

Use of Pupil Premium 2018/19

Background

The Pupil premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM), Service children and children who have been 'Looked After' continuously for more than 6 months. It also includes pupils eligible for FSM at any point in the last 6 years (known as the Ever 6 FSM measure).

Schools are free to spend the Pupil Premium as they see fit. However, we will be held accountable for how we have used the additional funding to support pupils from low-income families. From September 2012, we were required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the premium and the extra support that they receive. Although the funding is allocated per financial year, the following information is about our planned spending for the school year 2017-18.

Our School

In 2018-19 Riders Infant School are due to receive approximately £144,440. Other funding was added to this from the school budget to ensure that we could support as many pupils as possible; giving a range of experiences and opportunities as well as raising attainment and accelerating progress, based on areas identified as the main barriers to educational achievement for eligible pupils

Main barriers to educational achievement

Many of the children at Riders, including but not exclusively those that are entitled to Pupil Premium funding, have limited opportunities. We therefore aim to enrich the children's school experience and ensure that our pupils have access to as many educational and social opportunities as possible; not restricting their opportunities due to lack of funds in the home.

Many of our learners and families are 'Hard to Reach'. We aim to create a community-led environment whereby parents feel comfortable to come in to school; ask for support and help if needed; support their children in their learning and recognise the importance of education.

Targeted support through teaching and learning strategies as well as interventions are necessary to remove barriers for our vulnerable and disadvantaged learners. Some of these interventions are not directly linked to learning but are through support with attendance, social and emotional needs or other environmental factors.

End of KS1 2018	<i>Whole cohort</i>	<i>Pupils eligible for PP</i>	<i>Non PP</i>
% achieving Expected Standard in Reading	72%	58%	79%
% achieving Greater Depth in Reading	26%	26%	25%
% achieving Expected Standard in Writing	50%	48%	50%
% achieving Greater Depth in Writing	11%	10%	13%
% achieving Expected Standard in Maths	63%	48%	69%
% achieving Greater Depth in Maths	12%	13%	11%
% achieving Expected Standard in Reading, Writing and Maths	49%	48%	46%
% achieving Greater Depth in Reading, Writing and Maths	5%	5%	5%

Contextual information September 2018	Infant School
Number of pupils on Roll	214
% of Pupils Eligible for Pupil Premium	54.5%
Number of pupils with EHCPs	1
Number of Children Looked After	2

End of Early Years 2018	<i>Whole cohort</i>	<i>Pupils eligible for PP</i>
% achieving Good Level of Development	65.5%	45%
% achieving at expected and exceeding in Reading	75.4%	57.1%
% exceeding in Reading	7.5%	4.7%
% achieving at expected and exceeding in Writing	64.1%	47.6%
% exceeding in Writing	1.8%	4.7%
% achieving at expected and exceeding in Maths (number)	75.4%	61.9%
% exceeding in Maths (number)	1.8%	4.7%

Attendance (September 2017-July 2018)				
	<i>Whole School</i>	<i>Pupils eligible for PP</i>	<i>Non PP</i>	<i>National average</i>
INFANTS	94.4%	93.8%	94.9%	96.1%

Key Objective for 2018/19

A high level of whole federation engagement in the values of 'opportunity, achievement and community' will improve outcomes for all groups of children so that they are at least in line with national averages.

Teaching and Learning – raising attainment

Ensuring that the quality of teaching and learning is consistently good or better; appropriate for our pupil groups and achieves positive pupil outcomes through a relevant and engaging curriculum

Planned Spend	Purpose	Targeted Pupils
Curriculum related trips.	The school covers the cost of travel to curriculum related trips, reducing cost for parents and therefore ensuring that these visits can take place and no one is disadvantaged.	Whole School
Continued Professional Development for staff	Improve the quality of teaching and learning and therefore pupil outcomes by ensuring that staff have the necessary and most up to date skills, knowledge and understanding: <ul style="list-style-type: none"> Year 1 phonics project Talk Boost Training for Year 1/EY teachers and support staff 	Year 1 EY/Year 1 targeted pupils
Continued Professional Development for Middle Leaders	Improve the quality of teaching and learning and therefore pupil outcomes by ensuring that middle leaders have the necessary and most up to date skills, knowledge and understanding: <ul style="list-style-type: none"> Joint cluster middle leadership project focused on attainment of disadvantaged pupils. Access to termly individual leadership coaching in order for leaders to reflect and evaluate their own impact on pupil outcomes and their leadership of others in raising standards for groups of pupils. 	All year groups- targeted actions/responsibilities for disadvantaged pupils.
Employment of Speech and Language therapist	We employ a Speech and Language therapist 2 days per week (one day in each school). She supports individual pupils, families and provides CPD to staff and oversees speech and language groups run by support staff.	Targeted pupils
		Cost: £13,250

Teaching and Learning- meeting the needs of all learners

Removing barriers and supporting all pupils in order to achieve positive pupil outcomes; assessing pupils accurately and using assessment information appropriately.

Planned Spend	Purpose	Targeted Pupils
Employment of a Home School Link Worker	The HSLW works closely with vulnerable children and families; supporting attendance, safeguarding concerns and challenging family circumstances.	Whole school
Employment of 3 ELSAs (Emotional Literacy Support Assistants)	The ELSAs support individuals finding it challenging to access the curriculum. This work takes place in class and as individual/small group work outside of the classroom; building children's social skills and self-regulation.	Targeted children in all year groups.
Employment of a 'Numbers Count' teacher.	'Numbers Count' is delivered by a specially trained teacher to children who find mathematics extremely difficult and may not reach Age Expectation at the end of Key Stage 1. It helps them to get back on track and catch up with their peers.	Targeted pupils in Year 2
Employment of a 'Reading Recovery' teacher.	Reading Recovery is a well-established intervention scheme for children with reading difficulties. The programme provides daily half-hour sessions with a specially trained Reading Recovery teacher for six-year-olds who are in the bottom 20% of their class in terms of reading.	Targeted pupils across the school year in Year 1
Employment of counsellor	A counsellor is employed to work one to one with some of our pupils with specific emotional needs.	Pupils from across the school
School uniform support for vulnerable families	Working closely with families, we recognise that many children are disadvantaged and vulnerable. We often buy items of uniform for families of children who are on child protection plans and/or are experiencing high levels of need. We also provide a free jumper for every new pupil.	Children from across the whole school
Breakfast Club	The breakfast club runs every morning. It provides before school child care for working parents, as well as supporting many of our pupils with attendance, social or emotional needs.	Children from across the school
Funded places at Breakfast Club	The school has a breakfast club. Based on need on a case by case basis, funded places are offered to vulnerable families. For example pupils on child protection plans; families with external agencies involved or pupils experiencing high levels of anxiety in the mornings.	Whole school

<p>Targeted time for member of the admin team to work on attendance</p>	<p>In order to improve attendance, a member of the admin team has responsibility for monitoring absence. This role includes informing relevant staff if vulnerable pupils are absent; making phone calls to parents; writing letters; monitoring absence; managing holiday and absence requests; organising attendance rewards and incentives and liaising with the LA Court officer regarding Attendance Legal panel referrals and Fixed Penalty notices.</p>	<p>Children from across the school</p>
		<p>Cost: £149,000</p>

Total planned spend: £162,250

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