



Bordon Infant School – Pupil Premium Development Plan

2018-19

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

For Financial Year April 2018 to March 2019			Total amount
Pupils on role who have been eligible for FSM in the last six years	25 @£1,320	14%	£33,000
Number of service children eligible for the Pupil Premium	9 @£300	5%	£2,700
Number of Looked After children eligible for the Pupil Premium	3 @£2,300	2%	£6,900
Total	53 Children		£42,600

Target for end of year 2018-19				
ARE = Age Related Expectation	Pupils eligible for PP			Pupils not eligible for PP (national average 2016-17)
	Year 1	Year 2	Combined	
% achieving ARE or above in reading, writing & maths	50%	75%	65%	%
% making ARE in reading	50%	75%	71%	79%
% making at least expected progress in reading	100%	100%	100%	79%
% making greater than expected progress in reading	0%	0%	0%	28%
% making ARE in writing	50%	100%	65%	72%
% making at least expected progress in writing	100%	75%	92%	72%
% making greater than expected progress in writing	13%	33%	17%	18%
% making ARE in maths	70%	100%	82%	79%
% making at least expected progress in maths	100%	100%	100%	79%
% making greater than expected progress in maths	38%	0%	25%	23%

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children achieving ARE in all three subjects to ensure they are academically and emotionally ready for their next stage in learning
B.	High SEN needs
C.	Low self-esteem, lack of confidence
D.	Learning skills, resilience and the ability to cope with challenges
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Family dynamics and home behaviours

Success criteria			
<ol style="list-style-type: none"> 1. A focus on the whole child raises the percentage of children achieving ARE in reading, writing and maths to be within 10% of Non-Pupil Premium children 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	Impact Statement
Success Criteria 1 Pupil Premium Children			
<ol style="list-style-type: none"> 1. SEN review and support time <ol style="list-style-type: none"> a. Over the year the SENCo will review all Pupil Premium children and write up a report for the class teachers 2. To continue with the improved access to high quality Educational Psychologist support to ensure children's specific needs are being met 3. To continue to provide access to a Speech Therapist to provide the best level of support for children with Speech and Language needs 4. 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 	<ol style="list-style-type: none"> 1. £1180 £14% of SENCO 1 day per week time 2. £441 14% of total EP costs 3. £230 14% of total Speech Therapy costs 4. £1,278 14% of total FSW costs 	<ol style="list-style-type: none"> 1. Excellent analysis of how children respond in class linked to specific development points and strengths helps to ensure pupil premium children achieve within 10% of non-pupil premium children across the school 2. Children who qualify for the pupil Premium who also have a SEN make progress in line with expectations and achieve targets set. Their progress is at least the same as non-pupil premium SEN children 3. Children who qualify for the pupil Premium who also have a speech and language issue make progress in line with expectations and achieve targets set. Their progress is at least the same as non-pupil premium SEN children 4. Attendance rates for pupil premium children improve to be no lower than -1% from all other children 	<ol style="list-style-type: none"> 1. Year 2 Combined reading, writing and maths PP children achieved 80% compared with 60% for non PP children Year R PP GLD = 33% non PP GLD= 71% 2. Year 2 progress in achieving specific statements 29.5% for the whole year group. PP + SEN children made 37.4% progress 3. Year 2 progress in achieving specific statements 29.5% for the whole year group. PP + SEN children made 37.4% progress 4. Attendance for all children was 95.8% for pupil premium children it was 95.7% <i>A few children with very specific reasons for low attendance have been removed from this data</i>

<p>5. Maintain the increase in the time the FSW is in school to support identified parenting needs</p>	<p>5. £1,278 14% of total FSW costs</p>	<p>5. Parents feel more confident which will lead to children coming into school more ready for learning. This helps to ensure pupil premium children achieve within 10% of non-pupil premium children across the school</p>	<p>5. Year 2 Combined reading, writing and maths PP children achieved 80% compared with 60% for non PP children</p>
<p>6. To further develop parental involvement in the school and engagement in their child's learning</p> <p>a. With 31% of current Pupil Premium 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</p> <p>b. Continue with Family Fun sessions to support families</p>	<p>6. £2304 14% of costs</p> <p>b. £2606</p>	<p>6. Increase in the amount of families attending the groups. Parent's 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 Pupil Premium children</p>	<p>6. 2017-18 average for PP children in all three PSED strands was 53.8% with the input in 2018-19 the average was 88.9% a 35.1% increase 2017-18 average for PP children in all three communication and language strands was 51.3% with the input in 2018-19 the average was 88.9% a 37.6% increase</p>
<p>7. With 31% of current Pupil Premium in Year R, provide additional leadership time for AHT/Year R leader to have focused time to ensure all Pupil Premium Children make accelerated progress and have the target of 100% achieving GLD</p>	<p>7. £7832 14% of AHT salary</p>	<p>7. With the increased focus and the excellent leadership of the Year R leader all Pupil Premium Children in Year R make better than average progress. 100% of children achieve or exceed their end of Year R target</p>	<p>7. The average steps progress for all children in year R was 7 steps (1 year + a half term) The average for all Pupil Premium children was 8 steps (1 year + a term)</p>
<p>8. Due to 50% of all disadvantaged children identified as needing emotional/confidence support the school will maintain three ELSAs and the supervision program needed to keep their accreditation to provide this</p>	<p>8. £6912 + £500</p>	<p>8. Personal, Social and Emotional issues are not a barrier to learning, therefore pupil premium children achieve within 10% of non-pupil children across the school</p>	<p>8. Children achieving the Early Learning Goal in Personal, Social and Emotional development for all children at the end of Year R was 95% for PP children it was 83%</p>
<p>9. To provide 1 to 1 support where necessary to meet children's needs and support them to overcome barriers to learning</p>	<p>9. £14,300</p>	<p>9. 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>9. All children achieved personal targets</p>

	Total costs	£ 38,861	£ 5,861 more than allocation
Actions	Cost	Performance indicator	Impact Statement
Success Criteria 2 Looked After Children			
1. To increase the time the Designated teacher spends focusing on, looked after children <ul 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 	1. £1,775 2% Of DT costs	1. All looked after children meet their targets in reading, writing and maths	1. 100% of looked after children across the school achieved their KS1 target. And 100% of KS1 children were on track to achieve or did achieve ARE in reading, writing and maths
2. SEN review and support time <ul style="list-style-type: none"> a. Over the year the SENCo will review all Pupil Premium children and write up a report for the class teachers 	2. £169 2% of SENCO costs	2. Excellent analysis of how children respond in class linked to specific development points and strengths helps to ensure all looked after and post looked after children achieve their set targets	2. 100% of looked after children across the school achieved their KS1 target. And 100% of KS1 children were on track to achieve or did achieve ARE in reading, writing and maths
3. To provide additional HLTA/ELSA time to meet any identified emotional needs of any Looked After child	3. £353 2% of HLTAs costs	3. All looked after children make accelerated progress	3. Average steps progress in KS1 for all children was 3.9 steps. Looked After children made 4.0. Of all the groups in school they made the most progress
4. To provide additional EP support to ensure all educational and social needs are being met	4. £300	4. Children who are looked after or post looked after who also have a SEN make progress in line with expectations and achieve targets set. Their progress is at least the same as non-pupil premium SEN children	4. 100% of KS1 children were on track to achieve or did achieve ARE in reading, writing and maths
5. To provide FSW time to the families of looked after children as a priority	5. £183 2% of FSW costs	5. Better support for the family as a whole ensures that children are given the best possible chance of success. This leads to all looked after and post looked after children achieving their targets	5. 100% of looked after children across the school achieved their KS1 target. And 100% of KS1 children were on track to achieve or did achieve ARE in reading, writing and maths

6. To ensure children's emotional wellbeing and through that their academic progress and attainment are not impacted by the transition from one year group to another a teacher from the previous year group will work in the child's current year group at least 1 day a week for the first half term	£ 2000	6. All children on transition to a new year group continue to make expected progress and achieve targets at the end of the academic year. The children, their families and the school have no significant concerns over their wellbeing by the end of the first	6. 100% of looked after children across the school achieved their KS1 target. And 100% of KS1 children were on track to achieve or did achieve ARE in reading, writing and maths
7. To support the needs of families and carers the school will provide free Breakfast and After School Club places as and when needed or requested by outside agencies	£ 2,200		7. Places offered as and when needed all families supported were completely satisfied. Attendance, and wellbeing for children improved
Total costs	£ 6980	£ 80 more than allocation	
Actions	Cost	Performance indicator	Impact Statement
Success Criteria 3 Service Children			
1. To provide opportunities for service families to engage quickly with the school and the local community a. –Family Fun group continued and developed	1. £779 5% 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	1. Over 30 families now regularly attend the group GLD increased by 10.2% from previous year
2. Use of Tapestry for any parent serving away to keep up to date with the progress of their child	2. £30 5% of Tapestry costs	2. Better communication between home and school leads to better achievement for the children and an increase in the number of children achieving GLD at the end of Year R	2. GLD up by 10.2% from previous year and Areas of Learning average points all up from 34.4% in 2017-18 to 37.1% in 2018-19. An increase of 2.7% compared to the national increase of 0%
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 <i>1 hours teacher time per child</i>	3. Children starting school at times other than normal make the same progress as all other children	3. Service Children at the end of KS1 achieved Expected standard in reading, writing and maths of 100% and Greater Depth of 67% for Reading and Maths and 33% in Writing
4. To provide additional social and emotional support through use of school ELSAs to	4. £2,584 5% of ELSA time	4. The emotional impact of moving between schools does not cause a barrier to learning	

ensure new children settle into school as quickly as possible		and therefor attainment is in line with expectations	
5. School to engage in the Hampshire Service Children's Hub by becoming the district coordinator for all East Hants schools	5. Headteacher's time	5. School gets wider access to other professionals and organisations. Support for service families improves as a result	
Total costs	£ 3453	£753 more than allocation	
Overall Costs	£49,294	£6694 more than allocation	