

## Heather Ridge Infant School – Pupil Premium Strategy Statement 2018 - 2019

Summary Information				
School	Heather Ridge Infant School			
Academic Year	2018 - 2019	Total PP Budget	£22,540	Breakdown of numbers:
Total Number of Pupils	180	Number of Pupils eligible for PP	9 in Year 2 6 in Year 1 10 in Year R Total: 25	4 deprived, 3 service and 2 PLAC children in Year 2 4 deprived and 2 service children in Year 1 3 deprived and 7 service children in Year R

Outcomes for the Academic Year 2018 – 2019		
	Achievements of the eligible PP pupils at Heather Ridge. (9 pupils at end of KS1 7 of the pupils who are eligible for PP)	National Average of non-eligible children for 2018
% achieving expected standard + in reading	88.8%	76%
% achieving expected standard + in writing	66.6%	70%
% achieving expected standard + in mathematics	77.7%	76%
% achieving expected in reading, writing and maths	66.6%	

## Review of Outcomes for 2018 - 2019

Barriers	Desired Outcomes	Success Criteria	Review / Outcomes Summer 2019
<p>To offer emotional and social support, either in a small group or 1:1.</p> <p>Develop confidence and/or self-esteem.</p> <p>Develop speech and language skills to express oneself.</p> <p>Develop behaviour strategies to help children to manage emotions and ensure that they are ready to lean in the classroom</p>	<p>Communicate clearly and confidently.</p> <p>Be able to recognise and express one's emotions.</p> <p>Join in with class activities and lessons, communicating with both adults and peers.</p> <p>Be able to manage their emotions effectively and feel ready to learn.</p> <p>Develop resilience- ensuring that they can persevere even when tasks are tricky</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>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.</p> <p>They are confident to express their feelings and manage these when in tricky situations.</p> <p>Encouraged to persevere when tasks are tricky and to be able to access a set of skills to enable them to manage their learning environment independently.</p> <p>They are more confident in maintaining friendships and understanding how friendships work.</p> <p>ELSA enabled pupils to dip in and out of support when needed. Could also have access to 'lunch bunch' again if it felt that it was needed. This ensured that pupils felt that they were supported. Children picked up early in</p>

			<p>Year R to ensure that support was offered early.</p> <p>Good to be green scheme was used effectively for behaviour.</p>
<p><b>Develop reading ,writing and maths skills</b></p>	<p><b>To be reading and writing at the expected standard for the relevant year group.</b></p> <p><b>Correct pronunciation of the taught phonemes.</b></p> <p><b>Ability to segment and blend.</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.</b></p> <p><b>Write sentences appropriate to the relevant year group.</b></p> <p><b>EYFS to offer ‘fun’ writing opportunities during the children’s independent learning time.</b></p> <p><b>Maths- all staff are helping to develop the children’s mathematical reasoning skills</b></p>	<p><b>PP children make expected progress and attainment for reading and writing for their relevant year group.</b></p>	<p>In EYFS 100% of PP pupils have achieved the early learning goal in reading (44.4% exceeded the early learning goal). In EYFS 100% of PP pupils have achieved the early learning goal in writing (0% exceeded the early learning goal) In EYFS 90% achieved GLD at the end of the year. In KS1 90% of PP pupils have achieved the expected standard + in reading, with that 11.1% making more than expected progress in reading. In KS1 66.6% of PP pupils have achieved the expected standard + in writing with 16.6% making more than expected progress.</p> <p>More opportunities to write we recognised in the EYFS classroom. Children were encouraged to write daily and lots of shared writing experiences were happening. Children were praised for their efforts and this instilled a love of writing. Teachers particularly thought of writing activities that caught the children’s imagination and interest. Lots of ‘writing materials’ were purchased. Dino clubs happened earlier in the year and was a great success. An EYFS writing intervention was also set up- again another success.</p> <p>Targeted children were given the opportunity to work with an LSA on a 1:1 or small group</p>

			<p>basis to ensure that they are having support with their learning.</p> <p>Children are becoming more confident with their maths reasoning</p>
<b>Fewer opportunities to access enrichment opportunities.</b>	<b>Develop a sense of belonging, engagement, enjoyment, and motivation</b>	<b>PP children can participate in and enjoy relevant enrichment opportunities. (school trips, swimming, age 5+ school milk, uniform, and breakfast club)</b>	<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. Breakfast club was offered to children who needed the extra support and enabled the start of the day to be a positive one.</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. All PP children were asked to participate first in any activities.</p> <p>All children were allowed the opportunity to take part in a multi skills club that ran in the lunchtimes one day a week (on rotation)</p>

## Planned Provision for 2018 – 2019

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>Understand how to make and maintain friendships.</p> <p>Increase confidence and self-esteem</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>Resources: £1,520</p> <p>Extra LSA 1 PM for Extra ELSA £1,375</p>	<p>SENCO monitoring of ELSA input.</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>To provide targeted transition support to Year 3 for vulnerable pupils, including extra visits to new schools</p>	<p>Liaison with the local junior school to provide extra opportunities for pupils to have extra visits- as they are 'wobbly' children.</p>	<p>£253</p>	<p>SENCo to liaise with the class teachers in both Year 2 and Year 3. Liaise with the parents. CT's to discuss children in depth with year 3 CT's/SENCO.</p>	<p>Positive feedback from parents about the transition visits organised. Children feel far more settled and comfortable with their new school environment.</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, writing and maths 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>Write letters in the cursive style. Write sentences appropriate to the relevant year group.</p>	<p>LSA Interventions</p> <p>Small groups</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>Book fairs organised to promote a love of reading. Money raised enable the school to purchase new books.</p> <p>Active learn- 'Bug Club' to be used at home for the parents as an online reading platform</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>Literacy lead to look at the teaching of phonics across the school</p> <p>HLTA observations of LSA's on phonics teaching and benchmarking</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 when supporting the teaching of phonics.</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</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>Purchase of new benchmarking folder</b></p> <p><b>PIMs meeting for literacy lead to impart knowledge with colleagues</b></p> <p><b>Parents workshops on reading and phonics with links on the school website</b></p> <p><b>Writing materials purchased for the EYFS area.</b></p> <p><b>Maths reasoning PIMS meeting for all staff</b></p> <p><b>£5,603</b></p>	<p><b>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><b>Children to be confident when asked to reason with their maths learning.</b></p> <p><b>All staff have a better understanding of the importance of developing children’s maths reasoning skills at all age groups.</b></p>
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Extra LSA intervention to help support children's literacy and numeracy skills	LSA 3 mornings a week to support across KS1 initially and then moving into EYFS	£301	Literacy, maths and Assessment lead to monitor the impact of the intervention.	Children's attainment in literacy and maths is raised. Children are confident and resilient in tackling tasks in class more independently.
To enhance pupils' opportunities, interests, engagement, and extended learning. Increased self-esteem and confidence	<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 community and support their well-being.</p>