



## Folly Hill Infant School

### Pupil Premium Report

#### Pupil Premium Allocation 2018/19

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.

Not all costs are met by PP funding

<b>Pupil Premium Grant (PPG) that will be received</b>		<b>Academic Year: 2018 / 2019</b>
Total number of pupils currently on roll	82	<b>Review date:</b> April 2019
Total Number of pupils currently eligible for PPG	3 (1 ever six)	<b>Final Review date:</b> July 2019
Total amount of PPG received	£3690	Published on website July 2019

<b>Barriers to future attainment for pupils eligible for PP, including high ability:</b>	
<ol style="list-style-type: none"> <li>1. Speaking and listening, including breadth of vocabulary and receptive language skills</li> <li>2. Reading; including phonic knowledge, word recognition, understanding of text</li> <li>3. Writing; including handwriting (physical ability), spelling, ideas for writing</li> <li>4. Maths; including basic number skills; opportunity for greater depth opportunities and mastery</li> <li>5. Support for mental health and wellbeing</li> </ol>	
	Identify pupils including pupils premium children providing focused language enrichment opportunities, through word level work, pre learning and language rich interventions.
	Identify pupils in need of reading support, including pupil premium children, providing specific individual and small group work where lack of skills identified.
	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.
	Develop maths basic skills through quality first teaching and individual/group intervention.
	Support through play therapy, and TA support in completing home learning projects, enrichment activities and uniform.

<b>Current attainment 2019</b>		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
<b>% achieving GLD</b>	0/1	83%
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	Year1 0/1 Year 2 0/1	83%
<b>% making expected standard in reading</b>	Year1 0/1 Year 2 0/1	87%
<b>% making expected standard in writing</b>	Year1 0/1 Year 2 0/1	83%
<b>% making expected standard in mathematics</b>	Year1 0/1 Year 2 0/1	87%

The funding has been allocated as follows:

Provision 2018/19	Action	Desired Outcomes	Approx. Cost	Monitoring/evaluation
Speaking and listening	<p>Training on pre learning &amp; Oracy.            TA supported interventions            Assigned a mentor for regular talk time            Talk topics throughout the school</p>	<p>To improve vocabulary for children with identified language impoverishment</p>	<p>£200</p>	<p>Monitored through feedback, evaluation of interventions and learning walks.</p> <p>Children have made progress against starting point            2 PP children have gained confidence in talking in class and answering questions</p>
Reading/Phonic /Maths interventions	<p>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 &amp; provide teacher/TA to provide support.            Provide intervention to extend knowledge and understanding in key areas.            Daily readers            Differentiated phonics and writing for targeted children</p>	<p>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.</p>	<p>TA Support in all areas            £4000</p>	<p>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.</p> <p>PP made good progress against their individual targets            Reading – moved up 3 book bands            PP Year 1 Phonics made improvements but did not reach standard 2019            PP Year 2 child in phonics made improvements from last year's phonics screening 2019            PP children in EYFS attained GLD in PSE, PD and maths 2019</p>

<p>Support PP/ vulnerable children with physical development</p>	<p>Deploy TA to support pupils through specific interventions Supporting their physical needs- sensory workout and handwriting support groups</p>	<p>Children will be able to form their letters correctly and gained more confidence in their writing</p>		<p>Sensory work out is monitored through observation. Samples of before and after writing collected.</p> <p>Observation show children have improved with their gross motor skills. Handwriting tool kit and Busy bees has enabled children to develop core fine motor skills PP children have correct formation of handwriting</p>
<p>Emotional wellbeing and Social Group</p>	<p>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.  Create Hope play therapists Play therapy- 2 Children</p>	<p>Confidence continues to build once in class and gaps in learning diminish</p>	<p>£1600 a term</p>	<p>Monitoring through observations and feedback from play therapist, class teachers and adults around the school</p> <p>Case studies show impact of emotional wellbeing group Confidence in speaking to adults in and around the school has improved and notes by all staff.</p>
<p>Enable vulnerable children to participate in all school activities including extra- curricular activities and enrichment activities</p>	<p>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. Where necessary, support with school uniform will be offered to ensure children are</p>	<p>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</p> <p>Where support with uniform has been offered, children will take pride in their appearance.</p>	<p>£1000</p>	<p>Case studies show impact of enrichment and extra-curricular opportunities.</p> <p>One child had football training Others had Dance – all reported they enjoyed the activity after school. School trips funded enabled the children to participate fully. Breakfast club offer taken up when families needed it. Cool milk</p>

	not singled out for not having correct items of clothing.			
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.	Use of TA part of £4000 above	Class teachers to be aware of home learning needs of individuals  Child proud of work Some projects completed at home with support from parents-children were very proud.
		<b>Total</b>		
Lesson learnt from this year	<b>Therapy will take longer to see the impact emotionally, however, can be seen increased confidence. Review interventions and why they did not get the children to expected in particular areas showed we need greater focus on listening and language skills.</b>			

Review Date: April- July 2019

<b>Planned expenditure</b>					
<b>Academic year</b>		<b>for 2019/2020 2 PP children</b>			
£2460 estimated					
<b>Quality of teaching for all</b>					
<b>Action</b>	<b>Intended outcome</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>
Vocabulary support	Develop wider vocabulary	lack of vocabulary	Monitoring termly	PP lead	Termly
Pre learning Small group work 3 x week	To increase confidence in ability	Lack of vocabulary and knowledge	Monitoring termly	PP lead	Termly
<b>Total budgeted cost</b>					£800
<b>Targeted support</b>					
<b>Action</b>	<b>Intended outcome</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>
Precision teaching in English and Maths	Reach expected standard	Did not reach expected standard	Observations, progress reports	PP lead/SENDco	Termly progress reports
Daily reader	Develop vocabulary and understanding	In assessments does not show understanding of what has been read.	Observations, progress reports	PP lead	Termly progress reports
<b>Total budgeted cost</b>					£ 2000
<b>Other approaches</b>					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Play therapy	To express themselves in a non-threatening environment	Low self-esteem and lacking in self confidence	Feedback from Play therapist – entrant and exit surveys	PP lead	Termly
Wellbeing group	Develop friendships	Struggles to bond with others	Observations	PP lead	½ termly
<b>Total budgeted cost</b>					<b>£2000</b>