



Folly Hill Infant School

Pupil Premium Report

Pupil Premium Allocation 2017/18

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings, and children who have been looked after continuously for more than six months. This includes pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

Schools are free to spend the Pupil Premium as they see fit. However, we will be held accountable for how we have used the additional funding to support pupils from low-income families. New measures will be included in the performance tables that will show the achievement of those deprived pupils covered by the Pupil Premium. From September 2012, we have been required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

Please note, the delivery of free school meals to all Infant age children from September 2014 does not relate to the Pupil Premium funding which is allocated simply according to the number of pupils who would have received free school meals on the old system.

Pupil Premium Grant (PPG) that will be received		Academic Year: 2017 / 2018
Total number of pupils currently on roll	85	Review date: April 2018
Total Number of pupils currently eligible for PPG	3 (1 ever six)	Final Review date: July 2018
Total amount of PPG received	£3690	Published on website July 2018

Barriers to future attainment for pupils eligible for PP, including high ability:

- 1: Reading; including phonic knowledge, word recognition, understanding of text
- 2: Writing; including handwriting (physical ability), spelling, ideas for writing
- 3: Maths; including basic number skills; opportunity for greater depth opportunities and mastery

1.	Identify pupils in need of reading support, including pupil premium children, providing specific individual and small group work where lack of skills identified.
2.	Identify pupils with poor writing skills including pupil premium children, providing phonic and handwriting, physical development intervention where applicable and opportunities to experience first-hand; providing writing opportunities from first-hand experience.
3.	Develop maths basic skills through quality first teaching and individual/group intervention.

The funding has been allocated as follows:

Provision 2017/18	Action	Desired Outcomes	Approx. Cost	Monitoring/evaluation
Reading/Phonic /Maths interventions	Deploy TA to provide specific intervention for those children identified as below expected from starting points. Identify basic skills in English and Maths that need to be worked on & provide teacher/TA to provide support. Provide intervention to extend knowledge and understanding in key areas.	Children make accelerated progress. The gap between their starting points and the level they achieve when completed closes in comparison with expected level for children of this age.	TA Support in all areas- £4500	Progress and attainment tracked and monitored at least half termly. Monitoring of children's books. Impact of interventions monitored by Class Teachers, SENCO, SLT and HT. Daily readers- 4/6 made good to outstanding progress Phonics XX% passed phonics check 1/2 PP children in EYFS attained GLD
Support PP/ vulnerable children with physical development	Deploy TA to support pupils through specific interventions Supporting their physical needs- sensory workout and handwriting support groups	Children will be able to form their letters correctly and gained more confidence in their writing		Sensory work out is monitored through observation. Observation show children in gross motor skills. Handwriting tool kit and Busy bees has enabled children to develop core fine motor skills
Emotional wellbeing and Social Group	TA to support vulnerable children across the school, providing emotional support and developing self-esteem and well-being enabling children to be more confident in their learning.	Vulnerable children supported weekly in Social group. Confidence continues to build once in class and gaps in learning diminish		Case studies show impact of emotional wellbeing group
Enable vulnerable children to participate in all school activities including extra-curricular activities and enrichment activities	School to use funds to provide children from low-income families access to after school clubs and school trips. Enrichment activities provided within the school day to support specific skills for all children, including pupil premium children, enabling all children to have similar enriching experiences.	Children from vulnerable families are able to take part in all activities offered by the school, including after school clubs. All children will have equal opportunity to enhance skills Where support with uniform has been offered,	£3000 from sports funding	Case studies show impact of enrichment and extra-curricular opportunities.

	Where necessary, support with school uniform will be offered to ensure children are not singled out for not having correct items of clothing.	children will take pride in their appearance.		
Specific support to complete the home learning project	TA to support pupils who are unable to complete home learning project at home.	Homework support in place if required. Children will be proud to show their learning at the end of term exhibition.		Child proud of work and shared with parents on the open day.
		Total	£7500	

Review Date: June 2018