



## Forefield Community Infant and Nursery School Pupil Premium Strategy Statement

The Pupil Premium (PP) was introduced by the Government in April 2011, and is paid to schools by means of a specific grant based on an annual school census data capture. An Early Years Pupil Premium was introduced in April 2015 for pupils in Nursery provision. Schools receive Pupil Premium funding for all pupils registered as eligible for free School meals (FSM) or would have been eligible if they were of statutory school age or have been eligible at any time over the previous six years (Ever 6); children adopted from or who are in local authority care (calculated using the Children Looked After data returns – SSSDA903) and children whose parents are currently serving in the armed forces, designed to support the emotional and social well-being of these pupils. The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most

Pupil Premium funding is not ring – fenced to children eligible for Pupil Premium, but can be spent in any way that the school sees fit, so long as the school is able to demonstrate that the specific needs of pupils eligible for Pupil Premium funding have been addressed and how this specific funding, which is intended to compensate for disadvantage its being used for its purpose.

At Forefield Community Infant and Nursery School, Pupil Premium spending is used in a purposeful way ensuring that progress and attainment are in line with high expectations set by the school. The school tracks the progress of children who are eligible for Pupil Premium funding in order to demonstrate the effective use of the grant so as to ensure that specific to needs are catered for across the school.

The funding will be used to provide additional educational and pastoral support to improve the progress and to raise the standard of achievement for these pupils. The funding will be used to narrow and close any gaps should they exist between the achievement of these pupils and their peers. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others, diminishing differences. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

1. Summary information					
<b>School</b>	Forefield Community Infant and Nursery School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£51,030	<b>Date of most recent PP Review</b>	Sept 18
<b>Total number of pupils</b>	331	<b>Number of pupils eligible for PP</b>	40	<b>Date for next internal review of this strategy</b>	June 19

<b>2. Current attainment 2018/2019</b>			
	<i>Pupils eligible for PP non SEND</i>	<i>SEN/PP</i>	<i>Other Pupils</i>
% achieving ARE in reading at the end of EYFS	60%	0%	78%
% achieving ARE in writing at the end of EYFS	60%	0%	78%
% achieving ARE in maths (Number) at the end of EYFS	60%	0%	82%
% achieving ARE in reading at the end of KS	100%	0%	75%
% achieving GD in reading at the end of KS	-	-	36%
% achieving ARE in writing at the end of KS	100%	0%	73%
% achieving GD in writing at the end of KS	-	-	32%
% achieving ARE in maths (Number) at the end of KS	100%	0%	74%
% achieving GD in maths (Number) at the end of KS	33%	-	32%

<b>3. Review of expenditure</b>				
<b>Previous Academic Year</b>		2018 -2019		
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Additional staffing to support behaviour	All chn meet ARE from starting point	This has significantly impacted the learning of all children within the cohort. In Maths 100% of children eligible for PP are working at ARE. In Reading 75% of children eligible for PP are working at Expected or above with 25% at GD	This has been a successful strategy for all this year. The impact of another adult has meant that children have received additional support to achieve to their potential. Next year this intervention will not be made a priority as the addition of continuous provision in KS 1 will mean that	£9408
		In writing 75% of pupils eligible for PP are working at expected with 25% working at Greater Depth	The need for an additional adult is not needed.	

## ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Phonics Intervention	Meet standard by the end of KS	In Year 2 67% of pupils eligible for PP who did not meet the required standard in Year 1 met the standard at the end of KS. This is compared to 73% of Non PP children. Overall at the end of KS the number of PP children meeting the required standard was 86% compared to 89% of non PP children.  In Year1 75% of PP children including those with SEND met the required standard of the phonics screener. 100% PP children met the standard including absence.	The consistent delivery of a robust intervention with ongoing assessment each half term meant that the high expectation that within the year group 93% of all children met the required standard by the end of KS1. This will continue next year with the introduction of longer English lessons with enhanced Phonics and SPAG so as to accelerate reading and writing progress across school which in turn will impact on the phonics screener.	£22,121
Behaviour interventions	Increased engagement	This year we introduced a new behaviour policy in line with our whole school approach to behaviour management. "Think Tank" provided additional support and intervention linked to behaviour support.	This has been an effective means of supporting children's emotional wellbeing and engagement in learning. Moving forward we will use the Boxhall Profile as a means of supporting children with Social and Emotional Barriers as we can show clear progress alongside "Think Tank"	
Maths Club	To improve attainment in maths	By the end of KS1 100% children eligible for PP met the required standard in mathematics. 33% of children met the standard for GD.	This approach has been successful this year to support fluency and confidence in mathematics and will continue next year.	

Reading Club	To improve attainment in reading	This was not as well attended as was anticipated by children eligible for PP. Of those children who attended 20% of children met the required standard.	This club has not been well attended by children eligible for PP this year. Lesson learnt is that next year our priority will lie with engagement of parents with their children to develop the importance of reading at home.	
Letterbox club	To develop vocabulary	100% of children eligible for PP that attended the club met the required standard in reading and writing.	Lessons learnt for the next year when the intervention will carry on is that this club will be ran at lunchtime so as to maximise engagement for all children including those eligible for PP	
Well Comm	To improve oracy	100% of children eligible for PP are now working at ARE for communication and language	This is a very successful intervention and we will continue with this next year. It is recognised that some children are entering school with a reduced vocabulary and the need for this intervention integral.	
Talk Boost	To improve oracy	100% of children made expected progress from starting point	This is a very successful intervention and we will continue with this next year.	
Private SALT	To support early intervention	This had made significant impact for children eligible for PP as waiting time to be seen by an NHS SALT is currently 26 weeks meaning the gap widening.	This is a very successful intervention and we will continue with this next year. Small group work moving forward will be a strategy monitored by the SALT so as to ensure that their time and expertise maximised for all children.	£300
Listening Program	To support engagement	100% of pupils eligible for PP made at least expected progress in listening and attention. 80% of children met the Early Learning Goal in listening and attention.	This is a very successful intervention and we will continue with this next year. Early intervention has impact further up the school in reading and writing using this programme.	
Working Memory Intervention	To develop thinking skills	100% of pupils eligible for PP made expected progress across the curriculum in Y1	Lesson Learnt - Use of specific 6 week intervention so as to ensure entry and exit data for specific working memory and retention specific to class need. TA designated to class will deliver this.	
Working Memory Intervention	To improve attainment in reading	100% of children eligible for PP made expected progress in reading compared to 100% of other children in Y2	Continue with bespoke intervention so as to ensure specific barriers are addressed.	

### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Rainbow Room Support	Support with homework	The Rainbow Room has been integral to the emotional well-being of all children in school. It has been accessed by children eligible for PP and other children before school and during the school day to provide 1:1 support in all aspects of the curriculum including homework and home reading. This has shown in Year 1 that 100% of children achieved ARE in reading, 100% in writing and 100% in maths.	This will continue this next year maintaining the role of the Pastoral Support Coordinator, who is available daily to support children in groups or on a 1:1 basis. TA's will listen to children eligible for PP 3 times a week and a teacher once a week giving the children a total of 4 reads a week.	£20395
Attendance Monitoring	To stay at 96% attendance	This year the attendance of children eligible for PP was 95.2%. This can be compared to 96.6% for other children. Attendance has been monitored termly so as to support families in this area should they need it.	This will carry on next year so as to maintain the schools ambitious target of 97% attendance. Non-attendance will continue to be logged.	
Parental engagement Craft Clubs	To improve attainment	50% of children eligible for PP attended 1 club or more	This will continue next year. Moving forward a more holistic approach to parenting will involve parenting courses for all families including those eligible for PP.	
CPoms Annual Licence	To support children's well being	CPoms has provided a whole school approach to reporting and recording around the whole child. It has been accessed by all staff meaning that reporting is clear and factual.	This will continue next year.	

Children's' University	Raise aspirations and develop cultural capital to succeed as an adult and make a positive contributions	100% of pp pupils graduated from Children's University at the end of Year 2	This will continue next year.	£1000
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