



## **Pupil Premium Action Plan 2018-19**

### **At Holtsmere End Infant and Nursery School**

#### **Our Pupil Premium aims are:**

- **To raise aspirations and broaden experiences**
- **To remove barriers and labels**
- **To diminish the difference**

The level of Pupil premium for 2018-19 is £1320 per pupil for pupils eligible for free school meals, £302 for children eligible for Early Years Pupil Premium and £300 for children with parents in the armed services.

In 2018-2019 we will continue to use Pupil Premium Funding to raise attainment and progress for our disadvantaged children and diminish the difference between them and our non-disadvantaged pupils. Alongside this, we aim to develop pupil confidence and support parents. We also aim to ensure that children in receipt of the Pupil Premium Grant attend school regularly.

#### **Current Pupil Premium Grant – 2018-19**

Year Group	Ever 6FSM	Armed Forces	Children Looked after (CLA)
Reception	10	0	0
Year 1	10	0	0
Year 2	11	0	0

**Total Children – 31**

**Total Funding - £40,920** – This amount may increase or decrease throughout the year as children join or leave the school.

<b>Barriers to future attainment for pupils eligible for PPG</b>	A	A high proportion of PPG children have also been identified as having SEND particularly ASD and/or Speech and Language difficulties
	B	Throughout the EYFS and KS1 children who are eligible for PPG attain at lower levels than National non-disadvantaged children
	C	A complex combination of attendance, behaviour and child protection issues may mean that many children need to have their basic needs met in order to be ready to learn.
	D	Attendance rates for pupils eligible for PPG are lower than other children

Barriers	Desired Outcomes	What will we do?	Success Criteria	Who will review and how often?	Impact
<b>A</b>	<b>Children with SEND and in receipt of PPG will make good progress</b> % of current PPG children are identified as having SEND	Quality First Teaching  GAPS analysis  Identifying Barriers to learning  Ensure that appropriate agencies are working with children and families i.e SALT and Communication and Autism Team  Extend opportunities Each child with SEND will have a Learning Support Plan (LSP)	Ensure that a larger proportion of children are working within Age Related Expectations by the end of Reception and Year 2.  Pupils eligible for PPG and with SEND will be closely monitored in terms of progress to ensure that all children make typical progress.  Ensure that Phonics acquisition is improved by the end of the EYFS with a higher proportion of children having a good understanding of Phase 3 Phonics.  Disadvantaged children will take part in the <b>Readit2</b> initiative where they will work on a daily basis and revisit appropriate and language rich texts. This will add to their wellbeing and	SLT  Half termly Pupil Progress Meetings  Learning Support Plan reviews  Leuven scales results	

			<p>improve language acquisition, encourage discussion and knowledge of characters and story structure.</p> <p>We will gain the advice and support from various agencies such as DESC, Woodfield Outreach, Educational Psychologists, Speech therapists etc for children with SEND</p> <p>Effective and productive intervention programme</p>		
<b>B</b>	<b>Children in the EYFS and KS1 will make rapid progress and make close to or the same progress and non-disadvantaged children</b>	<p>Quality First Teaching</p> <p>GAPS analysis</p> <p>Assessing Barriers to learning</p> <p>Close relationships with parents through Nurture and Links Family Service</p> <p>Ensure that appropriate agencies are working with children and families i.e SALT and Intensive families first</p>	<p>Ensure that a larger proportion of children are working within Age Related Expectations by the end of Reception and Year 2.</p> <p>Pupils eligible for PPG will be closely monitored in terms of progress to ensure that all children make typical progress.</p> <p>This will be evidence through termly cohort analysis, half termly pupil progress meetings and separate PPG monitoring.</p> <p>Ensure that Phonics acquisition is improved by the end of the EYFS with a higher proportion of children having a good understanding of Phase 3 Phonics.</p>	<p>SLT</p> <p>Half termly Pupil Progress Meetings</p> <p>Intervention Programme reviews</p>	

			Effective and productive intervention programme		
<b>C and D</b>	Children in vulnerable groups will have adequate and appropriate support resulting in increased attendance at school.	<p>Track and evaluate the attendance of vulnerable groups.</p> <p>Engage the AIO, send letters and hold termly Attendance Surgeries</p> <p>Whole staff trained and refreshed in the 'Step On' approach to promote consistency and communication in dealing with all behaviours.</p> <p>Engage with DESC and Woodfield and Colnbrook outreach services</p> <p>Employ Child Counselling services</p> <p>Engage with Parents to identify barriers and support</p>	<p>Improved attendance so that the level of attendance of those eligible for PPG is at least in line with National levels (96%) by the end of the academic year.</p> <p>To ensure that behaviour incidents are dealt with in a consistent manner with the support of external behavioural agencies (DESC)</p> <p>Child protection issues are well managed and in line with school policy.</p> <p>PPG children with additional needs to have these met through a combination of external agencies, internal 1:1 support and therapeutic support.</p> <p>Enlist the support of Links Family Services and undertake Families First Assessments where necessary</p>	<p>SLT</p> <p>Half termly Pupil Progress Meetings</p> <p>SENCO meetings</p> <p>TAF meetings and Child Protection conferences</p> <p>Termly Attendance meetings</p> <p>Families First assessments</p> <p>Links family services</p>	