Pupil Premium Report

2018-2019

Pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

In the 2018 to 2019 financial year, schools receive £1,320 for each child in Reception to Year 6 registered as eligible for free school meals at any point in the last 6 years.

Schools also receive £2,300 for each pupil identified in the spring school census as having left local-authority care because of one of the following: adoption; a special guardianship order; a child arrangements order; or a residence order.

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £2,300 rate.

Children who have been in local-authority care for 1 day or more also attract £2,300 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child.

Pupil premium funding is paid to the local authority in quarterly instalments, and they pass the funding on to schools.

In the 2018 to 2019 financial year, pupil premium funding is paid to local authorities on:

- 29 June 2018
- 28 September 2018
- 28 December 2018
- 29 March 2019

At Bagshot Infant School for the academic year 2018-2019 our total number of pupils who are eligible for Pupil Premium funding is:

27 (17%)

Our total PP funding is:

£36,620

In order to ensure we use this extra funding effectively and continue to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers, the senior leadership team (SLT) have discussed effective practice and combined their professional knowledge with evidence to draw up a robust action plan for our school.

We have also drawn up our Pupil Premium Strategy Statement, (see below) which is also available to view on our school website.

(Sources consulted: The Education Endowment Foundation's teaching and learning toolkit , families of schools toolkit and evaluation tool. The NfER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress. Oftsed's *Unknown children- destined for disadvantage?* Our RAISE online data, staff and pupil consultation, our Pupil Asset data, our EYFS profile data including our GLD, our Year 1 phonics screening and our end of Key Stage One data, our attendance records and our most recent Ofsted reports.)

As a staff we have attempted to define the term 'disadvantaged'. We believe it includes:

- Children eligible for Pupil Premium funding
- Children who have received/ were eligible for a funded place in pre-school
- Children in Reception with poor speech and language
- Children being looked after by someone other than their parents
- Children whose family members are known to have been involved in crime
- Children with young or teenage parents
- Children with SEN

- Children with EAL
- GRT children
- Summer born children

Strategy Statement 2018-2019

1. Summary information

School	Bagshot Infant School				
Academic Year	2018/2019	**Total PP budget**	£36,620	**Date of most recent PP Review**	07/2018
Total number of pupils	162	**Number of pupils eligible for PP**	27(17%)	**Date for next internal review of this strategy**	07/2019

2. Current attainment

	Pupils eligible for PP	All pupils(School)	All Pupils National
% of Reception children achieving GLD (Good Level of Development)	86% (6 pupils) 6/7	81%	-
% passing Phonics screening in Year 1	55% (6 pupils) 6/11	74%	82%
% passing Phonics screening in Year 2	50% (4 pupils) 4/8	50%	92%
% achieving expected or above in reading in Year 2	25% (3 pupils) 3/12	64%	75%
% achieving expected or above in writing in Year 2	17% (2 pupils) 2/12	63%	70%
% achieving expected or above in maths Year 2	58% (7 pupils) 7/12	75%	76%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Poor language skills

B.	Social and Emotional development		
C.	Parental Engagement		
External barriers *(issues which also require action outside school, such as low attendance rates)*			
D.	Attendance		
E.	Family literacy		
F.	Cost of attendance at extra-curricular activities		
4. Desired outcomes *(Desired outcomes and how they will be*		**Success criteria**	
A.	Early identification of PP families	Regular meetings held with Children's Centre and pre-schools to identify families early. Bespoke transition plans in place for identified children and families.	
B.	Increased attendance of all children	% increase in attendance, each term.	
C.	Children demonstrate increased levels of well-being, and are increasingly demonstrating good learning behaviours	Nurture Group sessions successful, targets met and reintegration to classroom successful. Successful weekly ELSA sessions held with PP children, extended to include Year R.	
D.	Increased Parental/ Family Engagement	SLT visible and approachable outside and around school every morning. Open, welcoming environment and ethos. Year R hosting termly 'Learn with me' sessions	

E.	% of PP children achieving GLD in Reception continues to rise.	% PP children achieving GLD continues to rise	
	Improved % of PP children passing Phonics screening in Year 1	% PP children passing check increases	
	Improved % of PP children achieving 'Expected' and above in Reading, Writing and Maths	% PP children achieving expected continues to increase	
		Gaps between PP and non PP children's progress and achievement closing	

5. Planned expenditure	
Academic year	**2018-2019**

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?
Quality First teaching for all	Staff annual appraisals, CPD	Ofsted's 2014 report on PP progress Professional knowledge	SLT monitoring, learning walks, lesson observations, book scrutiny, tracking data	KA, JB, BP	Annually in October

| Whole school ethos of attainment for all | PP children 1st item on agenda at every Pupil Progress meeting
PP children referred to in all planning/ differentiation
PP item on agenda for every GB meeting | Professional knowledge, staff discussion | Monitoring of PP documentation and meetings
Monitoring of planning
Learning walks
Monitoring of GB minutes and meetings | KA | Every term |

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?
Children demonstrate increased levels of well-being, and are increasingly demonstrating good learning behaviours in class, therefore demonstrating rapid progress in reading, writing and maths	ELSA to continue in Year 1 and Year 2 and be embedded in Year R New ELSA TAs trained (x2) Dedicated nurture group embedded and Nurture mark initiated	Success of approach in previous years with Year 1 and Year 2 children and Early Help model. EEF Early Years Toolkit Increased Emotional, Social, Behaviour difficulties being demonstrated. Nurture and ELSA techniques proven to be successful	Monitoring by SLT Feedback and monthly meetings with Nurture Group staff Feedback from ELSA TAs Data tracking PP meetings	KA,JC, JH, SM,LS	Termly via Pupil Progress meetings Half-termly data analysis by KA
Rapid progress of C&L in Reception	Targeted intervention/ support by LS with SALT and OT in reception	EEF Toolkit Success of interventions in previous year	Monitoring by FC Feedback from LS Data tracking	FC, LS	TA meetings led by FC Termly Pupil progress meetings Half-termly data analysis by KA

Accelerated progress for our PP children in Phonics, reading, writing and maths	Targeted intervention groups Dedicated intervention/ nurture group practice embedded	Maths Intervention groups (YrR-2) English Intervention group (Yr R-2) SALT groups (Yr R-2) Intervention teacher working specifically with our PP children (0.4) EEF Toolkit Accredited Nurture Group Training	Monitoring and data tracking by FC Pupil Progress Meetings	KA/FC	TA meetings led by FC Termly Pupil Progress meetings Half-termly data analysis by SLT Termly FGB reviews

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?
Early Identification of PP families	Liaising with our Children's Centre and pre-schools	EEF Toolkit Ofsted '*Unknown Children- Destined for Disadvantage*?'	Monitoring, meeting minutes, bespoke transition plans implemented	KA, FC, RP	Half-termly
Increased participation in extra-curricular activities (breakfast club, lunchtime SCL sports clubs) of PP children	Promotion of activities via website, SLT in playground before school, targeted families given information and advice by SLT and office staff Funding available for uniforms, breakfast club, school trips	Professional knowledge	Monitoring, feedback	KA, FC, JC, CB	Weekly

6. Review of expenditure

Previous Academic Year	2017-2018

i. Quality of teaching for all

Desired outcome	Chosen action / approach	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)
Improved transition between pre-school and reception and year 2 and KS2	Review Transition arrangements, review transition policy, review transition planning	A review of transition process has shown that it was an overall success for all. Practitioner confidence higher and parent survey shows increased satisfaction.	Overall success, continue with approach, and enhance by early identification, liaising with Children's Centre and pre-schools to offer bespoke transition packages to those families identified.

ii. Targeted support

Desired outcome	Chosen action / approach	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)
Children demonstrate increased levels of well-being, and are increasingly demonstrating good learning behaviours in class, therefore demonstrating rapid progress in reading, writing and maths	ELSA Nurture Group	Outcomes met by all children able to access support.	Successful intervention, need to embed further in YR Nurture group extended to meet needs of more children. Nurturing school mark initiated.

| Accelerated progress for our PP children in Phonics, reading, writing and maths | Intervention groups:

Speech and language

1:1 reading support (FFT)

ELS

First class@ number | Good progress shown in internal data and work.

86% of Year R children, in receipt of funding made expected or better progress in writing, reading and maths.

63% of Year 1 children, in receipt of funding made expected or better progress in reading.

60% of Year 1 children, in receipt of funding made expected progress in maths.

75% of Year 2 children, in receipt of funding made expected or better progress in maths

75% of Year 2 children, in receipt of funding made expected or better progress in reading.

55% of Year 2 children, in receipt of funding made expected or better progress in writing. | Interventions will be continued with a robust timetable, targets, and within dedicated intervention and nurture spaces, with increased accountability through TA meetings with SLT.

Increased focus and monitoring of children, upon entry to Year 1. After good start in Yr R. monitoring more closely to ensure this progress at least continues, if not increases. |