

## Heather Ridge Infant School – Pupil Premium Strategy Statement 2017 - 2018

Summary Information				
School	Heather Ridge Infant School			
Academic Year	2017 - 2018	Total PP Budget	£14.400	Breakdown of numbers:
Total Number of Pupils	182	Number of Pupils eligible for PP	7 in Year 2 9 in Year 1 6 in Year R Total: 22	3 deprived and 4 service children in Year 2 4 deprived, 3 service and 2 LAC children in Year 1 4 deprived and 2 service children in Year R

Outcomes for the Academic Year 2018 – 2019		
	Achievements of the eligible PP pupils at Heather Ridge. (6 pupils at end of KS1 2 of the pupils who are eligible for PP)	National Average of non-eligible children for 2018
% achieving expected standard + in reading	50%	76%
% achieving expected standard + in writing	50%	70%
% achieving expected standard + in mathematics	50%	76%
% achieving expected in reading, writing and maths	50%	

## Review of Outcomes for 2017 - 2018

Barriers	Desired Outcomes	Success Criteria	Review / Outcomes Summer 2018
Lower speech and language skills to express oneself. Lower confidence and/or self-esteem.	Communicate clearly and confidently. Be able to recognise and express one's emotions. Join in with class activities and lessons, communicating with both adults and peers. Be able to manage their emotions effectively.	PP children become more engaged in class activities and lessons through their spoken interaction skills.  PP children are managing their emotions more effectively.	Pupils receiving PP funding have shown greater self confidence in their learning and are more confident to express themselves and engage in class activities with adults and peers- asking for help where needed.  They are confident to express their feelings and manage these when in tricky situations.  They are more confident in maintaining friendships and understanding how friendships work.
Lower reading and writing skills	To be reading and writing at the expected standard for the relevant year group. Correct pronunciation of the taught phonemes. Ability to segment and blend. Read and spell the common exception words for the appropriate year group. Write letters in the cursive style. Write sentences	PP children make expected progress and attainment for reading and writing for their relevant year group.	In EYFS 66.6% of PP pupils have achieved the early learning goal in reading (0% exceeded the early learning goal). In EYFS 66.6% of PP pupils have achieved the early learning goal in writing (0% exceeded the early learning goal) In EYFS 66.6% achieved GLD at the end of the year. In KS1 50% of PP pupils have achieved the expected standard + in reading, with that 50% making more than expected progress in reading. In KS1 50% of PP pupils have achieved the expected standard + in writing with 16.6% making more than expected progress.

	appropriate to the relevant year group.		
Fewer opportunities to access enrichment opportunities.	Develop a sense of belonging, engagement, enjoyment, and motivation	PP children can participate in and enjoy relevant enrichment opportunities. (school trips, swimming, age 5+ school milk, uniform, and breakfast club)	<p>All PP pupils were funded for year group trips/in school visiting workshops.</p> <p>All PP pupils were funded for milk if needed.</p> <p>PP pupils were supported with funding to attend an extra-curricular club if needed.</p> <p>Higher level of engagement and enjoyment in school activities which supported curriculum learning.</p> <p>Opportunities for participating in extra curricular clubs enabling them to participate in activities with their peers.</p>

### Planned Provision for 2017 – 2018

Desired Outcome	Provision	Budget	Monitoring	Planned impact
<p>Communicate clearly and confidently.</p> <p>Improve the social and emotional resilience and be able to recognise and express one's emotions.</p>	<p>Social skills and building confidence/self-esteem groups.</p> <p>Lego/drawing and talking therapy.</p> <p>Understanding emotions</p>	<p>ELSA: £4,258</p> <p>ELSA and Ed Psychologist provision-£200</p> <p>Resources: £1,500</p>	<p>SENCO monitoring of ELSA input.</p> <p>Class teachers termly evaluation of ELSA sessions.</p>	<p>Confidence and self-esteem are raised.</p> <p>They become more engaged in class activities and lessons through their spoken interaction skills</p>

<p>Gain strategies to help them when they are angry or frustrated.</p> <p>Understand how to make and maintain friendships.</p> <p>Increase confidence and self-esteem</p>	<p>ELSA books to support sessions.</p> <p>ELSA (Emotional literacy support assistant). Training for staff on sensory circuits.</p>	<p>Extra LSA 1 PM for Extra ELSA £1,275</p>	<p>SEND admin to monitor ABC forms and present data to SLT. Help to identify any repeated behaviour.</p> <p>Termly Pupil Progress meetings.</p> <p>Learning Walk. Termly L and T Committee meetings. (Governors).</p>	<p>with both adults and peers.</p> <p>Children can control their emotions better and less ABC forms are being filled in.</p>
<p>Improve language and literacy skills for pupils eligible for PP in Reception class and throughout the school</p> <p>To improve pupils progress and attainment in reading in EYFS and KS1.</p>	<p>One to one intervention sessions following individually planned targets. Areas targeted include: Correct pronunciation of the taught phonemes. Ability to segment and blend.</p> <p>To improve pupils' ability to decode and understand more complex vocabulary and meaning of texts.</p> <p>Read and spell the common exception words for the appropriate year group.</p>	<p>LSA Interventions</p> <p>Small groups</p> <p>Elklan training for an LSA</p> <p>Author visit helping to instil enthusiasm and excitement- 'awe'.</p> <p>Resources- updating of library books (PTA funded) and reading scheme.</p> <p>Reading course for Literacy lead.</p>	<p>Assessment lead in liaison with Literacy lead to monitor progress, attainment, and provision.</p> <p>Termly Pupil Progress meetings.</p> <p>Termly L and T Committee meetings. (Governors)</p> <p>PIMs meetings led by Literacy lead</p>	<p>Children are confident in their interactions with all staff throughout the school.</p> <p>Individual pupils have targeted learning which supports their language development</p> <p>LSA confident about sharing knowledge gained from Elklan training and helps to support other LSA's within the school- offering guidance and support where necessary</p>

	<p>Write letters in the cursive style. Write sentences appropriate to the relevant year group. Displays in the school promoting reading. 'Caught reading' Children encouraged to take part in the Summer Reading Challenge.</p> <p>'Reading buddies' to be set up initially for KS1 and then rolling out to EYFS. Children to read and share books together.</p> <p>Ensuring quality teaching of phonics daily</p>	<p>Teacher resources purchased to use that are quality texts</p> <p>PIMs meeting for literacy lead to impart knowledge with colleagues</p> <p>Parents workshops on reading and phonics</p> <p>Science magazine subscription purchased and shared with children. Encourage the children to read different genres</p> <p>Release time for Literacy lead to visit another school.</p> <p>£2603</p>		<p>Children are aware of the expectations with their reading and writing and are encouraged to always try their very best. Teachers notice an increase in the children's resilience and to 'have a go'. These are celebrated weekly in golden assembly and within the classroom displays- 'star writers'</p> <p>Displays and planned events within school help to promote positivity towards reading and writing.</p> <p>Phonics is taught daily and is targeted to the children's ability. Children are confident in their phonics and are applying this to both their reading and writing. There is a consistency within the school on delivering phonics and an expectation.</p>
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<p>To enhance pupils' opportunities, interests, engagement, and extended learning. Increased self-esteem and confidence</p>	<p>Use of external clubs to provide an opportunity to be part of a team.</p> <p>Subscriptions where needed for enrichment opportunities e.g. trips, after school clubs, swimming, Health and Nutrition e.g. school milk- age 5+, uniform, breakfast club.</p>	<p>Use of external clubs: Rock Steady Football Gymnastics</p> <p>£1,210</p> <p>School Trips uniform: £1,380</p>	<p>Sports lead to ensure that PP children are given the same opportunities to access clubs as other children within the school.</p> <p>All CT's aware of their PP children and suggest to SLT any children they feel would benefit from support with outside clubs.</p>	<p>Children's engagement with learning is enhanced and supported by quality school trips that have been carefully chosen and planned. This helps to assist in gaining awe and wonder in pupils.</p> <p>PP children who may not ordinarily be given the opportunity to attend after school clubs have this support if needed enabling them to feel part of the school community and support their well-being.</p>
<p>To improve children's ability to reason when tackling mathematical problems. To improve children's ability to understand and apply mathematical concepts appropriate for their age group.</p>	<p>Subscriptions where needed for enrichment opportunities- Athletics</p> <p>Release time for maths lead to undertake lesson observations</p> <p>Class teachers to audit resources and maths lead to purchase any resources that will help</p>	<p>£1,974</p>	<p>Assessment lead in liaison with maths lead to monitor progress, attainment, and provision.</p> <p>Maths Governor visit to gain an understanding of the maths learning within the school. Governor visit report to be completed and shared with all governors at FGB.</p>	<p>All staff have a better understanding of the importance of developing children's maths reasoning skills at all age groups.</p> <p>Children are confident to talk about how they got their answer and why they think their answer is correct</p>

	<p><b>support maths learning within each year group</b></p> <p><b>PIMs training for all staff via Babcock on maths reasoning and its importance</b></p>		<p><b>Maths leadership time. To enable Pupil voice to be gained and for an understanding of how children's maths reasoning skills are developing</b></p> <p><b>SENCo to support maths and assessment lead in monitoring the pupil progress.</b></p> <p><b>SLT meeting class teachers to discuss pupil progress and interventions that may need to take place</b></p>	<p><b>A love and enthusiasm for maths is clearly encouraged within the school.</b></p>
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