



Downs Infant School

Pupil Premium Report for the Academic Year 2018-19

Pupil Premium funding is delegated to the school to ensure that disadvantaged children are making good progress to close the attainment gap between them and their peers and achieve their potential in spite of their disadvantage. This report details how Downs Infant School has used its Pupil Premium funding for the academic year 2018-19 and the impact of that spending on pupil outcomes. Pupil Premium Plus is additional funding for pupils who are adopted from care or live under special guardianship arrangements.

This report should be read in conjunction with our Pupil Premium Policy.

Contextual Information (as at January 2019 Census)

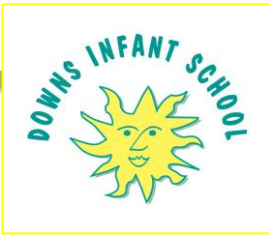
Number of pupils on roll	359
Number of pupils eligible for Pupil Premium (Ever 6)	28
Number of pupils eligible for Pupil Premium Plus	5

Pupil Premium Allocation for the financial year 2018-19

Amount of Pupil Premium funding received	£54,120
Amount of Pupil Premium Plus funding received	£17,600
Total PP funding received	£71,720

How Pupil Premium money was spent 2018-19

School attendance officer	£531.50
Attendance software	£1240.70
Interventions for pupils including 1:1 INA support where there was need and release time for teachers to work 1:1	£72,246.80
Counselling and therapeutic intervention	£1,800
Financial support for attendance	£1,224.48
Out of school provision (After school/holiday clubs/provision of free milk/enrichment activities)	£315.01
Installing laundry facilities	£431.67
Supply cover for SENCo and EYFS leader to visit nurseries for transition/ teachers to work with parents	£3,450
Total	£81,240.16



About the 2018-19 Cohort

In the academic year 2018-19 there were 38 children identified as disadvantaged by eligibility for the Pupil Premium or Pupil Premium Plus (this is over the year, and can change from the January census due to pupil mobility and new claims). This included:

Reception	7 pupils
Year 1	15 pupils
Year 2	16 pupils

Provision for all of these children was tailored according to need, which varied individually. There was considerable overlap within these groups of SEN (Special Educational Needs), in particular in the year 2 cohort. There were no forces children.

What are the barriers and how do we respond to them to promote accelerated progress for disadvantaged children?

The school is committed to 'Quality First' teaching for all pupils, with high aspirations for all pupils. We use the school's 'Learning Heroes' to embed a shared language of learning which teachers and encourages resilience, collaboration, learning from mistakes and embracing challenge. Pupil premium funding is used to release teachers to work with children individually to develop these characteristics if this is holding them back, and to provide time for teachers to develop the skills they need to meet individual needs in class e.g. training, staff development or collaboration.

We continually review progression in the school to ensure that children do not fall behind in their learning. We have developed a progression document against which we check pupils' learning at the end of every term throughout the school and use targeted interventions to support the progress of any children who miss these checkpoints. Pupil premium funding is used to provide additional staff to run these interventions, or to release teachers to be able to deliver them. In 2018-19 we continued with our strategy to release teachers to work 1:1 with the pupil premium and pupil premium plus children in their classes, whether they appeared to be working 'at age expected' or not. All pupil premium children were therefore given additional support to enable them to reach their potential and increase the chances of achieving 'above age expected' levels.

Pupil premium children were discussed in all pupil progress meetings, whether they were 'on track' to meet age expectations or not. We had a particular focus in 2018-19 on children who should be working at age expectation in reading, writing and maths combined at the end of year 2. Children who were eligible for the pupil premium and who were not SEN all achieved at least age related expectations in these subjects combined, apart from one child, who lacked sufficient fluency in reading.

Analysis of attendance data told us that the attendance for pupils who are eligible for the pupil premium was lower than for other groups and so we continued invest in 'Study Bugs', an attendance programme, to help us monitor attendance more closely and more



immediately allowing faster intervention for these children. Persistent absenteeism for pupil premium children as well as others improved during the year. We continue to employ an attendance officer to help us monitor attendance and she has been able to intervene with some of our pupil premium families to help us improve their attendance. Study Bugs also offered a 'self-registration' solution which enabled us to gain an additional 2 weeks of learning time (study conducted by Study Bugs) which we used in Key Stage 1 to provide focussed reading time on a daily basis. As a result the percentage of pupils attaining at greater depth in reading increased to 40%.

During 2018-19 we used phonics to promote the learning of phonics and ran workshops for parents of disadvantaged pupils to show them how to use these resources. Where parents were unable to attend we offered 1:1 sessions with our Reception teachers.

'Pupil Premium Plus' family sessions were also offered by the Pupil Premium Plus champion to facilitate a supportive social network and to share information and resources.

In 2018-19 we addressed the unintended consequence of 'learned helplessness' and low aspiration for pupil premium children who also have an SEN or speak English as an additional language and who may have been over-scaffolded by adult support through the use of skilled INAs to develop systems which use visuals, rewards etc. that class TAs can carry out. This has been successful, although there needs to be revisiting of this when there are changes e.g. following holidays.

We explored models of supervision for staff who are working with the most vulnerable of these pupils so that they were able to sustain their work with them for long term impact on pupil outcomes. Gail, our EP, was able to provide supervision for INAs who were positive about how this helped them to support the most vulnerable pupils, particularly those eligible for the pupil premium who also have SEN.

In Key Stage 1, we ensured that when children receive 1:1 intervention they recorded any learning in the same books as they use for classroom learning so that they are able to make direct links between the areas of learning.

We recognised that our pupil premium and pupil premium plus children were already behind their peers on entry into Reception. In 2018-19 we therefore provided a more comprehensive transition for children joining us from nursery settings including the SENCo and EYFS leader making early visits to settings to discuss needs. Data on these children will be included in the Pupil Premium Report for 2019-20.

Our governor day in July 2019 provided information on the experiences of pupil premium children in the school which will inform further provision.

Purchase of washing machine and tumble dryer allowed us to meet hygiene and toileting needs of pupils without adding additional stress to pupil premium families. This reduced impact on time lost from learning in particular for pupils with emotional needs. We also provide free milk to ensure good nutrition for learning.

Some pupils benefitted from counselling and other therapeutic interventions.



How did these pupils do?

EYFS/Reception

At the end of Reception (the end of the EYFS, 'Early Years Foundation Stage') we report on how many pupils reached a 'Good Level of Development' (GLD). According to this measure 3 out of our 4 children achieved a GLD. This was above elsewhere in the Local Authority, and slightly above National. However, this is just one way of measuring a child's achievements at the end of the EYFS, and includes the 'specific' areas of the curriculum (such as reading, writing and number). When we looked closely at the 'prime' areas, which are considered by EYFS practitioners to be the building blocks of child development and learning and include personal, social and emotional development, physical development and communication and language, our disadvantaged pupils made some excellent progress which is indicative of future progress. These are very small numbers and so percentages and 'trends' need to be looked at very carefully.

2017			2018			2019		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
38%	71%	-33	50%	71%	-21	75%	72%	+3%

Year 1

In Year 1 we report on how many children passed the phonics screening test. 76% of our disadvantaged pupils passed the phonics test, which is above both the LA and National for disadvantaged pupils. The three year average of disadvantaged data for our pupils (81%) is equal to the National average for 'all pupils'. It is 14% above LA and 10% above National disadvantage.

2017			2018			2019		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
79%	81%	-2	85%	83%	+2	76%	82%	-6%

Year 2

At the end of Year 2, which is the end of 'Key Stage 1' we report on children's attainment in Reading, Writing and Maths. For the disadvantaged group, this year saw a dip, which impacted RWM combined in particular. This was due to the significant overlap between the SEN and Disadvantaged group, with all except one of the children eligible for the pupil premium but not on the SEN register children attaining ARE in RWM, and none of the combined SEN/PP group. However, on a three year average, we are in line with National and LA disadvantaged performance. Improving provision for SEN is on the school development plan for 2019-20.



Reading Expected Standard

2017			2018			2019		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
62%	76%	-14	77%	75%	+2	59%	75%	-16%

Reading Greater Depth Standard

2017			2018			2019		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
8%	25%	-17	21%	26%	-5	25%	25%	0

Writing Expected Standard

2017			2018			2019		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
62%	68%	-8	73%	70%	+3	56%	69%	-13

Writing Greater Depth Standard

2017			2018			2019		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
0%	16%	-16	5%	16%	-11	0	15%	-15

Maths

2017			2018			2019		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
54%	75%	-21	78%	76%	+2	50%	76%	-26%

Maths Greater Depth Standard

2017			2018			2019		
PP	National ALL	Difference	PP	National ALL	Difference	PP	National ALL	Difference



	pupils			pupils			pupils	
0%	21%	-21	10%	22%	-12	13%	22%	-9

Next Steps for 2019-20

- Further develop transition for children joining us from nursery settings including the SENCo and EYFS leader making early visits to settings to discuss needs.
- Governor day provided an opportunity for feedback on experiences of children eligible for the Pupil Premium. In particular, the disparate and diverse nature of the needs of these pupils was highlighted, as was the impact of children who have an overlap with SEN. Bespoke support from the teacher and the relationship between the child and the teacher were again highlighted as important in meeting the needs of this diverse group. This continues to be a key aspect of our support which will continue.
- Continue to develop the model of individual tracking sheets to provide a framework for solution-focussed professional dialogue between teachers to ensure that we are able to develop and sustain the best practice about what works in quality first teaching for these children. Within this, considering teacher workload against effective impact on outcomes.
- Continue supervision for INAs and explore models for designated safeguarding leads. Roll out further training for additional safeguarding leads.
- Continue to provide 1:1 time for teachers to work with disadvantaged pupils and their families, taking into account effective timetabling so that this intervention has maximum impact.
- Invest in teacher development, particularly for the teaching of writing, so that modelling of writing is effective, as research shows that improving quality first teaching has greatest impact on disadvantaged pupils.
- Ensure that pupils eligible for pupil premium are placed with our very best teachers as far as is possible for the above reason.
- Improve the provision for SEN to ensure that children eligible for the PP who are also SEN achieve the best they can.
- Continue to work on the successes in greater depth maths by embedding the mastery approach and investing in resources in year 2 to enable quality maths talk and reasoning skills.
- Address greater depth writing in this group by ensuring the teaching of writing is both very clear and very motivating, particularly for boys.
- Support reading at expected standard for children eligible for PP by ensuring more regular 1:1 reading and more opportunities for pupils to be read to.