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| 1. **Pupil premium strategy statement** | | | | | |
| **School** | Lyndhurst Infant School | | | | |
| **Academic Year** | 2019-2020 | **Total PP budget** | Sept 2019-March 2020  PP £41775  LAC £2800  April 2020-August 2020 (estimated)  PP £26116  LAC £700 | **Date of most recent PP Review** | September 2019 |
| **Total number of pupils** | 300 | **Number of pupils eligible for PP** | 49 (16%) | **Date for next internal review of this strategy** | November 2019 |
| **Whole school priorities**  **(Post Ofsted action plan)** | * Handwriting and presentation continue to improve so that pupils can write fluently and easily and have more pride in their work. * Adults continue to have the same expectations of standards in spelling, grammar and presentation in writing across the curriculum, as they do in English lessons. | | | **Subject lead** | Sarah Davy |
| **Current situation in September 2019** | * Year R 38.5% FSM achieved GLD (An 8% increase on the previous year) National is 58% * Year 2 home grown PP gaps in line or better than national. * Gaps reduced in all subject areas. * Dip in phonic screener results of PP to 52.4% from 83.3% * Disadvantaged ch achieving expected in Maths is below national (4 PP children arrived in Year 2, 1 PP ch arrived in Year 1 – this data includes the 5 non-homegrown PP children) | | | **Desired Outcome by July 2019** | To accelerate more PP children to achieve expected by the end of Year 2.  To narrow the gap between PP and non-PP (National data) |
| **Key priorities for Pupil Premium** | * Ensuring as many children are signed up to PP as possible. * Parental engagement in supporting at home * Close monitoring of interventions and impact on accelerating learning * Continued focus on the use of Quality First Teaching – strategies for PP, SEND, EAL, cognitive load theory * Improve attendance of PP children | | | **Pupil Premium Working Party (Governors)**  **Next meeting: November 25th November 2019** | Di South, Barby H, Adrian Ladd, Kerry Jones, Nicky Rix (SENCO)  Mark Taylor |

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|  |  | 1. **Current attainment** | | | | | | |
|  | | | ***Pupils eligible for PP (your school)*** | ***Disadvantaged (national average)*** | ***Pupils not eligible for PP (national average)*** | ***Attainment gap national 2019 using unrounded data*** | ***National figure (all pupils)*** |
| **Number of children achieving Good Level of Development (GLD)** | | | 38.5% | 58% |  |  | 71.8% |
| **Number of children passing the phonic screening check** | | | 52.4% | 71% | 84% | 14 | 82% |
| **Expected standard or above in Reading at end of Year 2** | | | 65.2% | 62% | 78% | 17 | 75% |
| **Expected standard or above in Writing at end of Year 2** | | | 52.2% | 55% | 73% | 18 | 69% |
| **Expected standard or above in Maths at end of Year 2** | | | 47.8% | 62% | 79% | 17 | 76% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Poor language and communication skills | | |
|  | | Improving access to Quality First Teaching strategies (QFT) | | |
|  | | Low levels of parental engagement | | |
| **D.** | | Lack of access to extra-curricular activities / low aspirations | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **E.** | | Attendance and punctuality | | |
| **F.** | | Social and emotional needs that affect learning (attachment, social services involvement, families with mental health/isolation issues, domestic violence/ refuge, LAC/Post-LAC) | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Year R teachers will continue to use “Helicopter Stories”. Chatterpacks sent home, talking boxes intervention used. PP children are daily readers- monitored fortnightly. Phonics and cake session for PP families – each child given “Far Beyond ABC” and “Beyond ABC”. Regular phone calls home from PP lead. Letters and sounds practice book and flashcards will be sent home (PP lead) | | The attainment gap for PP/ Non-PP children at GLD will decrease |
|  | The number of children on track for Reading, Writing and Maths will increase. Regular monitoring of impact of intervention group. Updating training in 1stnumber1. Fortnightly action plan review of Year 1 children in Reading. | | PP children will make good progress in all subject areas – particularly Maths |
|  | All PP children will be daily readers. DHT working with individual parents to increase understanding of how to support with phonics at home. Reading and Maths workshops for parents to attend. | | Children will make accelerated progress from their starting points and the attainment gap will close in all core subject areas. |
|  | All children invited to take part in a free Gymnastics, Athletics, Football or Dance club each year to train for locality competitions. Rich and varied curriculum opportunities that inspire children – forest school beach school, library, art days. Visitors that inspire – fire fighters, detectives, police officers, Sports coaches reading to children etc. Improving cultural capital – trip to Chi Theatre Children’s concert | | The curriculum and additional opportunities will increase the engagement of PP children in school. |
|  | Termly tracking of attendance, incentives (free theatre tickets), movie night, certificates, letters home, FESO. Individual parents spoken to half termly and offered support/free club if their child’s attendance improves. | | Attendance of PP children will be 95%+ |
|  | FESO – mindfulness groups, emotions groups. Play therapy, refresh attachment training for staff, working with other agencies. Ensuring that we receive funding for all vulnerable children (FESO persisting to persuade parents to complete PP forms). | | Children will be emotionally ready to learn and make good progress from their starting points |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2019-2020** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **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 implementation?** |
| To refresh QFT strategies PP, SEND, EAL and cognitive load theory. | INSET day  Durrington Research centre leading a staff meeting  Monitoring the use of voice recorders and scaffolding for writing/ sacks for chairs. | EEF Quality first teaching as the first approach. | Monitoring  Teacher observations | SDY | The cognitive load staff meeting was well received and staff are reviewing their teaching resources and reading in quiet areas to ensure cognitive overload in reduced. |
| **Total budgeted cost** | | | | |  |
| 1. **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 implementation?** |
| Parental engagement project. All year R parents to be supporting with phonics and reading at home | Phonics and cake meeting each half term.  Phone calls home.  Purchasing Letterland books  Sending home letters and sounds books with sounds and words to practise.  Sending home flashcards of HFW | EEF research into the importance of parental engagement  Meeting with Year R team | Monitoring reading record books each fortnight and encouraging parents with phone calls and postcards home. | SDY, Year R team | Each half term. Aut 1 EY 12 PP attendance is 97.45%  % of PP/non-PP at 30-50s+ or higher  Aut 1 gaps:  R -18.4%  W -0.4%  N -13.9%  Feb 2020 (12 PP – one left, one arrived so different children)  % of PP/non-PP at 40-60b+ gaps  R -21.4%  W 25.9%  M -16.4%  At Feb 2020 – Four PP children were already on Yellow books (end of Year R colour band)  No end of year data due to covid |
| **Total budgeted cost** | | | | | Deputy Head 0.2 |
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| **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?** |
| Intervention groups will accelerate PP pupils progress | Fortnightly action plan created for the Year 1 children who are reading with the FFT TA.  Refresher training for HLTA with responsibility for 1st class@ Number1 – update of intervention resources in line with 2014 curriculum change (ensuring the intervention accelerates the Year 2 children in Maths). | EEF | Close monitoring of the impact of intervention groups/ talking to class teachers/ data | SDY | Year 1 (16)  % of PP/non-PP at 1b or higher  Aut 1 gaps:  R -13.5%  W -18.8%  M -17.4%  At Feb 2020 19 PP children (3 newly added)  % of PP/non-PP at 1w or higher gaps:  R -5.6%  W -13.8%  M -20.7%  Gaps reduced in R and W  Year 2 (18 PP)  % of PP/non-PP at 1s+ or higher  Aut 1 gaps:  R -36.2%  W -46.2%  M -47.4%  Year 2 (21)  % of PP/non-PP at 2w or higher Feb 2020  R: -28.3%  W: -40.8%  M: -42.9%  Gaps reduced in R (8%), W (5.4%) and M (4.5%)  No end of year data due to covid. |
| Improving attendance and punctuality of the disadvantaged group. Developing cultural capital. | PP trip to Chichester Festival theatre to attend the “Children’s concert” – subsidised coach travel. (£320) | Developing “Cultural capital” for the PP group by providing them with a rich cultural experience. | Pupil voice | SDY  FESO Kim Halford | Year 1 16 PP children 94.83%  Year 2 16 PP children 95.89%  Pupil voice evidence demonstrated this was a valuable and powerful learning experience for these children. |
| **Total budgeted cost (salaries for PP team)** | | | | | **£77,436** |