

# Pupil Premium Strategy Statement: Shears Green Infant School 2017/18

1. Summary information					
<b>School</b>	Shears Green Infant School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£54,420	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	359	<b>Number of pupils eligible for PP</b>	41 (11%)	<b>Date for next internal review of this strategy</b>	Dec 2018 April 2019 July 2019

2. Current attainment		
Year 2 Cohort July 2018	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (emerging national average)</i>
<b>% achieving the Expected Standard or above in reading, writing and maths</b>	70%	
<b>% making at least expected progress in reading *</b>	75.0%	75.4% (2017/18)
<b>% making at least expected progress in writing *</b>	66.7%	69.9% (2017/18)
<b>% making at least expected progress in maths *</b>	66.7%	76.1% (2017/18)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Behaviour for Learning- social skills, emotional development,
<b>B.</b>	SEND – processing, speech and understanding, ADHD, socialisation skills.

<b>C</b>	Diminishing the difference to ensure PP children are not being out-performed by non-PP children.
<b>D</b>	Attendance rates for pupils eligible for PP were 91.92% last year (below the target for all children of 97%). This reduces their school hours and leads to them being absent from quality first teaching and intervention support. The rate of unauthorised absence for pupils eligible for PP is 1.34% compared with 0.82% for other pupils at Shears Green.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ).	
<b>E</b>	Engaging parent/carers to ensure their understanding of the need for good attendance at school. (e.g. holidays in term time) Parental support for learning and behaviour expectations Attendance for PP children 2017/18: 91.92%

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children will know the social skills needed to interact positively with peers and adult and be measured in a reduction of inappropriate choices being made on a daily basis. Children will show age expected emotional development in line with the Leuvens Scale. Children will demonstrate appropriate behaviour for learning in all situations in school.	Children will show ARE in attainment and progress  Children will be able to use both adult and material resources to support their learning leading to independent learning. They will show consistent / accelerated attainment and progress through termly data analysis.
<b>B.</b>	Children will engage in speech and language programmes tailor made to meet their needs. Through training of staff for a consistent approach to social interactions children will engage with social stories to embed appropriate behaviour in daily practice.	From the 6 week data analysis there will be clear progression from start to end of intervention programmes around processing, speech and language. A reduction in isolated working for individuals to enhance peer and adult learning interactions: children will make accelerated progress to be in line with peers seen through termly data analysis.
<b>C.</b>	Achievement for All - Diminishing the difference program will impact on PP children to ensure gap between PP and non closes.	PP children will make good attainment and progress in line with their peers. This will be seen through termly data analysis.
<b>D.</b>	Increased attendance rates for pupils eligible for ALL children through engaging curriculum, quality first teaching and interventions.	Children will make accelerated progress to be in line or above their peers – seen through termly data analysis.
<b>E.</b>	Consistent attendance for PP children at school.	Reduce the number of absences and lates of PP attendance from 8.08% to 6%.

## 5. Planned expenditure

**Academic year**      **2018/2019**      **Financial Year**

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 ?
<p><b>A</b> Improved Social Skills for targeted children</p> <p>Improved emotional and well-being for targeted children</p>	<p>Staff to cascade out and embed Social Skill activities to use within the classroom. (Zippy's Friends)</p> <p>Trained TA's to run Social Skills interventions.</p> <p>Staff to use Leuven's Scales to monitor well being and provide appropriate support and intervention.</p>	<p>Due to home circumstances some of our children present with low social skills therefore our aim is for children to know and show appropriate social skills and interaction to enhance achievement and progress</p> <p>We want to ensure that our PP children have a higher self esteem and are fully involved in their learning.</p>	<p>Use of professional meetings to share knowledge and experience of successful social activities. Planned monitoring activities and analysis for next steps.</p>	CH	Termly
<p><b>B</b> Improve Speech and Language skills for targeted children</p> <p>Improve early identification for children with Speech and Language difficulties.</p>	<p>Team approach for the Speech and Language therapist and trained Speech and Language TA to assess, deliver and reassess children identified as having a Speech or Language difficulty. Combined home school approach.</p>	<p>Sutton Trust and EEF research as well as our in school data shows that high quality feedback supports attainment therefore school will continue to embed this approach.</p>	<p>Professional discussions and reviews within school alongside home school communication and reviews to provide a holistic approach to meet the child's needs.</p>	CH	termly
<p><b>C</b> Diminishing the Difference project leading to PP children's performance matching that</p>	<p>CPD through 'Achievement for All' project initially with year R. This will then be cascaded through school.</p>	<p>Children entering Reception show low level language skills. All children need to be given the best opportunities to reach their full potential during their foundation year.</p>	<p>IM and Year R leads to run project with guidance from 'Achievement for All.' This will be monitored regularly with 6</p>	CH JP SJ	termly

of their peers.			visits from a support coach.		
<b>D</b> Enriched and engaging curriculum leading to increased attendance rates for pupils eligible for PP.	Staff work together in year group teams to develop the curriculum. Visitors/trips booked to engage all children. Clubs offered free to PP children.	Children offered an interesting curriculum linked to their own interests. All children given opportunities to experience exciting, hands-on activities.	Termly monitoring cycle. Children's wellbeing checks.	Yr gp leads	Termly
<b>E</b> Consistent attendance for PP children at school.	First day off calls home, attendance badges, attendance star bears, termly attendance celebrations, attendance display to parents, workshops, Flo interactions with parents.	Children will see other children receiving awards and be keen to receive the bear and badges. Workshops to parents to make them aware of expectations and attendance awards will lead to better attendance.	3 Weekly Attendance Sweeps between HT and Att Officer. Regular communication between SLT/FLO/office to ensure children's attendance is monitored.	HK/CC	Termly
TA training SALT - London £4,625 Attendance Awards – Badges and bears £400 Achievement for all project £2,900 Growth Mindset Project (animals) £57.48					£7,982.48

<b>ii. Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p><b>A</b> Children will know the social skills needed to interact positively with peers and adults. This will be measured in a reduction of inappropriate choices being made on a daily basis. Children will show age expected emotional development in line with the Leuvens Scale.</p>	<p>Social skills groups. Nurture room at break times. Nurture room offered for any children needing additional support. Building learning power characters – ‘Pair and Share’. Talk and Draw Lego therapy Play therapy.</p>	<p>The approaches listed build up the confidence and independence of individuals to enable them to be accountable for their own behaviour and therefore approach to learning.</p>	<p>Weekly timetables in place led by year group leads and monitored by IM</p> <p>Class teacher planning and IM interaction leading to needs being met and transition back into class.</p> <p>PLPs written for children as needed.</p> <p>Trained staff in place to deliver therapy.</p> <p>Parental engagement with specialist</p>	<p>FK/KW/JP/SJ/CH</p> <p>CH</p> <p>CH</p> <p>CH</p> <p>HK/CH</p>	<p>Daily</p> <p>Weekly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p>
<p><b>B</b> Children will engage in speech and language programmes tailor made to meet their needs.</p>	<p>Speech link Language link SALT programmes provided by Kent NHS SALT or in house London SALT will be followed by TAs and or by specialist</p>	<p>Children will show an improvement in their speech and or language depending on their needs. This will enable them to access the curriculum at a greater depth with an emphasis on accelerated progress in phonics</p>	<p>Speech link and language link programmes used in term 1 to assess reception children at risk.</p> <p>Through targeted timetabled support and monitored by London SALT and IM</p>	<p>CH</p> <p>CH</p>	<p>Terms 3 and 6</p> <p>Termly</p>
<p><b>C</b> Staff training and pupil engagement in the Diminishing the difference programme – leading to PP children making same rate of progress as their peers.</p>	<p>Project led by ‘Achievement for All’ Followed up by YR Year Group leads and AHT. Staff meetings to keep whole school informed and to cascade training.</p>	<p>All children entering reception should be given the best opportunities to reach their full potential.</p>	<p>Through termly data analysis and monitoring cycle.</p>	<p>SLT Year group leads</p>	<p>Termly</p>
<p><b>D</b> Enriched curriculum leading to increased attendance rates for pupils eligible for PP.</p>	<p>Visitors/trips/clubs – funded for PP children.</p> <p>AHT/IM to lead activity sessions for PP children aimed at teamwork and building confidence.</p>	<p>An exciting curriculum with lots of experiential learning will encourage children to attend school more regularly.</p> <p>In giving PP children the chance to experience different, teambuilding activities we aim to increase their wellbeing and enjoyment of school. This should also support an increase in attendance.</p>	<p>Through termly monitoring timetable Termly data analysis</p> <p>Termly activity sessions planned and implemented by AHT/IM and TAs.</p>	<p>CH</p> <p>CH</p>	<p>Weekly</p> <p>Termly</p>

E Consistent attendance rates for pupils eligible for PP.	HT and Attendance Officer monitor attendance and follow up on absences. First day response provision/attendance bears/awards/display/work shop	Children encouraged to be at school everyday to make the most progress.	3 Weekly Attendance Sweeps between HT and Att Officer. Letters sent to those with attendance below 90%	HK JL CC	3 weekly Daily
<p>SALT Interventions £1,200  Small Group Interventions - talk and draw, BEAM, Sensory circuits £2,130  Precision teaching staff and resources £1,000  Booster teachers – phonics/writing £3,740  play therapy (AHT) £1,337.04  In class support by TA's – small groups £27,424.32  AHT led activity days £1,337.04  Staff training – Emotional literacy/PSHE/positive handling £240</p>					£38,408.40
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children will start the day ready for school	PP children will be offered free places at our school run breakfast club. All PP children will receive free milk daily.	Children will be energised to have a positive approach to school	Clear information to parents Parent questionnaires	SLT Office staff	Annually
Children will be able to participate in physical activities	When starting school all children who receive PPF will be provided with a PE kit.	All children need to take part in PE as part of the National Curriculum,	Monitoring of PP children	AH Office Staff	Termly
PP children will take part in extra curricular activities	All PP children's families will be offered financial support to enable their children to attend clubs and school visits	Families who are entitled to PPF are often not able to support their children in attending extra curricular activities	PP children will be identified when applying to attend clubs. The school office will ensure parents are aware they do not need to pay.	CH Office Staff	Termly

Families of PPF children are supported with their children in the home	Family Liaison Office is available and open to discussions around the home	Families who are entitled to PPF often ask for support with their children and home – Early Help Referrals are offered and parent/carers are supported in the application. Parenting and behaviour workshops offered to parents.	Weekly Safeguarding meetings between SLT and FLO	HK	Weekly
Cool Milk	£1,680				<b>£8,029.12</b>
Educational Visits	£2,185				
Staff led clubs – maths/music	£1,060.20				
Clubs - guitars and violins	£403.92				
Breakfast Club	£1,900				
Family Liaison Officer	£800				

<b>6. Review of expenditure</b>	
<b>Previous Academic Year</b>	<b>2017-18</b>
<b>Focus for Pupil Premium Expenditure:</b>	
<ul style="list-style-type: none"> <li>General Class Teaching Assistants to enable all Year R classes to be supported by a teaching assistant full time including CPD</li> <li>Teaching Assistant led interventions (BEAM, Sensory Circuits, Clever Hands, Writing, Maths, Phonics)</li> <li>Booster teachers</li> <li>GROW project</li> <li>TA training</li> </ul>	<p><b>£33,875</b></p> <p><b>£6,400</b></p> <p><b>£3,740</b></p> <p><b>£1,000</b></p> <p><b>£320 in house/£1,200 external</b></p>
<b>Speech and Language</b>	
<ul style="list-style-type: none"> <li>SALT</li> <li>TA support of S &amp; L programmes</li> </ul>	<p><b>£1,140</b></p> <p><b>£1,200</b></p>
<b>Extras</b>	
<ul style="list-style-type: none"> <li>School Visits out of school</li> <li>Breakfast Club</li> <li>Milk</li> <li>Clubs</li> <li>Wider opportunities provided to enable children to access activities that may not be available to them outside school.</li> </ul>	<p><b>£ 2,488</b></p> <p><b>£ 1,900</b></p> <p><b>£ 1,680</b></p> <p><b>£ 217</b></p>

<p><b>Family Liaison Officer</b></p> <ul style="list-style-type: none"> <li>• Parents were supported with finance, housing, relationships and any other personal difficulties as needed.</li> <li>• Attendance awards</li> </ul>	<p><b>£ 800</b> <b>£400</b></p>
<p><b>AHTs</b></p> <ul style="list-style-type: none"> <li>• Booster groups/precision teaching</li> </ul>	<p><b>£4,200</b></p>
<p><b>Total</b></p>	<p><b>£60,560</b></p>
<p><b>Monitoring</b></p>	
<p><b>To ensure value:</b></p> <ul style="list-style-type: none"> <li>• We audit provision and resources funded by PPF</li> <li>• We track the progress of Pupil Premium Pupils and compared them against all pupils.</li> <li>• Staff are held to account for all pupil's progress with a focus on closing the gap between Pupil Premium Children and all other pupils.</li> <li>• We track PPF costings</li> </ul>	