

# Emmbrook Infant School Pupil Premium Strategy Statement 2018-2019



## **Philosophy**

At Emmbrook Infant School we have a clear philosophy that our children will achieve personally, socially and academically to become life-long learners. So not only do we support the academic learning but we also provide our children with opportunities they may not always have access to. We fund visits to places of interest to give our children a range of experiences. To support their academic learning, early support strategies for those who need additional help with reading, writing or mathematics have been funded through the Pupil Premium Grant. We also use the PPG grant to ensure our children make at least good progress from their starting points, in literacy and mathematics, with classroom support if appropriate. We whole-heartedly believe in a strong home-school partnership so we invest in having termly Structured Conversations with our parents to ensure we are working together to secure the best outcomes for their children.

## **Measuring Impact:**

We will use both internal and external data to measure the impact of the Pupil Premium Grant on our pupils' learning. We will review the effectiveness of the interventions we are using and adapt them to meet need when and where required.

At the end of the school year we will publish our data focusing not only on the attainment of our pupils in reading, writing and maths, but also on how effective we have been in closing the gap between our highest and lowest attainers. We believe that the enrichment activities we provide through the PPG will help our children become increasingly confident in all aspects of their learning and development. Over the last 4 years we have significantly closed the gap for our Pupil Premium pupils who have outperformed all children nationally. This year, our PPG cohort was very small at 3 children , one of whom had a profound hearing loss and attended the hearing Impaired Resource. Taking this child's outcomes out of the data results in 100% attainment in reading and writing.

For the academic year 2018-19 staff training will focus on deeper learning across the whole curriculum and we will use this to ensure our most able PPG pupils make rapid progress and achieve the highest outcomes, and that all our PPG pupils deepen their understanding and can apply their learning.

Use of the Pupil Premium Grant is fluid as pupil needs change throughout the year. The numbers indicated below are indicative and as such are subject to change.

1. Summary information					
Academic Year	2018-19	Total PP budget	£15, 840	Date of most recent PP Review	July 18
Total number of pupils	174	Number of pupils eligible for PP	11	Dates for next internal reviews of this strategy	Nov 18, Mar 19, Jul 19

2. Current attainment		
3 pupils sat the end of Key Stage 1 assessments.	<i>PPG 2018</i>	<i>National Non PPG 2018</i>
% achieving KS1 age related expectation or above in reading, writing & maths (or equivalent)	33%	-
% achieving KS1 age related expectation or above in reading	67% (100%)*	
% achieving KS1 age related expectation or above in writing	67% (100%)*	
% achieving KS1 age related expectation or above in maths	33% (50%)*	
% achieving KS1 Greater Depth Standard in reading	0%	
% achieving KS1 Greater Depth Standard in writing	0%	
% achieving KS1 Greater Depth Standard in maths	0%	
% making expected progress from the end of Foundation Stage in reading	100%	
% making expected progress from the end of Foundation Stage in writing	100%	
% making expected progress from the end of Foundation Stage in maths	67%	
% making better than expected progress from the end of Foundation Stage in reading	0%	
% making better than expected progress from the end of Foundation Stage in writing	33%	
% making better than expected progress from the end of Foundation Stage in maths	33%	
<i>*when 1 pupil with a profound hearing loss is removed from the data</i>		
Barriers to future attainment (for pupils eligible for PP)		

<b>In-school barriers</b>	
<b>A.</b>	Speech and language difficulties
<b>B.</b>	Challenging behaviour
<b>C.</b>	English as an additional language
<b>D.</b>	Child Protection
<b>External barriers</b>	
<b>E.</b>	Poor punctuality
<b>F.</b>	Not reading regularly at home
<b>G.</b>	Parental engagement with school events (e.g. parents' evenings)
<b>H.</b>	Poor parental literacy skills
<b>I.</b>	Child protection / Looked After status
<b>J.</b>	Lack of necessary school equipment every day
<b>K.</b>	Lack of parental aspirations
<b>3. Desired outcomes</b>	
<b>A.</b>	At least good progress from starting points for all children
<b>B.</b>	All children to meet age related expectation in reading, writing and maths
<b>C.</b>	Readiness for Key stage 2 transition.
<b>D.</b>	Regular reading at home
<b>E.</b>	Regular attendance at extra-curricular clubs
<b>F.</b>	Parental engagement at all relevant school events
<b>G.</b>	School readiness for every child ( necessary daily equipment, breakfast etc)
<b>H.</b>	100% attendance at Structured conversations from all parents/carers

4. Planned expenditure					
Academic year 2018-	£14,520 11 pupils (3 Looked After children, 1 Armed Forces)				
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	Staff lead	When will you review
At least good progress from FS2.  Meeting at least age-related expectations in reading, writing and maths	Targeted TA support in maths and Literacy	Smaller working groups lead to better outcomes for PPG pupils. Targeted focus on learning gaps.	Termly pupil progress meetings attended by all staff. Targeted Data tracking	CG	Nov 18, Mar 19, Jul 19
	Individualised learning programmes/ home learning where appropriate	To ensure PP pupils do not regress during the holidays. Targeted h/w when needed	Termly pupil progress meetings. Data tracking	JW	Half-termly
	Catch-Up Maths and Reading x 2 week	To ensure all concepts are embedded and the pupils are next stage ready.	Termly pupil progress meetings attended by all staff	CG HP	Nov 18, Mar 19, Jul 19
All pupils are school ready emotionally, socially and personally.	Individual PP Champion who meets and greets every day, feeds back to class teacher and liaises with parents. Termly pupil conferencing highlights any worries or concerns	Children will not learn if they are not emotionally ready at the start of the day, including feeling included by having all the necessary equipment.	PP lead to monitor PP team meetings PP Champion termly report	JW/CG	Half-termly
<b>Total budgeted cost</b>					<b>£6825</b>

<b>FS2 PPG Champion</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
FS2 pupils are school ready with all equipment they need on a daily basis.	Book bags organised and checked daily. Daily contact with parents.	Children will not learn if they are not emotionally ready at the start of the day, including feeling included by having all the necessary equipment.	Pupil Premium termly team meeting	CF	Nov 18, Mar 19, Jul 19
FS2 pupils are next stage ready for KS1	Social and emotional skills development to ensure engagement with learning.	To ensure they are ready for KS1, all children need to have the necessary social skills and emotional literacy skills.	Pupil Premium termly team meeting	CF	Nov 18, Mar 19, Jul 19
<b>Total budgeted cost</b>					<b>£1500</b>
<b>Funding through termly Structured conversations to develop and sustain strong home partnerships</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Greater parental engagement at school events and higher parental aspirations for	Termly structured conversations with parents, class teacher and PPG Champion.	When parents are engaged with their child's learning and have high aspirations, evidence dictates that pupils	Termly review meetings – to assess whether targets have been achieved.	JW CT	Termly
<b>Total budgeted cost</b>					<b>£2350</b>

<b>Funding of a dedicated PPG reading champion</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children make at least expected progress achieving at least the expected standard in reading.	1:1 reading x 3 week 1:1 comprehension x 3 week	Reading and being literate is the key to success in all subjects	PPG Champion to monitor and track progress. PPG termly team meetings	JW	Nov 18, Mar 19, Jul 19
Children develop a love of reading and read widely.		Evidence dictates that pupils who read widely and have a love of reading achieve well at the end of KS4.			
<b>Total budgeted cost</b>					<b>£2165</b>
<b>Funding for dedicated Nurture Assistant support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children are school ready as emotional and social needs are supported and developed.	Nurture Assistant to support children weekly through Circle of Friends, Social Skills groups and 1:1 Nurture session	Children who suffer from any form of anxiety are less likely to succeed at school.	Class teachers make referrals which are monitored by SLT	JK	Termly at PPG Team Meetings
Parents and families are well supported when appropriate .		Pupils attainment can be directly linked to the mental health of their parents.			
<b>Total budgeted cost</b>					<b>£1000</b>

Funding for enrichment and inclusion					
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 implementation?
Children have a greater sense of belonging to school community leading to greater engagement with their learning	Fully funded extra-curricular clubs-1:1 support when needed	A greater sense of inclusion generates a greater desire to follow school rules and ethos leading to greater outcomes.	Clubs manager to monitor attendance and sign up.	JBo	Termly
	Free school uniform		Bursar to budget for.		
	Fully funded school educational trips x 2 year		Bursar to budget for. Annual PPG survey.		
<b>Total Budgeted cost</b>				<b>£1000</b>	<b>£1000</b>
					<b>TOTAL: £14,840</b>

5. Previous expenditure			
<b>Academic year 2017-18</b>	<b>£15,840 13 pupils ( 2 CLA) incl 1 Armed Forces)</b>		
Desired outcome	Chosen action / approach	Estimated impact	Cost
<ul style="list-style-type: none"> <li>➤ At least expected progress from FS2 in reading, writing and maths.</li> <li>➤ Meeting age-related expectations in reading, writing and maths</li> </ul>	<p>Targeted TA support in maths and Literacy</p> <p>Catch-Up Maths and Reading x 2 week</p>	All pupils made at least expected progress in reading and writing, with 67% making expected progress in maths. 33% made rapid progress from EOYFS in writing and maths. Parental attendance at parents' evenings and meetings was very good.	£6825

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>➤ Greater parental engagement at school events and higher aspirations</li> </ul>	Termly structured conversations with parents, class teacher and PPG Champion	Attendance at structured conversations was 100% with parents engaging in set targets.	£2350
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>➤ Children make at least expected progress achieving at least the expected standard in reading.</li> <li>➤ Children develop a love of reading and read widely.</li> </ul>	1:1 reading x 3 week 1:1 comprehension x 3 week	All made at least expected progress from end of EYFS. Reading ages improved by an average of 1:1 years progress in 9 months.  Reading dairies and journals evidence regular reading and an enjoyment of books.	£2165
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>➤ FS2 pupils are school ready with all equipment they need on a daily basis.</li> <li>➤ FS2 pupils are next stage ready for KS1</li> </ul>	Book bags organised and checked daily. Daily contact with parents. Social and emotional skills development to ensure engagement with learning.	FS2 pupils all made good progress from their starting points and were ready for transition into year 1.	£2,500



<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>➤ Children are school ready as emotional and social needs are supported and developed.</li> <li>➤ Parents and families are well supported when applicable.</li> </ul>	ELSA to support children weekly through Circle of Friends, Social Skills groups and 1:1 Nurture session	Children engaged fully in 1:1 nurture sessions which enabled the ELSA to support and enhance the learning in class and support parents when necessary. Anxieties were reduced and as a result the children were more engaged with their learning.	£1000
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact.</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>➤ Children have a greater sense of belonging to school community leading to greater engagement with their learning</li> </ul>	<p>Fully funded extra-curricular clubs</p> <p>Free school uniform</p> <p>Fully funded school educational trips x 2 year</p>	<p>All children felt a sense of belonging to the school community. 54% uptake of after-school clubs.</p> <p>All trips paid for to enable full participation and enjoyment.</p>	£1000
Total budgeted Cost			£15,840
2017-18			

Designated Staff member in charge: Corrina Gillard (Headteacher)

PPG Champion: Jenny Wright (Deputy Head)

Nominated Governor: Tony Charters