



Bordon Infant School – Pupil Premium Development Plan

2016-17

Schools ethos in relation to Pupil Premium children

The money the school receives for children who are, or have been in the last 6 years, eligible for additional funding is used to ensure that every child has the very best opportunity to leave school with all of the skills, knowledge and emotional confidence to ensure that are ready for the next stage of their educational journey.

At Bordon Infants we believe the money should

- *Be used in a targeted way based on an annual identification of need*
- *To overcome any barrier to learning*
- *To support the whole family with a ‘wrap around’ package*
- *Provide the very best quality of teaching and learning*
- *To engage specialist services which enhance the provision we have in school*

As a school we believe

- *Every child can and will succeed*
- *In raising the aspirations for all our children and families*
- *That every child in school will be, or will be supported to be confident, curious and creative*
- *That every child will be respectful and learn the skills of working as part of a team*
- *Most importantly we want every member of our school community to be happy at school*

Financial Information

	January 2016 census		Total amount
Number of current FSM pupils eligible for the Pupil Premium	29 @£1,320	16%	£38,280
Number of Ever 6 FSM pupils eligible for the Pupil Premium			
Number of service children eligible for the Pupil Premium	15 @£300	8%	£4,500
Number of Looked After children eligible for the Pupil Premium	6 @1,900	3%	£11,400
Total	53 Children		£54,180

Success criteria

1. All Pupil Premium children make progress in line with or above school expectations with particular focus on those 24% of children who also have a Special Education Need (62% of current disadvantaged children have received or are receiving interventions to support learning)
2. All children who are considered Look After or ever have been considered Look After make progress in line with expectations or where there is a danger of them not making Age Related Expectations progress is accelerated
3. Service children and their families have welfare support necessary for the children to make progress in line with school expectations and achieve Age Related expectations

Actions**Cost****Performance indicator****Success Criteria 1**

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|--|---|---|
| <ol style="list-style-type: none"> 1. To continue to fund a full time non-teaching SENCO to ensure first class quality teaching for SEN children <ol style="list-style-type: none"> a. SENCO to ensure interventions meet the needs of current children b. Continue with additional support, monitoring and training of LSAs c. Continue with additional monitoring of in class SEN provision d. Continue with the increased amount of interventions and support delivered directly by the SENCO | <ol style="list-style-type: none"> 1. £23,002 | <ol style="list-style-type: none"> 1. Children who qualify for the pupil Premium who also have a SEN make progress in line with expectations and achieve targets set. <ol style="list-style-type: none"> a. Interventions have a significant measurable impact |
| <ol style="list-style-type: none"> 2. Continue with the Therapeutic Writing intervention to provide support to targeted children who have barriers to writing that are either more than just gaps in educational knowledge or due to lack of confidence | <ol style="list-style-type: none"> 2. One afternoon of time | <ol style="list-style-type: none"> 2. Children have greater confidence in themselves as writers. This supports them meeting their writing target |
| <ol style="list-style-type: none"> 3. To continue with the improve the access to high quality Educational Psychologist support to ensure children's specific needs are being met | <ol style="list-style-type: none"> 3. 1,500 | <ol style="list-style-type: none"> 3. Children meet targets in identified area of need |
| <ol style="list-style-type: none"> 4. To continue to provide access to a Speech Therapist to provide the best level of support | <ol style="list-style-type: none"> 4. £154
16% of costs | <ol style="list-style-type: none"> 4. Children make good progress through their speech program, staff knowledge is increased |
| <ol style="list-style-type: none"> 5. To continue to provide children with the appropriate intervention to support their area of need | <ol style="list-style-type: none"> 5. £2,687
16% of LSA intervention costs | <ol style="list-style-type: none"> 5. Children meet targets in identified area of need |

<p>6. To ensure high levels of communication between LSA's running interventions and class teachers. This will ensure children's work in interventions is well supported in class to enable them to make rapid progress</p> <p>7. To further develop parental involvement in the school and engagement in their child's learning</p> <ol style="list-style-type: none"> a. With continuing reduction in service families and 22% of current FSM in Year R Early Intervention Worker to continue focusing on supporting children and families into school and maintain support for the first Year and into the start of Year 1 b. Continue with Messy Play sessions to support families c. Continue with SHARE parenting program d. Stories Songs and Rhymes continued e. Run the Music Makers project with Hampshire music and a music therapist to support identified families transition into school <p>8. Due to 58% of all disadvantaged children identified as needing emotional/confidence support the school will train an additional ELSA to provide this</p> <p>9. To ensure the highest achievement of children they need to have the highest possible attendance. Use the school Family Support Worker to support any Pupil Premium family whose attendance dips</p> <p>10. Increase the time the FSW is in school to support identified parenting needs by 3.5 hour per week</p>	<p>6. £1,829</p> <p>7. £10,989 (64% of EIW total costs, plus the budgets for the different groups)</p> <p>e. £250</p> <p>8. £500</p> <p>9. £972 16% of FSW salary</p> <p>10. £2,640</p>	<p>6. Better communication leads to enhanced and sustained progress for children on interventions</p> <p>7. Increase in the amount of families attending the groups. Parents feedback on the impact the groups have on them and their children is very positive. Children and families have a better transition into school. Personal and Social and Communication and Language scores in Year R are improved for FSM children</p> <p>8. Personal, Social and Emotional issues are not a barrier to learning</p> <p>9. Attendance rates for FSM children are above 95%</p> <p>10. Parents feel more confident which will lead to children coming into school more ready for learning. Attainment will therefore be higher</p>
Total costs	£ 44,523	£6,243 more than allocation
Success Criteria 2		
<p>1. To increase the time the Designated teacher spends focusing on, looked after children</p> <ol style="list-style-type: none"> a. Provide staff with additional support b. Provide a direct link with families c. To analyse progress and report to SLT 	<p>1. £1,775 3.5% Of Di's salary</p>	<p>1. All looked after children meet their targets</p>

2. To provide additional HLTA time to meet any identified emotional needs of any Looked After child	2. £839 3.5% Of Marisa's salary	2. All looked after children make accelerated progress
3. To provide 1 to 1 support where necessary to meet children's needs and support them to overcome barriers to learning	3. £12,900	3. Children who require 1 to 1 support who do not necessarily have an EHCP receive the support necessary to enable them to meet their targets
4. To provide additional EP support to ensure all educational and social needs are being met	4. £300 3% of total costs	
Total costs	£ 15,814	£4,414 more than allocation
<u>Success Criteria 3</u>		
1. To provide opportunities for service families to engage quickly with the school and the local community a. -Messy Play group continued and developed b. -Stories Songs and Rhymes continued c. -Coffee mornings set up	1. £1,545 8% of EIW salary	1. Increase in the amount of families attending the groups. Parents feedback on the impact the groups have on them and their children is very positive. Children and families have a better transition into school. Service children make good progress from on entry and achieve their targets
2. Use of Tapestry for any parent serving away to keep up to date with the progress of their child	2. 8% of Tapestry costs	2. Better communication between home and school leads to better achievement for the children and an increase in the GLD
3. To continue to provide excellent induction procedures for any new child to accurately assess them ensuring they given the right level of support and challenge from day 1	3. £600 1 hours teacher time per child	3. Children starting school at times other than normal make the same progress as all other children
4. To provide additional social and emotional support through use of school ELSAs to ensure new children settle into school as quickly as possible	4. £2,584 8% of ELSA time	4. The emotional impact of moving between schools does not cause a barrier to learning and therefor attainment is in line with expectations
5. To provide additional phonics intervention by the SENCo to meet the identified need in 38% of KS1 service children	5. 3 hours per week of SENCO time	5. All identified children make accelerated progress in phonics allowing them to catch up
Total costs	£ 4,729	£229 more than allocation
Overall Costs	£65,066	£10,886 more than allocation