

SHALFORD INFANT SCHOOL

Pupil Premium Strategy 2018 - 2019

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 School's allocation for 2018-2019 is £5,192. Shalford Infant School is a one-form entry infant school in Surrey with a lower than average number of disadvantaged pupils. 9% of the children on role (7/78) 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 2018 - 2019

- To ensure all PP children attain a Good Level of Development at the end of Reception.
- 80% 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.
- Raise the profile of vulnerable groups across the whole school.

Strategy to Reduce Barrier to Learning	Rationale	What Will Impact Look Like?	Cost
Intervention groups led by an 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"> ❖ Attainment of Pupil Premium children will be in line with National Pupil Premium data at the end of key stage. ❖ 80% of KS1 PP children are working at the expected standard in Reading and Writing. ❖ Progress of PP children will be in line with their non-PP peers. ❖ All PP pupils in Year 1 will meet the expected standard in the phonics screening check. 	£19,939
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 lexible 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"> ❖ Attainment of Pupil Premium children will be in line with National Pupil Premium data at the end of key stage. ❖ 80% of KS1 PP children are working at the expected standard in Reading and Writing. ❖ Progress of PP children will be in line with their non-PP peers. ❖ All PP pupils in Year 1 will meet the expected standard in the phonics screening check. 	£190
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"> ❖ Less friendship incidents in the playground for identified pupils ❖ Pupils are given strategies to support their social communication skills in the areas of friendships ❖ Boost self esteem ❖ Pupils develop further friendships 	£423
Playtime intervention led by a teaching assistant	Enable identified pupils to have positive and structured playtimes.	<ul style="list-style-type: none"> ❖ Less friendship incidents in the playground and more positive playtimes for identified pupils ❖ Boost self esteem ❖ Pupils develop further friendships ❖ Pupils learn games to transfer into the playground 	TBC
Robust tracking and monitoring of DP academically.	Greater emphasis on vulnerable group tracking and monitoring throughout the school will ensure no child is left behind and all members of the team are aware of the PP children. Children should have	<ul style="list-style-type: none"> ❖ Attainment of Pupil Premium children will be in line with National Pupil Premium data at the end of key stage. ❖ 80% of KS1 PP children are working at the expected standard in Reading and Writing. 	-

	priority in intervention groups to ensure maximum access to learning opportunities to reduce barriers.	<ul style="list-style-type: none"> ❖ Progress of PP children will be in line with their non-PP peers. ❖ 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"> ❖ All parents of PP learners will attend at least one family learning session over the course of the year. ❖ Progress of PP children will be in line with their non-PP peers. 	-
Total Funds Allocated to Pupil Premium Strategy 2018 - 2019			£20,389

Pupil Premium Review Date: April 2019

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