



Wood End Infant School Pupil Premium Plan 2018/19

Our aims:

1. For disadvantaged pupils to achieve in line with national standards in Reading, Writing and Maths.
2. For the gap to narrow between disadvantaged and non-disadvantaged pupils.
3. To increase the percentage of pupils who achieve greater depth standards.
4. To ensure excellent progress for all disadvantaged pupils from their individual starting points.
5. For 90% of disadvantaged pupils to pass the phonics screening in Year 1.
6. For the attendance of disadvantaged pupils to be in line with national.
7. To increase the disadvantaged pupils social, emotional and mental wellbeing
8. To increase the parents collaboration with the school.

Pupil Premium is an amount of money allocated to disadvantaged children in order to close the achievement gap.

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the inequalities between children eligible for free school meals (FSM), looked after children & service children and other pupils. Three categories of pupils are eligible:

- Pupils recorded as 'ever 6 FSM' (pupils who are or have been eligible for FSM at any point during their 6 years of Primary school education)
- Looked after children and those children who have been adopted from care
- Children of Service personnel

Pupil Premium is allocated straight to our school and it is clearly identifiable. Schools are free to spend the Pupil Premium as they feel is appropriate. The government thinks that schools are best placed to assess what additional provision should be made for individual pupils within their responsibility. However all schools will be held accountable for how they have used additional funding to support pupils from low-income families and in care. The schools must report and publicise annually how the money has been spent and what the impact has been made on the achievements of the pupils.

Our allocation this year from the Pupil Premium Grant is £49,816 for our children over 4years old and £2300 for our one LAC.

Early Years Pupil Premium funding has not yet been allocated by the LA and we will share this information as soon as possible.

School Context:

12% of our children in Key Stage 1 are entitled to pupil premium funding

	Total	Boys	Girls	SEND	LAC
Reception	3	3	0	0	0
Yr 1	12	9	3	4	0
Yr 2	6	3	3	3	1
KS1 total	21	15	6	7	1

Of these children:

40% have SEND

70% of the SEND pupils have Social, Emotional and Mental health needs

30% of the SEND pupils have low attendance

47% are living in challenging circumstances

In addition to the children's SEND needs, the main barriers to learning are:

Living in overcrowded and/or temporary accommodation

Difficulty in establishing routines at home which means that many of the children arrive to school late

Lack of time for the parents to collaborate with school due to work/studying commitments

Poor fine and gross motor skills

Key Priority 1: increase pupils outcomes

Actions in addition to whole school raising achievement actions	Desired impact	Lead	Resource
1. SBM to ensure all pupils eligible to funding is shared with staff regularly	Staff are fully aware of the children who receive funding and therefore ensure they are targeted so achievement is excellent	SBM	
2. Robust tracking of PPG pupils achievement through specific focus at every monitoring task	The group will continuously be assessed so any 'stuck' pupils can be quickly supported	HT/DHT and AHT	SLT time to carry out monitoring
3. Boosters and Interventions put in place in all subjects based on need and evaluated regularly	Any gaps are identified and teaching is put in place to address these and there for accelerate progress	SENDCo/ DHT/AHT	Teachers, TA and SENDCo time
4. Additional adult support provided during reading lessons	Children will have better inference skills	HT	TA time
5. Additional time for 1:1 work carried out by teachers	Children will receive personalised/specific feedback from their teacher in order to understand their next step	HT	HLTA class cover
6. Additional time for small guided/focus work carried out by teachers	Children will receive targeted teaching from their teacher to address gaps in learning and move to their next step	HT	HLTA class cover

Key Priority 2: increase pupils attendance

Actions in addition to whole school attendance plan	Desired impact	Lead	Resource
1. More frequent monitoring of PPG attendance	Earlier identification of pupils at risk of becoming a persistent absentee so that actions can be put in place	SBM	
2. One point of contact for parents to discuss attendance/lateness	A safe relationship created so that parents feel they are able to share any concerns/difficulties	SBM	
3. Behaviour to be tracked weekly and rapid support put in place if needed	Individual children do not form poor behaviour patterns	Class teachers	Behaviour rewards/Hot Chocolate time

Key Priority 3: increase pupils wellbeing

Actions in addition to whole school ethos	Desired impact	Lead	Resource
1. Ensure pupils are receiving celebration certificates in balance with non – PPG pupils	Children to feel proud of their achievements and also valued for the range of qualities they have that make them good team Wood End members	Class teachers	
2. Ensure pupils read regularly so that they achieve their 20 certificate in the same time frame as other children	The children will feel a sense of accomplishment and not be affected by lack of family time	Class teachers	TA reading time
3. Provide extra physical activity opportunities, Coaching once a week and Yoga at lunch time	Build self-esteem and resilience in children, to provide a space for more relaxed relationship building with peers and adults	HT/SEND Co and Class teachers	Elms coach and Yoga teacher
4. All children to be trained as playground leaders	Raise confidence and sense of importance in the school	SENDCo	
5. Create whole school ethos that deepens understanding of SEMH and ability to further provide for needs	Staff, parents and pupils feel more empowered and have the ability to support each other's SEMH	HT/Wellbeing leader and whole school staff	Staff meeting TA time once half term
6. Work towards achieving mental health and well-being quality mark	SLT and Governors to have a clear vision and understanding of what need to take place in order to support SEMH at Wood End Infant School and right actions are in place based on research	HT/Wellbeing leader and whole school staff	Cost of award
7. Provide Place2 Be and Place2Talk for pupils and parents	Pupils SEMH is supported and parents are able to get advice in order to improve their own and/or their child's SEMH	HT/P2Be manager	Cost of Gwendolyn/team
8. Provide good quality and clean uniform if required	Children do not feel different and they have a sense of pride and belonging without any embarrassment	Welfare lead	Cost of uniform
9. Provide a range of opportunities for pupils to explore their interests, talent	To nurture the children's unique strengths and interests	HT and Class	Talent time staffing and resources

spot and share their skills		teachers/ T As	
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Key Priority 4: increase parental collaboration

Actions in addition to whole school ethos	Desired impact	Lead	Resource
1. Create a menu of support available at the school	Staff are easily able to offer solutions to parents without time lapsing	HT/SEND Co/SBM	
2. Every half term, each parent to receive a 'good news' phone call	Parents are able to celebrate their child's achievements at home and to develop positive relationships with parents	Class teachers	
3. Weekly fine motor activity packs to be sent home	Parents are able to carry out fun tasks at home which support their children learning	SENDCo/D HT and class teachers	Cost of packs to be made
4. Provide breakfast club and after school clubs	Parents have support to go to work or attend meetings etc	SBM	Elms Reading Art ASC
5. Provide subsidised holiday club	Parents have support to go to work or attend meetings etc	SBM	
6. Subsidise trips and workshops	Parents feel that they are able to contribute to their children's experiences at school	SBM	
7. Identify the best way to communicate with parents and utilise this method	Increase communication between school and home to enhance our partnership	Class teachers and Admin team	School mobile to receive texts
8. Parent workshops and consultations to take place at various times of the day	More parents will be able to attend sessions	HT	Staff release time
9. Signpost parents to support and services available, also run CV writing sessions	Parents have the information they require in order to get the support needed to improve outcomes for the family	HT	Staff release time

Budget Allocation

	Cost
<u>Key Priority 1:</u> increase pupils outcomes	£31,080
<u>Key Priority 2:</u> increase pupils attendance	£560
<u>Key Priority 3:</u> increase pupils wellbeing	£18,760
<u>Key Priority 4:</u> increase parental collaboration	£5,307
Total Cost:	£55,707

We have used the Education Endowment Foundation's research to support and guide our decisions about the use of pupil premium funding. We have also reflected on what worked well last year and what we know about our current cohort of pupils and families.

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

The impact of the use of funding will be evaluated through regular monitoring activities such as PPRs, book scrutiny, lesson observations, data analysis, parent and pupil voice. These will be carried out by the senior leaders of the school, our link officer and external reviewers.

The Governing Body will ensure that the school is using additional income effectively.