



Bordon Infant School – Pupil Premium Development Plan 2015-16

	October 2015 census (predicted)		Total amount (predicted)
Number of current FSM pupils eligible for the Pupil Premium	19 @£1,320	11%	£25,080
Number of Ever 6 FSM pupils eligible for the Pupil Premium	11 @1,320	6.4%	£14,520
Number of service children eligible for the Pupil Premium	17 @£300	10%	£5,100
Number of Looked After children eligible for the Pupil Premium	6 @1,900	3.5%	£11,400
Total	53 Children		£56,100

Success criteria		
<ol style="list-style-type: none"> 1. All Pupil Premium children make progress in line with or above school expectations with particular focus on those children who also have a Special Education Need 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 full time non-teaching SENCO to ensure first class quality teaching for 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 the amount of interventions and support delivered directly by the SENCO 	<ol style="list-style-type: none"> 1. £23,002 	<ol style="list-style-type: none"> 1. Children who qualify for the pupil Premium who also has 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 <p>FSM children with SEN made on average in Year 1, 16% more progress in reading than other children, 20% in writing and -2% less in maths In Year 2 11% more progress in reading, 7% more in writing and 3% more in maths</p>

<p>2. Continue with the Therapeutic Writing intervention to provide support to targeted children who have barriers to writing that are more than just gaps in educational knowledge</p>	<p>2. £487</p>	<p>2. Children have greater confidence in themselves as writers. This supports them meeting their writing target 86% of FSM children achieved or exceeded their writing target</p>
<p>3. To continue with the improve the access to high quality Educational Psychologist support to ensure children’s specific needs are being met</p>	<p>3. 1,500</p>	<p>3. Children meet targets in identified area of need Y1= Reading 60%, Writing 100%, Maths 100% Y2= Reading 86%, Writing, 86%, Maths 100%</p>
<p>4. To continue to provide access to a Speech Therapist to provide the best level of support</p>	<p>4. £960</p>	<p>4. Children make good progress through their speech program, staff knowledge is increased</p>
<p>5. To train all staff in Cued Articulation to support the early acquisition of sounds</p>	<p>5. Costs</p>	<p>5. All children, including those on FSM make better progress in the early accusation of phonics 57% increase from last year in number of FSM children on track in phonics</p>
<p>6. To continue to provide children with the appropriate intervention to support their area of need</p>	<p>6. £2687 16% of LSA intervention costs</p>	<p>6. Children meet targets in identified area of need Y1= Reading 60%, Writing 100%, Maths 100% Y2= Reading 86%, Writing, 86%, Maths 100%</p>
<p>7. 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>7. £1829</p>	<p>7. Better communication leads to enhanced and sustained progress for children on interventions</p>
<p>8. To further develop parental involvement in the school and engagement in their child’s learning</p> <ul style="list-style-type: none"> a. With reduction in service families and 40% of current FSM in Year R re task Early Intervention Worker to focus on supporting children and families into school b. Continue with Messy Play sessions to support families c. Continue with SHARE parenting program d. Stories Songs and Rhymes continued e. Run the Music Makers project 	<p>8. £10,989.4 (64% of EIW total costs, plus the budgets for the different groups)</p> <p>e. £250</p>	<p>8. 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. Personal and Social and Communication and Language scores in Year R are improved for FSM children Listening and attention up 2.5% from last year Understanding up 15% from last year Speaking up 5% from last year</p>

<p>9. 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>10. To provide 1 to 1 support where necessary to meet children's needs and support them to overcome barriers to learning</p> <p>11. To develop confidence and aspirations in all children by providing funds to ensure Pupil Premium children can engage in the same opportunities as other children</p>	<p>9. 884 16% of FSW salary</p> <p>10. £7680</p> <p>11. £300</p>	<p>9. Attendance rates for Year R FSM children are above 90% Year R FSM attendance at 91.5%</p> <p>10. 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</p> <p>11. Children who receive FSM have the same opportunities as all other children. These opportunities support them socially and developmentally enabling them to achieve well FSM children made on average in Year 1, 11% more progress in reading than other children, 4% in writing and 2% less in maths In Year 2 7% more progress in reading, 5% more in writing and 3% more in maths</p>
<p>Success Criteria 2</p> <p>1. As 66% of looked after children are in Year 2 provide increased time for Designated teacher in the Infants to work with the Designated teacher in the Juniors to ensure transition from one school to another is seamless</p> <p>2. To increase the time the Designated teacher spends focusing on, looked after children</p> <ol style="list-style-type: none"> Provide staff with additional support Provide a direct link with families To analysis progress and report to SLT <p>3. To provide additional HLTA time to meet any identified emotional needs of any Looked After child</p> <p>4. HLTA to be trained in 'Framework for Individual Pastoral Support' advanced counselling skills to better provided the specific personal, social and emotional support Looked After Children may need</p>	<p>1. £1,775 3.5% Of AHT salary</p> <p>2. £750 (3 days supply time)</p> <p>3. £839 3.5% Of HLTA salary</p> <p>4. £500</p> <ol style="list-style-type: none"> £250 annual supervision £380 Elsa Supervision 	<p>1. All looked after children meet their targets Reading 100% met target, writing 80% met target, maths 100% met target</p> <p>2. All looked after children make accelerated progress Looked After children made on average, 12% more progress in reading than other children, 4% in writing and 6% less in maths</p> <p>3. Support is provided to ensure all looked after children make ARE by the end of primary school Reading 100% met target, writing 80% met target, maths 100% met target</p>

<p>a. HLTA to disseminate appropriate aspects of the counselling course to the other LSA's and ELSA's</p> <p>5. To provide a consistent teacher for the entire academic year to meet the educational and emotional needs of the Looked After children in Year 2</p>	<p>c. £180 Nurture conference</p> <p>5. £964 3.5% of teachers time</p>	<p>Looked After children made on average, 12% more progress in reading than other children, 4% in writing and 6% less in maths</p>
<p><u>Success Criteria 3</u></p> <p>1. To provide opportunities for service families to engage quickly with the school and the local community</p> <p> a. -Messy Play group continued and developed</p> <p> b. -Stories Songs and Rhymes continued</p> <p> c. -Coffee mornings set up</p> <p>2. Use of Tapestry for any parent serving away to keep up to date with the progress of their child</p>	<p>1. £6181.6 (36% of EIW total costs as 36% is the Service percentage of the total Pupil Premium children)</p> <p>2. 10% of Tapestry costs</p>	<p>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</p> <p>2. Better communication between home and school leads to better achievement for the children and an increase in the GLD</p> <p>100% of service children mad the Good Level of Development</p>
	<p>Total Costs £62388</p>	