between DP and non-DP children.

##### **Reducing Barriers to Learning**

- ✓ The school works with other agencies and professionals and agencies to provide emotional health & well-being support.
- ✓ Inviting PP parents to attend Family Learning sessions to support learning at home.
- ✓ Pastoral support

##### **Increasing Opportunities**

- ✓ Early phonics support in Reception.
- ✓ Family Learning sessions to support parental engagement and learning at home.
- ✓ Support to access after-school clubs for PP pupils.

#### **Main Priorities for Development 2019 - 2020**

- To ensure all PP children attain a Good Level of Development at the end of Reception.
- 100% of KS1 PP children are working at the expected standard in Reading, Writing and Mathematics.
- All PP children in Year 1 meet the expected standard in the Y1 Phonics Check.
- Increase family engagement with school for those children identified as DP.

| Strategy to Reduce Barrier to Learning   | Rationale  | What Will Impact Look Like?   | Cost                           |
|--|--|---|--------------------------------|
| Intervention groups led by a qualified teacher in Reading and Writing.   | Mastery learning approaches are effective, leading to an additional five months progress over the course of a school year compared to traditional approaches. The Education Endowment Fund has found 1:1 tuition can increase progress by 5 months.  | <ul style="list-style-type: none"> <li>❖ Attainment of Pupil Premium children will be in line with National Pupil Premium data at the end of key stage.</li> <li>❖ 100% of KS1 PP children are working at the expected standard in Reading and Writing.</li> <li>❖ Progress of PP children will be in line with their non-PP peers.</li> <li>❖ All PP pupils in Year 1 will meet the expected standard in the phonics screening check.</li> </ul> | <b>£19,939</b>                 |
| Online intervention program targeted at Reading and Spelling   | Nessy Reading & Spelling adheres to the Orton-Gillingham approach meaning that each child receives instruction tailored to his or her specific needs. Nessy is flexible enough to be adapted to how the individual learns. Nessy can be used to as a complete system of instruction. Multisensory activities, reading and spelling are taught at the same time. A highly structured, sequential, cumulative and systematic phonics-based learning program. | <ul style="list-style-type: none"> <li>❖ Attainment of Pupil Premium children will be in line with National Pupil Premium data at the end of key stage.</li> <li>❖ 100% of KS1 PP children are working at the expected standard in Reading and Writing.</li> <li>❖ Progress of PP children will be in line with their non-PP peers.</li> <li>❖ All PP pupils in Year 1 will meet the expected standard in the phonics screening check.</li> </ul> | <b>£220</b>                    |
| Targeted pastoral support for identified children from a qualified Emotional Literacy Support Assistant (ELSA) | Provide a safe space for children to talk openly about their thoughts, feelings and behaviours and to develop a positive, trusting relationship with a key person. Research has found that children are happier and had more friends after the ELSA programme.   | <ul style="list-style-type: none"> <li>❖ Less friendship incidents in the playground for identified pupils</li> <li>❖ Pupils are given strategies to support their social communication skills in the areas of friendships</li> <li>❖ Boost self esteem</li> <li>❖ Pupils develop further friendships</li> </ul>  | <b>£423 per six-week block</b> |
| Increase family engagement with school and learning via Letterbox Club   | Provide resources for parents and carers to share with their children at home. Families will spend more time together reading and playing games. The Book Trust's research has shown this project can inspire a love of reading, and improve attitudes and behavior towards learning.  | <ul style="list-style-type: none"> <li>❖ Increased enjoyment in reading and maths</li> <li>❖ Parental engagement increases</li> <li>❖ Pupil's learning behaviours and attitudes improve</li> <li>❖ Boosts self esteems</li> </ul>   | <b>£405</b>                    |
| Staff training, attendance at meetings and monitoring  | Each year the school identifies areas for staff training (through the school development plan). The Education Endowment Fund has found that the quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective development of teachers and teaching assistants is a priority for Shalford.   | <ul style="list-style-type: none"> <li>❖ Teaching across the school remains good or above</li> <li>❖ Attainment of Pupil Premium children will be in line with National Pupil Premium data at the end of key stage.</li> <li>❖ 100% of KS1 PP children are working at the expected standard in Reading and Writing.</li> <li>❖ Progress of PP children will be in line with their non-PP peers.</li> </ul>  | <b>TBC</b>                     |

|  |   |  |                |
|--|---|--|----------------|
|  |   | ❖ All PP pupils in Year 1 will meet the expected standard in the phonics screening check.  |                |
| Family Learning sessions for parents.                              | Parental involvement is consistently associated with pupils' success at school. The Education Endowment Fund has found parental engagement can increase pupil progress by 3 months. | <ul style="list-style-type: none"> <li>❖ All parents of PP learners will attend at least one family learning session over the course of the year.</li> <li>❖ Progress of PP children will be in line with their non-PP peers.</li> </ul> | -              |
| <b>Total Funds Allocated to Pupil Premium Strategy 2019 - 2020</b> |   |  | <b>£20,987</b> |

**Pupil Premium Review Date: April 2020**

**THE SCHOOL ALLOCATES ADDITIONAL FUNDING FROM IT'S DELEGATED BUDGET TO PROVIDE THE ABOVE SUPPORT**