



Heather Ridge Infant School



Pupil Premium strategy 2017-2018

1. Summary information					
School	Heather Ridge Infant School				
Academic Year	2016/17 results 2017/18 funding	Total PP budget	£19,380	Date of most recent PP Review	Sept 17
Total number of pupils	178	Number of pupils eligible for PP	17	Date for next internal review of this strategy	Dec 17

2. Current attainment (Academic Year 2016-2017)		
End of KS1 2017 (3 children Pupil Premium)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected or above progress in reading, writing and maths	78%	%
% making expected or above progress in reading	33%	78%
% making expected or above progress in writing	100%	71%
% making expected or above progress in maths	100%	78%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Attitudes to learning need strengthening by developing confidence and self esteem
B.	Accelerate progress in writing and numbers in KS1 for those who did not make the expected progress at the end of EYFS
C.	Accelerate progress in writing, maths and reading in KS1 for those who did not make the expected progress at the end of Year 1
D.	Early identification in EYFS of those pupils not making age related expectations in Reading, Writing and Numbers
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Reduced opportunities for homework and reading effect academic progress

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve language/literacy/numeracy skills for pupils eligible for PP in EYFS	Pupils make expected progress and age related expectation by end of the academic year
B.	Accelerate progress in writing for Pupils eligible for PP in KS1	Pupils eligible for PP in years 1 and 2 make progress in order to achieve expected progress or above by the end of KS1 and bring attainment in line with their peers.
C.	Accelerate progress in Reading for pupils eligible for PP in KS1	Pupils eligible for PP in year 2 make progress in order to achieve expected progress or above by the end of KS1 and bring attainment in line with their peers.
D.	Accelerate progress in Math for pupils eligible for PP in KS1	Pupils eligible for PP in years 1 and 2 make progress in order to achieve expected progress or above by the end of KS1 and bring attainment in line with their peers.
E.	Increase social and emotional wellbeing of those pupils who demonstrate a barrier and increase their confidence and self-esteem in order to aid learning	Improved social and emotional wellbeing resulting in progress in attainment

5. Planned expenditure					
Academic year	2017/18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerated progress in writing for Pupils eligible for PP in KS1	Emphasis on good quality teaching . Targeted interventions to improve fine motor skills to help aid writing. Targeted phonic sessions for those not making expected progress	% of pupils eligible for PP achieving expected progress in Year 1 is lower than that of their peers therefore this will impact on progress and attainment by the end of year 2	Observations, work scrutiny, pupil progress meetings	Literacy co-ordinator	Termly pupil progress meetings

Accelerated progress in Reading for Pupils eligible for PP in KS1	Emphasis on good quality teaching . Targeted interventions to improve reading with Read to Dogs programme. Additional reading groups set up. Targeted intervention groups to help with sounding out words	% of pupils eligible for PP achieving expected progress in Year 1 is lower than that of their peers therefore this will impact on progress and attainment by the end of year 2	Observations, work scrutiny, pupil progress meetings	Literacy co-ordinator	Termly pupil progress meetings
Accelerated progress in Math for Pupils eligible for PP in KS1	Emphasis on good quality teaching . Targeted interventions to improve number recognition, number formation, shape recognition and matching numbers to quantity	% of pupils eligible for PP achieving expected progress in Year 1 is lower than that of their peers therefore this will impact on progress and attainment by the end of year 2	Observations, work scrutiny, pupil progress meetings	Maths co-ordinator	Termly pupil progress meetings
Total budgeted cost					£7,856
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the social and emotional resilience of those children who need to increase their confidence and self-esteem	Use of ELSA to support children and increase their social and emotional skills	Research shows that SEL interventions have an identifiable and significant impact on attitudes to learning. In school research has shown that children with higher confidence and self-esteem do better than those with lower.	Cross reference SEL interventions with academic progress. Regular meetings between ELSA and SENCO	SENCO	Termly

Improve language/literacy skills for pupils eligible for PP in Reception class	Targeted small group intervention. Focused fine motor control group intervention	Use of this intervention last year has had proven impact	Observations, work scrutiny, pupil progress meetings	EYFS lead	Termly
Total budgeted cost					£10,800
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased self esteem and confidence	Extra curricular activities through a variety of external clubs	Not all pupils eligible for FSM come from a wealthy background and therefore do not experience the same as some of their peers. Having access to these boosts social skills, confidence building, co-ordination and a sense of achievement.	Pupil progress meetings ELSA feedback	SENCO	Termly
Identification of EYFS pupil needs	Earmark funds whilst the new EYFS pupils settle and we are able to evaluate their needs				
Total budgeted cost					£2,000