

Pupil premium strategy statement:

1. Summary information					
School	Highbury Infant School				
Academic Year	2019/20	Total PP budget	£13,200	Date of most recent PP Review	July 2019
Total number of pupils	225	Number of pupils eligible for PP	10	Date for next internal review of this strategy	July 2020

2. Attainment for: 2018-2019	School PP at expected +	School not eligible for PP
% achieving expected standard or above in reading	50%	85%
% achieving expected standard or above in writing	17%	69%
% achieving expected standard or above in maths	17%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Speech and language/communication
B.	Poor social and emotional development and school readiness
C.	Limited wider experiences outside the classroom for some children, which supports learning across the curriculum and impacts on language development
D.	Low self-esteem and wellbeing
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Parental difficulties in supporting children's needs

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved language skills across both key stages. Wellcomm assessments to be used in FS.	More children develop age appropriate speaking and listening skills to help them access learning and reach age-related expectations
B.	Children in early years make good progress in PSED skill development and develop positive attitudes to learning.	PP children are able to access learning effectively and make good progress in PSED
C.	Curriculum enrichment and extra-curricular opportunities widen experiences for all children.	PP children make or exceed expected progress

D.	Children equipped with strategies to promote wellbeing and confidence.	Children are happy in school and parents feel confident about leaving them. Children are able to self-regulate.
E.	Parents engage with Family Support Workers and Family Centre Outreach workers.	Parents have attended sessions and engaged with outside agencies, children's behaviour and attendance improved.

5. Planned expenditure

Academic year	2019/20
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve Speech and Language skills	Trained member of staff to complete Wellcomm screening on Reception children. Feedback to staff to inform planning. Targeted teaching in Y1 for English.	Screening will help to identify specific children and needs, which may then be addressed through general class support or specific interventions. Splitting children into smaller, more focused groups will allow swifter progress and ease the accessibility for children involved	CPD, monitoring intervention pro-formas and general monitoring by INCO. Monitoring, observations, regular staff reviews	Head and INCO	Termly
Improve children's emotional wellbeing	Emotional wellbeing to be a whole school priority. Continuation of resilience approach. Strategies to help children identified and implemented.	Social and emotional learning is acknowledged to have identifiable and significant impact.	Monitoring of school's implementation. Reviewing children's ability to self-regulate.	Head, SLT and INCO	Ongoing
				Total budgeted costs:	£3000

ii. Targeted support

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved PSED scores in EYFS	Some additional staff support in FS. Development of inside and outside areas.	Improvement of PSED will improve children's access to learning.	Monitor provision.	FS Leader/ Head	Summer 2020

Children identified as having a particular speech and language need, or an area of difficulty, will receive effective support.	Targetted interventions to be put into place (speech or curriculum related) 1 to 1 delivery of SALT targets by dedicated member of staff. Small group support in class. Pupil progress meetings to monitor and evaluate progress.	Addressing speech and language needs will improve overall learning. Targeting additional support to areas of difficulty will diminish the difference in attainment of PP children	Intervention monitoring and assessments.	Head/INCO	Termly
				Total budgeted costs:	£7200
iii. Other support and initiatives					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children, including PP, have a widened experience through an enriched curriculum and opportunities to attend extra-curricular clubs	Funding of internal visits, trips and clubs	Learning in a practical context supports development of language skills, and provides opportunities for children to broaden their knowledge and experiences.	Quality providers to be used	Head	Summer 2020

Parents able to support children in school readiness and in supporting their child's needs	Continue contribution to funding Family Support worker. Regular contact with Family centre outreach. Information meetings for parents. INCO observations, meeting and feeding back to parents.	Parents more confident to provide support and improving outcomes for their children.	Scheduling time for staff to liaise with other professionals. Evaluating information meetings and making any necessary improvements.	Head	Summer 2020
				Total budgeted costs:	£3000

6. Review of expenditure

Previous Academic Year	2018-2019
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve Speech and Language skills	Trained member of staff to complete Wellcomm screening on Reception children. Feedback to staff informed planning. Y1 Targeted teaching in English.	Wellcomm completed on all Reception children at the beginning of the year. Some supported in class, others individually. Splitting children into smaller, more focused groups eased accessibility. Monitoring and work scrutiny showed good progress across the group and against the children's starting points.	This highlighted areas for teachers to focus on and will be continued. The targeted teaching format was reviewed and adapted during the process. This will be continued.	£3000

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improved PSED scores in EYFS	Some additional support staff in FS. Development of inside and outside areas.	7x PP in Reception. No child fell below expected progress. 86% of children made expected progress (3 steps), 14% made more than expected progress (4 steps).	This will be continued.	
Children identified as having a particular speech and language need, or an area of difficulty, will receive effective support	Targeted interventions to be put into place (speech or curriculum related) 1 to 1 delivery of SALT targets by dedicated member of staff. Small group support in class. Pupil progress meetings to monitor and evaluate progress.	Out of class TA supported SALT targets with individuals. Regular meetings were held with SALT to review and set new targets.	This worked well and will be continued	
				TOTAL BUDGETED COSTS: £15, 120

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All children, including PP, have a widened experience through an enriched curriculum and opportunities to attend extra-curricular clubs	Funding of internal visits, trips and clubs	100% have had widened experiences including through drama workshops, theatre company visits, storyteller visits, science workshops, class trips, forest schools. 83% have attended extra-curricular clubs.	Enrichment extended children's experiences, led to more confident learners with more ideas. This will be continued.	

<p>Parents able to support children in school readiness and in supporting their child's needs</p>	<p>Continue contribution to funding Family Support worker.</p> <p>Regular contact with Family centre outreach.</p> <p>Information meetings for parents.</p> <p>INCO observations, meeting and feeding back to parents.</p>	<p>Parents more confident to provide support and improving outcomes for their children</p>	<p>Sometimes difficult to target intended parents, but this multi-approach maximised the families involved. This will need to be continued.</p>	
				<p>TOTAL COSTS; £3000</p>

7. Additional detail

Schools receive a payment, Pupil Premium, for disadvantaged children. This includes children who are currently eligible for Free School Meals (FSM) or has been eligible for Free School Meals within the last six years (FSM Ever 6). This payment is currently £1320 per pupil. It also includes, amongst some other categories, Children Looked After.