



## 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 \*\*\*\*updated 11<sup>th</sup> February 2019\*\*\*\*\*

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** – 33 = £43,560

EYPP (Early Years Pupil Premium)

**Total Children** - 9 = £2,718

**Total Funding** - **£46,278** – 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>	<p><b>Children with SEND and in receipt of PPG will make good progress</b></p> <p>% of current PPG children are identified as having SEND</p>	<p>Quality First Teaching</p> <p>GAPS analysis</p> <p>Identifying Barriers to learning</p> <p>Ensure that appropriate agencies are working with children and families i.e SALT and Communication and Autism Team</p> <p>Extend opportunities</p> <p>Each child with SEND will have a Learning Support Plan (LSP)</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 and with SEND will be closely monitored in terms of progress to ensure that all children make typical progress.</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>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</p>	<p>SLT</p> <p>Half termly Pupil Progress Meetings</p> <p>Learning Support Plan reviews</p> <p>Leuven scales results</p>	

			<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> <p>Readit2 for children in Nursery and Reception</p> <p>Numicon intervention programme</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>	