



# Bordon Infant School – Pupil Premium Development Plan 2020-21

## 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

For Financial Year April 2020 to March 2021			Total amount
Pupils on role who have been eligible for FSM in the last six years	26 @£1,345	15%	£34,970
Number of service children eligible for the Pupil Premium	4 @£310	2%	£1,240
Number of Looked After children eligible for the Pupil Premium	1 @£2,345	0.5%	£2,345
<b>Total</b>	<b>31 Children</b>		<b>£38,155</b>

Target for end of year 2020-21				
ARE = Age Related Expectation	Pupils eligible for PP			Pupils not eligible for PP (School Data)
	Year R	Year 1	Year 2	
% achieving ARE or above in reading, writing & maths (GLD in Year R)				
% making ARE in reading (Early Learning Goal in Year R)				
% making at least expected progress in reading				
% making greater than expected progress in reading				
% making ARE in writing (Early Learning Goal in Year R)				
% making at least expected progress in writing				
% making greater than expected progress in writing				
% making ARE in maths (Early Learning Goal in Year R)				
% making at least expected progress in maths				
% making greater than expected progress in maths				

Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
<b>A.</b>	Pupil Premium children, predicted attainment in reading in Year 1 and 2 is a concern this year
<b>B.</b>	High SEN needs in the Pupil Premium group 23% of KS1 Pupil Premium children have SEN compared to a school average of 13% SEN
<b>C.</b>	Communication and Language scores in Year R have been on average 33% lower for Pupil Premium on entry in Year R for the past two years
<b>D.</b>	There is a greater proportion of Pupil Premium children with low self-esteem, lack of confidence combined with lower, resilience and the ability to cope with challenges compared to non-Pupil Premium children.

External barriers	
E.	Family dynamics and home behaviours
F.	Low attendance from some Pupil Premium families, on average -1% compared to the whole school over the past two years is inhibiting children's ability to make rapid progress

Success criteria
<ol style="list-style-type: none"> <li>1. Pupil Premium children with no SEN need achieve in line with non-Pupil Premium children in, reading and maths across the school</li> <li>2. Pupil Premium children with a SEN or EAL need make progress from their starting points in line with school high expectations</li> <li>3. 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</li> <li>4. 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</li> </ol>

Actions	Cost	Performance indicator	Impact Statement
<b>Success Criteria 1 Pupil Premium Children</b>			
<ol style="list-style-type: none"> <li>1. Extra LSA time on 1:1 reading full cost               <ol style="list-style-type: none"> <li>a. 1 hour per day Year 1</li> <li>b. 1 hour per day Year 2</li> </ol> </li> <li>2. Language link program</li> <li>3. Additional LSA in Year 1 mornings to support reading/Phonics 15% of costs</li> <li>4. New LSA in Year 2 to free up more experienced LSA's to run additional interventions to support PP children</li> <li>5. Unqualified teacher in Year 2 to support and free up AHT to work across KS1 on planning and developing teaching through mentoring</li> </ol>	<ol style="list-style-type: none"> <li>1. £6,555</li> <li>2. Covid catch up funding used instead</li> <li>3. £1,416</li> <li>4. £5,822 (40% of PP)</li> <li>5. £7,073</li> </ol>	<ol style="list-style-type: none"> <li>1. The gap between non-pupil premium and pupil premium children in reading narrows from its current 23% in Year 2</li> <li>2. The better, more specific identification of language issues supports children to make rapid progress ensuring that at least 91% make expected progress</li> <li>3. The gap between non-pupil premium and pupil premium children in reading narrows from its current 23% in Year 2</li> <li>4. Additional high quality support for SEN needs helps to ensure all children make expected progress</li> <li>5. Additional time from experienced leader and high quality teacher raises the level of teaching across KS1 supporting all children to achieve their targets</li> </ol>	

<p>(40% of PP are in Year 2 so 40% of Claire's costs)</p> <p>6. Additional unqualified teacher in Year R to free up AHT (8% of in Year R are PP so 8% of Olivia's costs)</p> <p>7. Additional mentor time for NQT to ensure first class quality teaching</p> <p>8. To ensure the highest levels of achievement and progress children need to have the highest possible attendance. The school will provide free breakfast and afterschool club places for pupil premium families who need it temporarily to support their children's high attendance. An average of one place per day will be budgeted for but more than one child may need support at any one time.</p> <p>9. The Headteacher, as the Pupil Premium champion will liaise closely with the Assistant Headteacher, who is also the English Manager, and the maths Leader on the ongoing progress of Pupil Premium. Additional work scrutinies and lesson observations will take place focused on accelerating children progress</p>	<p>6. £1,938</p> <p>7. included in UQT Year R costs</p> <p>8. £1,665</p> <p>9. Leadership time included in Unqualified Teacher cost</p>	<p>6. Additional time from experienced leader and high quality teacher supports the development of a high quality curriculum and increasing the focus on PP children supporting them to make accelerated progress</p> <p>7. PP children's attainment in NQT class is comparable with that of the rest of the school</p> <p>8. Attendance rates for pupil premium children improve to be no lower than -0.5% from all other children. Parents feel more confident which will lead to children coming into school more ready for learning. This helps to ensure pupil premium children achieve within 10% of non-pupil premium children across the school</p> <p>9. Non SEN Pupil Premium children make accelerated within Year 2 progress to bring them within 10% on Non pupil premium children's Expected Levels</p>	
--	---	---	--

<b>Success Criteria 2 Pupil Premium Children</b>			
1. Provision Map 15% of costs	1. £120	1. Well organised and analysed provision which the whole school can access supports SEN children to achieve their targets	
2. Additional Maths intervention time. 1 hour a day 3 days a week	2. £3,993	2. Additional high quality maths intervention reduces the current gap of 17% in Year 2	
3. Catch up literacy intervention four hours a week and 1 hour prep time	3. £6,555	3. The gap between non-pupil premium and pupil premium children in reading narrows from its current 23% in Year 2	
4. With 40% of Year 2 Pupil Premium children having a SEN the school will continue to purchase additional access to high quality Educational Psychologist support to ensure children's specific needs are being met	4. £1,485 (40% of costs)	4. Children who qualify for the pupil Premium who also have a SEN make progress in line with expectations and achieve targets set. Their progress is at least the same as non-pupil premium SEN children	
5. SEN review and support time Over the year the SENCo will review all Pupil Premium with SEN children and write up a report for the class teachers	5. £3,358 (15% of costs)	5. Excellent analysis of how children respond in class linked to specific development points and strengths helps to ensure pupil premium children achieve within 10% of non-pupil premium children across the school	
6. To support the low Communication and Language on entry the school will continue to provide access to a Private Speech Therapist to provide the best level of support for children with Speech and Language needs and to develop staff skills and knowledge	6. £370 (15% of total Speech Therapy costs)	6. Children who qualify for the pupil Premium who also have a speech and language issue make progress in line with expectations and achieve targets set. Their progress is at least the same as non-pupil premium SEN children	
<b>Total costs</b>	<b>£ 40,350</b>	£ 2,195 more than allocation	
<b>Actions</b>	<b>Cost</b>	<b>Performance indicator</b>	<b>Impact Statement</b>

<p><b><u>Success Criteria 3 Looked After Children</u></b></p> <p>Due to the very small number of Looked After Children we need to respect their privacy and protect their identity. Therefore we do not publish specific strategy details.</p> <p>We do however, review every child and our provision every term with the class teacher, SENCo, Designated Teacher for Looked After Children and senior leadership team. This is also reported to governors</p> <p>The allocation of £2,300 supports</p> <ul style="list-style-type: none"> <li>• Dedicated Designated teacher time to support the children academically and socially and time for the wider family</li> <li>• Additional interventions as needed, such as ELSA time</li> <li>• Family support for parents/carers as decided on a 1:1 needs bases</li> <li>• Additional teacher time for reviews with DT or SENCO</li> </ul>	<p>£2,300</p>	<p>All looked after children will achieve</p> <ul style="list-style-type: none"> <li>• GLD if they are in Year R</li> <li>• Expected levels if they are in Year 1 in the Year 1 Phonics Test</li> <li>• At least the expected standard if they are in Year 2 in reading, writing and maths by the end of the year</li> </ul>	
<b>Total costs</b>	<b>£ 2,300</b>	<b>£0</b> more than allocation	
<b>Actions</b>	<b>Cost</b>	<b>Performance indicator</b>	<b>Impact Statement</b>
<p><b><u>Success Criteria 4 Service Children</u></b></p> <p>Due to the very small number of service children we need to respect their privacy and protect their identity. Therefore, we do not publish specific strategy details.</p> <p>The allocation of £1,240 supports</p>	<p>£1,240</p>	<p>Service children make the same progress as non-service children from their starting points. Transition into school or out of school is not a barrier to either progress or attainment for any service child</p>	

<ul style="list-style-type: none"> <li>• Additional time to conduct on entry assessments from day one of the child arriving in school</li> <li>• ELSA time to support transition, either into or out of school</li> </ul>			
<b>Total costs</b>	<b>£ 1,240</b>	<b>£0</b> more than allocation	
<b>Overall Costs</b>	<b>£46,085</b>	<b>£2,195</b> more than allocation	