



Bordon Infant School – Pupil Premium Development Plan 2017-18

Schools ethos in relation to Pupil Premium children

The money the school receives for children who are, or have been in the last 6 years, eligible for additional funding is used to ensure that every child has the very best opportunity to leave school with all of the skills, knowledge and emotional confidence to ensure that are ready for the next stage of their educational journey.

At Bordon Infants we believe the money should

- *Be used in a targeted way based on an annual identification of need*
- *To overcome any barrier to learning*
- *To support the whole family with a ‘wrap around’ package*
- *Provide the very best quality of teaching and learning*
- *To engage specialist services which enhance the provision we have in school*

As a school we believe

- *Every child can and will succeed*
- *In raising the aspirations for all our children and families*
- *That every child in school will be, or will be supported to be confident, curious and creative*
- *That every child will be respectful and learn the skills of working as part of a team*
- *Most importantly we want every member of our school community to be happy at school*

Financial Information

	January 2016 census		Total amount
Pupils on role who have been eligible for FSM in the last six years	28 @£1,320	16%	£36,960
Number of service children eligible for the Pupil Premium	12 @£300	7%	£3,600
Number of Looked After children eligible for the Pupil Premium	4 @1,900	2%	£7,600
Total	53 Children		£48,160

Current attainment		
ARE = Age Related Expectation	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing & maths	46%	64%
% making at least expected progress in reading	100%	100%
% making greater than expected progress in reading	23%	22%
% making at least expected progress in writing	100%	100%
% making greater than expected progress in writing	38%	30%
% making at least expected progress in maths	92%	87%
% making greater than expected progress in maths	7%	22%

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children achieving ARE in all three subjects to ensure they are academically and emotionally ready for their next stage in learning
B.	Low self-esteem, lack of confidence
C.	Learning skills, resilience and the ability to cope with challenges

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Family dynamics and home behaviours

<p>Success criteria</p> <ol style="list-style-type: none"> 1. A focus on the whole child raises the percentage of children achieving ARE in reading, writing and maths to be in line with Non-Pupil Premium children 2. All children who are considered Look After or ever have been considered Look After make progress in line with expectations or where there is a danger of them not making Age Related Expectations progress is accelerated 3. Service children and their families have welfare support necessary for the children to make progress in line with school expectations and achieve Age Related expectations 		
Actions	Cost	Performance indicator
<p>Success Criteria 1</p> <ol style="list-style-type: none"> 1. To continue to fund a non-teaching SENCO to support first class quality teaching for all children with a focus on Pupil Premium SEN children <ol style="list-style-type: none"> a. SENCO to ensure interventions meet the needs of current children b. Continue with additional support, monitoring and training of LSAs c. Continue with additional monitoring of in class SEN provision d. Continue with the increased amount of interventions and support delivered directly by the SENCO 2. To conduct an action research project on the benefits to children's writing progress and attainment by overhauling the Year 2 writing curriculum 3. To conduct a full review of the KS1 maths curriculum to identify strengths and weaknesses that led to fewer children achieving ARE in maths last academic year than predicted 4. To develop staff pedagogy to further improve teaching leading to an increase in outstanding practice and a greater focus on the whole child 5. Continue with the Therapeutic Writing intervention to provide support to targeted children who have barriers to writing that are either more than just gaps in educational knowledge or due to lack of confidence 	<ol style="list-style-type: none"> 1. £3,680 <i>16% of SENCo costs</i> 2. £256 <i>16% of total cost of the project</i> 3. £256 <i>16% of total cost of the project</i> 4. £40 <i>16% of total cost of the project</i> 5. One afternoon of SENCo and HLTA time 	<ol style="list-style-type: none"> 1. Children who qualify for the pupil Premium who also have a SEN make progress in line with expectations and achieve targets set. <ol style="list-style-type: none"> a. Interventions have a significant measurable impact 2. To bring the percentage of Pupil Premium Children achieving ARE in writing from the current target of 62% to within at least -5% from Non-Pupil Premium 3. To bring the percentage of Pupil Premium Children achieving ARE in maths from the current target of 77% to within at least -5% from Non-Pupil Premium 4. To bring the combined reading, writing and maths ARE from the current target of 62% to within at least -5% from Non-Pupil Premium 5. Children have greater confidence in themselves as writers. This supports them meeting their writing target and raises the percentage of children achieving greater than expected progress

<p>6. To continue with the improve the access to high quality Educational Psychologist support to ensure children’s specific needs are being met</p>	<p>6. £1,500</p>	<p>6. Children make at least expected progress in identified area of need</p>
<p>7. To continue to provide access to a Speech Therapist to provide the best level of support for children with Speech and Language needs</p>	<p>7. £154 16% of costs</p>	<p>7. Children make good progress through their speech program, staff knowledge is increased</p>
<p>8. To continue to provide children with the appropriate intervention to support their area of need</p>	<p>8. £2,687 16% of LSA intervention costs</p>	<p>8. Children make at least expected progress in identified area of need</p>
<p>9. To ensure high levels of communication between LSA’s running interventions and class teachers. This will ensure children’s work in interventions is well supported in class to enable them to make rapid progress</p>	<p>9. £1,829</p>	<p>9. Better communication leads to enhanced and sustained progress for children on interventions</p>
<p>10. To further develop parental involvement in the school and engagement in their child’s learning</p> <ul style="list-style-type: none"> a. With continuing reduction in service families and 25% of current FSM in Year R, Early Intervention Worker to continue focusing on supporting children and families into school and maintain support for the first Year and into the start of Year 1 b. Continue with Family Fun sessions to support families c. Continue with SHARE parenting program d. Run the Music Makers project with Hampshire music and a music therapist to support identified families transition into school 	<p>10. £10,989 (64% of EIW total costs, plus the budgets for the different groups)</p>	<p>10. Increase in the amount of families attending the groups. Parent’s feedback on the impact the groups have on them and their children is very positive. Children and families have a better transition into school. Personal and Social and Communication and Language scores in Year R are improved for Pupil Premium children</p>
<p>11. Due to 71% of all disadvantaged children identified as needing emotional/confidence support the school will maintain three ELSAs and the supervision program needed to keep their accreditation to provide this</p>	<p>11. £500</p>	<p>11. Personal, Social and Emotional issues are not a barrier to learning</p>
<p>12. To ensure the highest achievement of children they need to have the highest possible attendance. Use the school Family Support Worker to support any Pupil Premium family whose attendance dips</p>	<p>12. £972 <i>16% of FSW salary</i></p>	<p>12. Attendance rates for FSM children continue to be above 95%</p>

13. Increase the time the FSW is in school to support identified parenting needs by 3.5 hour per week	13. £2,640	13. Parents feel more confident which will lead to children coming into school more ready for learning. Attainment will therefore be higher
14. To provide 1 to 1 support where necessary to meet children's needs and support them to overcome barriers to learning	14. £14,300	14. Children who require 1 to 1 support who do not necessarily have an EHCP receive the support necessary to enable them to meet their targets
Total costs	£ 39,803	£2,843 more than allocation
<u>Success Criteria 2</u>		
1. To increase the time the Designated teacher spends focusing on, looked after children <ul style="list-style-type: none"> a. Provide staff with additional support b. Provide a direct link with families c. To analyse progress and report to SLT 	1. £1,775 2% Of DT costs	1. All looked after children meet their targets
2. To provide additional HLTA time to meet any identified emotional needs of any Looked After child	2. £839 2% of HLTAs costs	2. All looked after children make accelerated progress
3. To provide 1 to 1 support where necessary to meet children's needs and support them to overcome barriers to learning	3. £14,300	3. Children who require 1 to 1 support who do not necessarily have an EHCP receive the support necessary to enable them to meet their targets
4. To provide additional EP support to ensure all educational and social needs are being met	4. £300 2% of total costs	
Total costs	£ 17,214	£9,614 more than allocation
<u>Success Criteria 3</u>		
1. To provide opportunities for service families to engage quickly with the school and the local community <ul style="list-style-type: none"> a. –Family Fun group continued and developed 	1. £1,545 8% of EIW salary	1. Increase in the amount of families attending the groups. Parents feedback on the impact the groups have on them and their children is very positive. Children and families have a better transition into school. Service children make good progress from on entry and achieve their targets

2. Use of Tapestry for any parent serving away to keep up to date with the progress of their child	2. 7% of Tapestry costs	2. Better communication between home and school leads to better achievement for the children and an increase in the GLD
3. To continue to provide excellent induction procedures for any new child to accurately assess them ensuring they given the right level of support and challenge from day 1	3. £600 <i>1 hours teacher time per child</i>	3. Children starting school at times other than normal make the same progress as all other children
4. To provide additional social and emotional support through use of school ELSAs to ensure new children settle into school as quickly as possible	4. £2,584 7% of ELSA time	4. The emotional impact of moving between schools does not cause a barrier to learning and therefore attainment is in line with expectations
5. School to engage in the Hampshire Service Children's Hub by becoming the district coordinator for all East Hants schools	5. Headteacher's time	5. School gets wider access to other professionals and organisations. Support for service families improves as a result
Total costs	£ 4,729	£1,129 more than allocation
Overall Costs	£61,746	£13,586 more than allocation