

## Heather Ridge Infant School – Pupil Premium Strategy Statement 2019 - 2021

Summary Information					
School	Heather Ridge Infant School				
Academic Year	<b>2019 - 2020</b>	<b>Total PP Budget</b>	<b>£22,420</b>	<b>£17,040</b>	<b>Breakdown of numbers:</b>
Total Number of Pupils	180	<b>Number of Pupils eligible for PP</b>	6 in Year 2	7 in Year 2	4 deprived and 2 service in Year 2
			7 in Year 1	6 in Year 1	3 deprived and 4 service children in Year 1
			6 in Year R	6 in Year R	3 deprived and 3 service children in Year R (LAC joined December 2019)
			Total: 19		3 deprived and 4 service children in Year 2
					3 deprived, 2 service and 1 LAC children in Year 1
					5 deprived and 1 service children

**Please note:**

Due to global pandemic COVID19, there is no end of year data for any child across our school. We believe that these targets for all and PP children should continue throughout 2020-2021. For this reason, you will not see any data below.

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

## Review of Outcomes for 2019 - 2020

Barriers	Desired Outcomes	Success Criteria	Review / Outcomes Summer 2020/2021
<p>High SEN need within EYFS (September 2019)</p> <p>Need for a space to enable sensory activities can be provided</p> <p>To offer emotional and social support, either in a small group or 1:1.</p> <p>Develop behaviour strategies to help children to manage emotions and ensure that they are ready to lean in the classroom</p> <p>Support children's mental health and well being</p>	<p>Communicate clearly and confidently.</p> <p>Be able to recognise and express one's emotions in a positive way.</p> <p>Join in with class activities and lessons, communicating with both adults and peers.</p> <p>Develop resilience- ensuring that they can persevere even when tasks are tricky.</p> <p>Sensory area supports children's mental wellbeing.</p>	<p>PP children become more engaged in class activities and lessons through their spoken interaction skills.</p> <p>PP children are managing their emotions more effectively.</p> <p>Opportunities to use sensory activities throughout the week/day as planned.</p>	
<p>Develop writing skills and ensure that children are applying their phonics sounds when writing independently</p>	<p>To be writing at the expected standard for the relevant year group.</p> <p>Ensure teacher knowledge and expectations are high</p> <p>Correct pronunciation of the taught phonemes.</p>	<p>PP children make expected progress and attainment for writing for their relevant year group.</p> <p>Application of sounds are commonly identified</p>	

	<p>EYFS to offer 'fun' writing opportunities during the children's independent learning time.</p> <p>Identify barriers for application of spelling when writing independently.</p> <p>Introduction of 'Star Writers' books across the school. Children to write independently in these once a month.</p>	<p>when looking at children's literacy books.</p> <p>Star Writers books shows a progression in the children's writing skills throughout each year group.</p>	
<p>Lunchtime support for Pupil Premium children</p>	<p>Additional staff at lunchtime to support children with emotional needs and support them through play</p>	<p>Children will feel more supported during lunchtimes.</p>	
<p>Fewer opportunities to access enrichment opportunities.</p>	<p>Develop a sense of belonging, engagement, enjoyment, and motivation</p>	<p>PP children can participate in and enjoy relevant enrichment opportunities. (school trips, swimming, age 5+ school milk, uniform, and breakfast club)</p>	

## Planned Provision for 2019 – 2020

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>Gain strategies to help them when they are angry or frustrated.</p> <p>Increase confidence and self-esteem.</p> <p>Space for children to access resources to support their mental well being</p>	<p>Social skills and building confidence/self-esteem groups.</p> <p>Lego/drawing and talking therapy.</p> <p>Understanding emotions ELSA books to support sessions.</p> <p>ELSA (Emotional literacy support assistant). Training for staff on sensory circuits.</p>	<p>ELSA: £10,058</p> <p>ELSA and Ed Psychologist provision-£200</p> <p>Resourcing of the sensory room: £1,665 (blinds came from a donation in the community)</p> <p>ELSA books: £600</p> <p>Extra staff for lunchtimes: £1,000</p>	<p>SENCO monitoring of ELSA input and sensory room.</p> <p>Class teachers termly evaluation of ELSA sessions.</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>Confidence and self-esteem are raised.</p> <p>They become more engaged in class activities and lessons through their spoken interaction skills with both adults and peers.</p> <p>Children can control their emotions better and less ABC forms are being filled in.</p> <p>The sensory room is having a positive impact on the children's mental health.</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</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>LSA Interventions</p> <p>Resources- updating of library books (PTA funded) and reading scheme.</p>	<p>Assessment lead in liaison with Literacy lead to monitor progress, attainment, and provision.</p> <p>Termly Pupil Progress meetings.</p>	<p>Children are confident in their interactions with all staff throughout the school.</p> <p>Individual pupils have targeted learning which</p>

<p><b>in writing in EYFS and KS1.</b></p>	<p><b>Read and spell the common exception words for the appropriate year group.</b></p> <p><b>Write letters in the cursive style. Write sentences appropriate to the relevant year group.</b></p> <p><b>Dino clubs for EYFS to run earlier in the year.</b></p> <p><b>Planned opportunities to write enable pupils to gain a love of writing</b></p> <p><b>Displays in the school promoting reading.</b></p> <p><b>‘Reading buddies’ Children to read and share books together.</b></p> <p><b>Ensuring quality teaching of phonics daily</b></p> <p><b>Audit of literacy and maths resources</b></p>	<p><b>PIMs meeting for literacy lead to impart knowledge with colleagues</b></p> <p><b>Writing materials purchased for the EYFS area.</b></p> <p><b>£5,366</b></p>	<p><b>Termly L and T Committee meetings. (Governors)</b></p> <p><b>PIMs meetings led by Literacy lead</b></p> <p><b>Literacy lead to look at the teaching of phonics across the school</b></p> <p><b>HLTA observations of LSA’s on phonics teaching and benchmarking</b></p>	<p><b>supports their language development</b></p> <p><b>LSA confident when supporting the teaching of phonics.</b></p> <p><b>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’</b></p> <p><b>Phonics is taught daily and is targeted to the children’s ability. Children are confident in their phonics and are applying this is both their reading and writing. There is a consistency within the school on delivering phonics and an expectation.</b></p>
---	--	--	--	---

				<p>Children to be confident when asked to reason with their maths learning.</p> <p>All staff have a better understanding of the importance of developing children's maths reasoning skills at all age groups.</p>
<p>Extra LSA intervention to help support children's literacy and numeracy skills</p>	<p>LSA 3 mornings a week to support across KS1 initially and then moving into EYFS</p>	<p>£301</p>	<p>Literacy, maths and Assessment lead to monitor the impact of the intervention.</p>	<p>Children's attainment in literacy and maths is raised. Children are confident and resilient in tackling tasks in class more independently.</p>
<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>£1,350</p> <p>School Trips uniform: £1,880</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</p>

				<b>community and support their well-being.</b>
--	--	--	--	--