



Holmesdale Infant School

Pupil Premium Impact Report

2017 - 2018

Pupil Premium is a specific allocation of funds, additional to main school funding, which the Government believes is the best way to address the current underlying inequalities between children who are in receipt of free school meals and those that are not. The Government believes that the allocation of Pupil premium will tackle disadvantage by reaching the pupils who need it the most and diminishing the difference between their attainment and progress and those of their peers.

Pupil Premium Allocation for 2017-18 - £21,120 [this includes a slight carry forward from the previous year]

Key barriers facing disadvantaged pupils:

1. Children's emotional wellbeing and self-esteem can be low.
2. 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.
3. Children come into school with low on-entry attainment. Learning has to be accelerated in order that children achieve a GLD
4. 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]

Cost	Chosen strategy	Intended outcome	How impact will be measured	When it will be reviewed	Who will monitor	RAG rating [Red - Not successful Amber - Some success Green - Significant success]
£1660 [for an afternoon of nurture with two TA's] £1000 [for positive play support]	Positive Play and nurture provision	Emotional, social and behavioural support offered to vulnerable pupils so that they develop mental health strategies and successful learning behaviours	Impact measured through Boxhall profile entry and exit assessment Behaviours of learning assessment [termly]	Every 10 weeks	TA's / CR	
Impact: Pupil Premium pupils all accessed nurture. Boxhall profile assessment shows impact. Behaviours of Learning assessment shows children moving from red to amber / amber to green.						
£750 for HLTA supply to enable conferences	1:1 feedback conferences	Targets set in agreement with each PP pupil to increase progress and attainment in R,W, and M	Progress data of PP children shows at least expected progress	Half-termly	CR / RR / SL	
Impact: Pupils are aware of their own personal targets and moving towards these each term. Progress of Pupil Premium pupils shows that this is beginning to have an impact but needs to continue.						
£450 annual cost	Boxhall Profile Assessment	Assessment of learning behaviours , attitude and mental resilience impacts on support given in Nurture / positive play and school	Boxhall entry and exit data shows improvements and progress Learning behaviours tracking shows progress	Every 10 weeks Termly	CR / RR / SL	
Impact: Boxhall Profile entry and exit data shows progress made within nurture sessions.						
£10,500	TA support in Quality First Teaching / Intervention	Pupil Premium progress matches that of all pupils due to: High quality / targeted small group interventions with pupils	Termly tracking data comparing Pupil Premium outcomes and progress to other pupils	Termly	CR / RR / SL	

		Swift intervention for learners in line with Quality First Teaching	Termly tracking of Learning Behaviours comparing Pupil Premium Pupils to other pupils	Termly		
£4,100	TA intervention and individual / small group support such as precision teaching, booster phonics, pre-teaching number work	Pupil Premium progress matches that of all pupils due to: High quality / targeted small group interventions with pupils A range of individual / small group teaching techniques to address the needs of learners	Termly tracking data comparing Pupil Premium outcomes and progress to other pupils	Termly	CR / RR / SL	
Impact: Pupil premium children making progress. See information below.						
£1,950	Mindfulness sessions lead by external mindfulness teacher	Pupils able to develop their own self-help strategies to overcome barriers to learning and develop long-term positive learning behaviours	Termly tracking of Learning Behaviours comparing Pupil Premium Pupils to other pupils	Termly	CR / RR / SL	
Impact: Pupil premium children making progress. See information below.						
£1,000	Additional funding to support uniform costs / trips / aquarium etc Pupils have an environment designed to enhance their wellbeing	Pupils can take part in trips and activities with other pupils. Pupils have a uniform the same as other pupils	Wellbeing and behaviour of learning assessment -termly Record of trips etc and pupils who take part monitored - termly	Termly	CR / SL	
Impact:Pupils wearing school uniform and all involved in school trips.						

Pupil Premium Headlines 2018

Attainment

Year R [pupils]		Year 1 [4 pupils]		Year 2 [6 pupils]	
Pupil Premium	All pupils	Pupil Premium	All Pupils	Pupil Premium	All Pupils
GLD -	GLD -	R- 25%	R- 84%	R- 83%	R- 78%
		W- 50%	W- 76%	W- 67%	W- 78%
		M- 50%	M- 88%	M- 100%	M- 84%

Pupils in receipt of Pupil Premium Funding still do not perform as well as all pupils in general, although the results for Y2 pupils last year were much improved, and exceeded other pupils in reading and maths. Year 1 pupils fall well below other pupils, however and continue to need close monitoring and additional support. This is due to several factors, including SEN and learning difficulties. We are continuing to spend the Pupil Premium budget on areas that we think will have the greatest impact - nurture and wellbeing, individual feedback and high quality, in the moment feedback and support in the classroom.

Progress

		Achieving or exceeding expected progress [Eg below to expected or expected to GD]
Reading	Pupil Premium	85%
	Other Pupils	80%
Writing	Pupil Premium	51%
	Other Pupils	86%
Maths	Pupil Premium	100%
	Other Pupils	80%

There is little difference in accelerated progress between the Pupil Premium pupils and other pupils except in writing, which needs to continue to be a school priority for disadvantaged pupils. This shows that the work we put in to narrow the gap and accelerate learning for all pupils, regardless of their background, is beginning to have a positive impact.