



## Folly Hill Infant School

### Pupil Premium Report

#### Pupil Premium Allocation 2019/20

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: 2019/20</b>
Total number of pupils currently on roll	82	<b>Review date:</b> April 2020
Total Number of pupils currently eligible for PPG	3 (1 ever six)	<b>Final Review date:</b> July 2020
Total amount of PPG received	£3960	Published on website July 2020

<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 syntax.</li> <li>2. Receptive and expressive language development.</li> <li>3. Reading; including phonic knowledge, word recognition, understanding of text</li> <li>4. Writing; including handwriting (physical ability), spelling, ideas for writing</li> <li>5. Maths; including basic number skills; opportunity for greater depth opportunities and mastery</li> <li>6. 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>attainment 2019 No data for 2020</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
Vocabulary support	Develop wider vocabulary through providing pre-learning with Teacher or TA. Send home vocabulary	Improve language development in curriculum subjects	£800	For some children this enabled them to access the curriculum. Parental support in language was mixed Highlighted children who required further support in development of understanding of language. Children were targeted with Language for Thinking Resources and Colourful Semantics. This has led to plans for a school wide enrichment programme to be developed into the curriculum with focus vocabulary identified linked to every topic.
Play therapy	6 children of the course of the year received play therapy from Create hope – outside agency	To enable children to express their emotions in a safe environment	£ 5460	Reports from parents and Create hope have been positive.
1:1 Support for targeted areas	Precision teaching in English and Maths Daily reader	To improve phonics and number recognition To practice reading everyday	£2000	Precision teaching enabled the children to achieve in small steps and build their self-esteem. Made progress in reading and phonics The children did not reach the expected standard – no tests

Wellbeing group	Wellbeing group- run three times a week, range of activities to discuss feeling, friendships and positive personal attributes  Extended school enrichment activity – taster sessions	Develop friendships and build on self-esteem.  To engage in a range of after school activities. Give the children an idea of what alternative activities they could join and like		The children reported they enjoyed their group They made friends with other children – although not always observed playing with other children.  Enjoyed activities- COvid prevented continuation
		<b>Total</b>	<b>8260</b>	<b>One PP children left KS1 in 2019 Did not reach NE 2 PP children joined in November 2019 into R and Yr2 (SEND) taking PP up to 5</b>
Lesson learnt from this year	<p><b>Play therapy to continue as there will be many children who need support in the coming year.</b></p> <p><b>The enrichment activities worked as they were small targeted groups, enabled friendships and enjoyment of a range of themes, will need to develop interest in more sporting activities.</b></p> <p><b>Vocabulary support - highlighted the weakness that as a school we need to focus on</b></p>			

Reviewed Date: 29<sup>th</sup> June 2020

<b>Planned expenditure</b>					
<b>Academic year</b>		<b>for 2020/2021 3 PP children</b>			
£6725estimated					
<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 & Understanding of English Rema(£600	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
SALT	Improve impediments	Pronunciation and stutter	Monitoring termly	PP lead	Termly
<b>Total budgeted cost</b>					£1100
<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	Struggles with reading and writing and phonics	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>					£1500
<b>Other approaches</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>

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 and improve self esteem	Struggles to bond with others	Observations	PP lead	½ termly
<b>Total budgeted cost</b>					<b>£5460</b>