



Bordon Infant School – Pupil Premium Development Plan 2016-17

Schools ethos in relation to Pupil Premium children

Pupil Premium children’s barriers to learning at Bordon Infants

	October 2015 census (predicted)		Total amount (predicted)
Number of current FSM pupils eligible for the Pupil Premium	30 @£1,320	18%	£39,600
Number of Ever 6 FSM pupils eligible for the Pupil Premium			
Number of service children eligible for the Pupil Premium	15 @£300	10%	£4,500
Number of Looked After children eligible for the Pupil Premium	6 @1,900	3.5%	£11,400
Total	53 Children		£55,500

Success criteria

1. All Pupil Premium children make progress in line with or above school expectations with particular focus on those children who also have a Special Education Need
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
<p>Success Criteria 1</p> <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 the 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 has 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

<p>2. Continue with the Therapeutic Writing intervention to provide support to targeted children who have barriers to writing that are more than just gaps in educational knowledge</p> <p>3. To continue with the improve the access to high quality Educational Psychologist support to ensure children’s specific needs are being met</p> <p>4. To continue to provide access to a Speech Therapist to provide the best level of support</p> <p>5. To train all staff in Cued Articulation to support the early acquisition of sounds</p> <p>6. To continue to provide children with the appropriate intervention to support their area of need</p> <p>7. 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>8. To further develop parental involvement in the school and engagement in their child’s learning</p> <p style="padding-left: 20px;">a. With reduction in service families and 40% of current FSM in Year R re task Early Intervention Worker to focus on supporting children and families into school</p> <p style="padding-left: 20px;">b. Continue with Messy Play sessions to support families</p> <p style="padding-left: 20px;">c. Continue with SHARE parenting program</p> <p style="padding-left: 20px;">d. Stories Songs and Rhymes continued</p> <p style="padding-left: 20px;">e. Run the Music Makers project</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. To provide 1 to 1 support where necessary to meet children’s needs and support them to overcome barriers to learning</p> <p>11. To develop confidence and aspirations in all children by providing funds to ensure Pupil Premium children can engage in the same opportunities as other children</p>	<p>2. £487</p> <p>3. 1,500</p> <p>4. £960</p> <p>5. Costs</p> <p>6. £2687 16% of LSA intervention costs</p> <p>7. £1829</p> <p>8. £10,989.4 (64% of EIW total costs, plus the budgets for the different groups)</p> <p>e. £250</p> <p>9. 884 16% of FSW salary</p> <p>10. £7680</p> <p>11. £300</p>	<p>2. Children have greater confidence in themselves as writers. This supports them meeting their writing target</p> <p>3. Children meet targets in identified area of need</p> <p>4. Children make good progress through their speech program, staff knowledge is increased</p> <p>5. All children, including those on FSM make better progress in the early acquisition of phonics</p> <p>6. Children meet targets in identified area of need</p> <p>7. Better communication leads to enhanced and sustained progress for children on interventions</p> <p>8. 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>9. Attendance rates for Year R FSM children are above 90%</p> <p>10. 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</p> <p>11. Children who receive FSM have the same opportunities as all other children. These</p>
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		opportunities support them socially and developmentally enabling them to achieve well
<p>Success Criteria 2</p> <ol style="list-style-type: none"> 1. As 66% of looked after children are in Year 2 provide increased time for Designated teacher in the Infants to work with the Designated teacher in the Juniors to ensure transition from one school to another is seamless 2. To increase the time the Designated teacher spends focusing on, looked after children <ol style="list-style-type: none"> a. Provide staff with additional support b. Provide a direct link with families c. To analysis progress and report to SLT 3. To provide additional HLTA time to meet any identified emotional needs of any Looked After child 4. HLTA to be trained in 'Framework for Individual Pastoral Support' advanced counselling skills to better provided the specific personal, social and emotional support Looked After Children may need <ol style="list-style-type: none"> a. HLTA to disseminate appropriate aspects of the counselling course to the other LSA's and ELSA's 5. To provide a consistent teacher for the entire academic year to meet the educational and emotional needs of the Looked After children in Year 2 	<ol style="list-style-type: none"> 1. £1,775 3.5% Of Di's salary 2. £750 (3 days supply time) 3. £839 3.5% Of Marisa's salary 4. £500 <ol style="list-style-type: none"> a. £250 annual supervision b. £380 Elsa Supervision c. £180 Nurture conference 5. £964 3.5% of Aisa's time 	<ol style="list-style-type: none"> 1. All looked after children meet their targets 2. All looked after children make accelerated progress 3. Support is provided to ensure all looked after children make ARE by the end of primary school
<p>Success Criteria 3</p> <ol style="list-style-type: none"> 1. To provide opportunities for service families to engage quickly with the school and the local community <ol style="list-style-type: none"> a. -Messy Play group continued and developed b. -Stories Songs and Rhymes continued c. -Coffee mornings set up 2. Use of Tapestry for any parent serving away to keep up to date with the progress of their child 	<ol style="list-style-type: none"> 1. £6181.6 (36% of EIW total costs as 36% is the Service percentage of the total Pupil Premium children) 2. 10% of Tapestry costs 	<ol style="list-style-type: none"> 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. Better communication between home and school leads to better achievement for the children and an increase in the GLD
	Total Costs £62388	