



Pupil premium strategy statement: Holmesdale Infant School

1. Summary information					
School	Holmesdale Infant School				
Academic Year	2017/18	Total PP budget	£21,120 [incl carry forward of £1,821]	Date of most recent PP Review	July 2017
Total number of pupils	150	Number of pupils eligible for PP	17	Date for next internal review of this strategy	July 2018

2. Current attainment						
	Pupils eligible for PP			Pupils not eligible for PP		
	Reading	Writing	Maths	Reading	Writing	Maths
% achieving national or above in reading, writing and maths KS1 in end of Year 2 assessment [2017]	[5/9 children] 55%	[5/9 children] 55%	[6/9 children] 66%	80% (78% national 2016)	78% (70% national 2016)	78% (77% national 2016)
% on line to achieve national or above in reading, writing and maths at end of KS1 2018 [Current Year 1 children]	[3/5 children] 60%	[4/5 children] 80%	[5/5 children] 100%	80%	74%	76%

100% children in Reception [3 children] achieved the GLD

At the end of Year 2, 100% of the children in receipt of pupil premium funding achieved or exceeded the target set for them at the end of EYFS. 33% achieved 'mastery' in reading and maths, 22% in reading. 100% children passed phonics check by the end of Year 2.



All children in Year 1 have made at least expected progress, in writing and maths, with only one child not meeting target in reading and 1 child exceeding their target in reading, 2 children exceeding their end of EYFS target in maths. 60% of the current Year 1 children in receipt of pupil premium funding are expected to achieve 'mastery' in reading, 40% in writing and maths. 80% [4/5 children] passed the Year 1 phonics test

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Childrens emotional wellbeing and self-esteem can be low.
B.	Children receiving Pupil Premium can also have other areas of needs, such as EHC plans, SEN and attendance issues. Because of the low numbers of children in receipt of Pupil Premium funding this can impact on outcomes significantly. Each cohort should be looked at carefully, taking these wider issues into consideration.
C.	Children come into school with low on-entry attainment. Learning has to be accelerated in order that children achieve a GLD
External barriers	
C.	Parental engagement is an issue with some of our pupil premium families with regard to supporting the learning out of school e.g. homework, reading, spellings and dealing with behaviours. Attendance can sometimes be poor [94.82% in 2016/17]

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To increase the number of children in Reception achieving at least expected in reading and writing, with a focus on early listening skills linked to phonics Careful tracking and pupil progress discussions will monitor this	Successful teaching and interventions will support children so that reading, writing and phonics skills can develop
B.	To increase the number of children working at expected and above in reading and writing to diminish the difference between other children Careful tracking and pupil progress discussions will monitor this	All pupil premium children to make at least expected progress and targeted non-SEN children to make above expected progress and attainment.



C.	To provide emotional, social and behavioural support to the vulnerable children who need it so that they develop successful learning behaviours. Track this carefully through Pupil Progress discussion time and Learning Behaviour assessment.	Children who are in receipt of PP and have been identified as needing nurture provision achieve the targets set from the boxall profile and are accessing the curriculum and are beginning to meet more end of year expectations.
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5. Planned expenditure					
Academic year: 2016/17					
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 implement action?
A. To increase the number of children in Reception achieving at least expected in reading and writing, with a focus on early listening skills linked to phonics	<ul style="list-style-type: none"> • CPD for staff on a range of strategies and approaches including phonics and Quality First teaching • TA support in class 	<ul style="list-style-type: none"> • Training staff and TA's to be highly skilled in supporting QFT in class • Early phonics skills a whole school SIP priority • Adult support to provide high quality feedback and target setting for children in class 	<ul style="list-style-type: none"> • CPD and interventions evaluated on provision map • Learning walks and peer observation / feedback • Pupil progress meetings and performance management 	SENDCo / Head	Review termly



<p>B. To increase the number of children working at expected and above in reading and writing to diminish the difference between other children</p>	<ul style="list-style-type: none"> • Whole school INSET on QFT • Assessment showing children needing in-class support in writing / reading • Learning behaviour assessment termly • TA support in class to support QFT 	<ul style="list-style-type: none"> • EEF toolkit used as rationale for high impact of effective feedback • Whole school culture of challenge having impact on progress / outcomes [Learning walk / book scrutiny evidence] • Termly assessment monitored and showing improvement in all year groups. • Recognition that the 'hard to reach' and PP children show similar learning behaviours – assessment and tracking of this to lead to appropriate intervention in class and / or interventions • High quality in-class support enabling children to make links in their learning and apply the skills they have been taught independently 	<ul style="list-style-type: none"> • Pupil progress meetings and performance management • SENDCo monitors provision /provision map • Assessment scrutiny, including assessment of learning behaviours • Book scrutiny • Learning walks 	<p>SENDCo Head</p>	<p>Half termly pupil progress meetings</p> <p>Termly review of provision map / learning behavior assessment / attainment tracking</p>
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<p>C. To provide emotional, social and behavioural support to the vulnerable children who need it so that they develop successful learning behaviours. Track this carefully through Pupil Progress discussion time and Learning Behaviour assessment.</p>	<p>Positive play training CPD on drawing / talking therapy, comic strip conversations and social stories</p> <p>Emotional wellbeing training</p> <p>Whole school learning behaviours assessment and resources to support this</p>	<ul style="list-style-type: none"> • EEF toolkit • Professional knowledge / research / training based knowledge 	<ul style="list-style-type: none"> • CPD evaluations • Staff meeting feedback and questionnaires • Learning behaviours assessment and tracking 	<p>SENDCo Head</p>	<p>Termly learning behavior assessment</p>
Total budgeted cost					£10,910



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 implement action?
A. To increase the number of children in Reception achieving at least expected in reading and writing, with a focus on early listening skills linked to phonics	<ul style="list-style-type: none"> • Use of POMs to monitor children and address their needs • Targeted phonics support for children • Small group / individual reading and writing support 	<ul style="list-style-type: none"> • In class, targeted support to have impact on children, supporting them to make connections in their learning and allowing them to apply the skills they have been taught. 	<ul style="list-style-type: none"> • Provision map updates • Learning walk observations • Tracking scrutiny 	Head SL	Termly



<p>B. To increase the number of children working at expected and above in reading and writing to diminish the difference between other children</p>	<ul style="list-style-type: none"> • Read write inc intervention • Small group phonics intervention • BRP for targeted children 	<ul style="list-style-type: none"> • Read write inc intervention shows progress with the children that receive it • Targeted small group phonics works as a tool to accelerate learning • Booster group to challenge children 	<ul style="list-style-type: none"> • Provision map updates • Learning walk observations • Book scrutiny feedback • Assessment tracking • Pupil progress meetings 	<p>Head</p>	<p>Termly</p>
<p>C. To provide emotional, social and behavioural support to the vulnerable children who need it so that they develop successful learning behaviours. Track this carefully through Pupil Progress discussion time and Learning Behaviour assessment.</p>	<p>Nurture provision</p> <p>Positive play</p> <p>Drawing and talking therapy</p> <p>Mindfulness</p> <p>ELSA training</p>	<ul style="list-style-type: none"> • Nurture group to target children not accessing positive play • Positive play having a noticeable impact on children • Mindfulness as a whole school approach and small group support in school • Drawing and talking therapy as result of CPD / research 	<ul style="list-style-type: none"> • Boxhall profile results • Provision map • Pupil Progress discussions • Learning walk observations 	<p>SENDCo Head</p>	<p>Termly Boxhall profile and provision map</p> <p>Review July 2018</p>
<p>Total budgeted cost</p>					<p>£6710</p>

Expenditure - £17,600 in total. Additional £3,500 spent on lease of aquarium [£1500] Boxhall profile [£75] and mindfulness [£1,950]



Review of expenditure academic year 2016-2017

Ofsted Inspection dashboard [October 2015] highlighted the progress of disadvantaged children as a strength of the school –

‘Disadvantaged children had an average point score equal to or above the national score for other pupils in mathematics’

‘The proportion of disadvantaged KS1 pupils that attained at least 2B was equal to or above the national figure for other pupils in writing and mathematics’

Pupil Premium Income 16-17 = £ 19800

Activity/intervention	Money allocated	Pupil/student groups supported	Impact and desired outcomes	Evidence	Impact
<ul style="list-style-type: none"> To provide emotional, social and behavioural support to the vulnerable children who need it so that they develop successful learning behaviours. Track this carefully through Pupil Progress discussion time and Learning Behaviour assessment. [positive play / nurture] 	£3860	Pupils who are vulnerable because of their circumstances (including disadvantaged) having an impact on their learning, progress and attainment	Learning is accelerated and the gap between disadvantaged and non-disadvantaged is reduced.	Feedback from class teachers, lesson observations and pupil Assessment – where children are in relation to end of year expectations Boxhall profile assessment Pupil progress discussions Learning behaviour assessment	Children who are vulnerable and in receipt of positive play make outstanding emotional and behavioural progress[Learning behaviour tracking shows impact particularly in sense of achievement, persistence and self-awareness] Attendance for PP children has improved [[persistent absence figures are 94.1% compared to 80% in 2016] 4 children made better than expected progress in Y2 / 2 children in Year 1] 80% y1 PP children [4/5] achieved the phonics score. % of children at expected +



					have increased in all areas since last year.
<ul style="list-style-type: none"> To increase the number of children achieving ABOVE ARE in Maths and reduce the gap to less than 20% with other children [currently the gap at above ARE is 25%] 	£1950	<p>Pupils not making expected progress in maths.</p> <p>Children targeted to make better than expected progress in Maths</p> <p>Children on the cusp of moving from expected to exceeding</p>	To diminish the difference between disadvantaged and other children to less than 20%	<p>Assessment tracking</p> <p>Book scrutiny</p> <p>Pupil progress time targets</p>	<p>33% [3 children] achieved above ARE in maths compared to 36% of other children. This is only a gap of 3%.</p> <p>Of the 3 children achieving GD in maths, 1 child [11%] made accelerated progress from a target of expected.</p>
<ul style="list-style-type: none"> To increase the number of children working at 'expected' in writing and reading to diminish the difference between other children 	£6300	<p>Pupils not making expected progress in reading and writing.</p> <p>Children targeted to make better than expected progress in reading and writing</p>	To diminish the difference between disadvantaged and other children to less than 20%	<p>Assessment tracking</p> <p>Book scrutiny</p> <p>Pupil progress time targets</p>	<p>5 children [55%] got expected + [22% at expected] in reading compared to 66% of other children [22% at expected]</p> <p>5 children [55%] got expected + [33% at expected] in writing compared to 64% of other children [42% at expected].</p> <p>All children made at least expected progress</p> <p>This has diminished the difference .</p>
<ul style="list-style-type: none"> TA cover time to release staff to work with children to give effective feedback and set appropriate, child-friendly targets 	£1000	Pupil premium children have half-termly meeting with their teachers to discuss progress and attainment and set targets	Learning is accelerated to ensure progress is made and is equal to their peers.	Record of expenditure	<p>See numerical impact above.</p> <p>Children feel increasingly confident in their learning and recognise their strengths and weaknesses and how to address these</p>
<ul style="list-style-type: none"> Help fund the purchase of 	£600	All disadvantaged children	Child able to attend the trips throughout the year	Record of expenditure	No child missed out on an educational trip



uniform / school trips			Children able to be feel part of the school, and share the school identity with correct uniform		All children in uniform
<ul style="list-style-type: none"> Pay trained staff [Nadege] to lead mindfulness within school, working with whole classes and smaller groups of children 	£2400	Pupils who are vulnerable because of their circumstances (including disadvantaged) and need emotional and social support	Children are able to recognise their feelings and talk about these more openly Children are happy and settled in school	Feedback from staff / Nadege Learning behaviour and academic tracking Provision map	Children in school are aware of being mindful Staff are also trained
<ul style="list-style-type: none"> To increase the number of children in Reception achieving expected and exceeding in speaking, monitoring progress throughout the year 	£1950	Children who have poor speech and language and listening skills. Children where this impacts on their learning	To diminish the difference between	Ongoing assessment and target setting Tracking	There are only 3 PP children in Reception. Of these 2/3 [66%] were expected + in listening and speaking. Two children made more than expected progress. This is compared to 84% of others in listening and 76% in speaking. One childn was exceeding in both speaking and listen[33%] The gap is narrowing but is something that needs to ing be monitored.
<p>Total spend: £18,060</p> <p>Additional funding spent on aquarium hire / library resources [£1500]</p>					