

Pupil Premium spending and strategy 2019-20

In 2019-20 Boldmere Infant & Nursery school will receive a total of £34,880

Number of pupils eligible	24 children (12 %) (including 1 post LAC; and 3 service pupil)
TOTAL PP received	£34,880

Barriers to educational achievement:

All pupils are individuals and the barriers they face are not a generic set of barriers, but generally personal to the individual pupil. All Pupil Premium children are monitored individually, in the same way as all other children in the school, however, these children are identified to ensure that grant money is spent appropriately to support any specific needs e.g. reading, writing and maths interventions in all year groups, personal and social development, sporting opportunities and one to one support. For a very small number of children, issues such as attendance and behaviour can act as a barrier to learning, in which case, for eligible children, funding may be used to support the child and family in overcoming such barriers.

In terms of specific barriers to learning, the Executive Head, the Head of School and one of the Assistant Head Teachers (Assessment coordinator) liaises with support staff, SENCO and class teachers and sets up intervention programmes following regular assessments and pupil progress meetings. Depending on specific needs and barriers, different intervention groups are set up, for example, phonics, number skills, comprehension, speaking and listening-Language Link, emotional support- Drawing for Talking, social groups- The Nest and motivational sports. Intervention groups are time-limited (usually 6 weeks) to ensure that they are having impact. After review, if the particular intervention is not working a different strategy will be used. Interventions are also delivered by the class teachers, our Learning Mentor, Assistant Head Teachers and the Head of School, depending on the individual needs that have been identified.

High impact activities are selected to accelerate progress and to target specific knowledge, skills and understanding. We are aware of the evidence from the Education Endowment fund on the effective use of Support Staff in delivering interventions, and ensure that our Additional Teachers and Teaching Assistants are well briefed to enable them to deliver high quality one-to-one and small group support using structured interventions, closely monitored by SLT.

Within our school, there is some correlation between children in receipt of additional funding and those with Special Educational Needs. We are aware that we can include 'other' children in activities designed to 'close the gap' and in creating intervention groups, we may well choose to select a group of disadvantaged and 'other' children to improve the learning environment for the group.

Support from PP funding is not used solely for those performing below age-related expectations. The DfE has clarified that the purpose of the grant is not only to 'close the gap' between eligible pupils and their peers but also to raise the attainment of disadvantaged pupils. Intervention groups and additional staff are therefore used to stretch and challenge able pupils who qualify for this additional funding.

For pupils in the Early Years, developing good learning and social behaviours including learning to listen and concentrate, are important aspects of learning for future success. Without these skills, pupils may face barriers. Some of our funding is used specifically for activities to support these behaviours (for example – Nest and Nurture club).

Pupil premium funding is used to support pupils in attending clubs in school for which a charge is usually made to parents. This use of funding helps ensure inclusion of all children, with the cost not being a barrier.

Pupil Premium Allocation and planned Spending September 2019-July 2020

Area of spend	Focus	Planned allocation
1. TA and additional teacher support in classes and for focused interventions including resources to support these interventions (see intervention timetables for specific detail)	English and Maths	£30,00* (allocation is planned but may need to flex as pupil's needs change)
2. Lunchtime clubs and out of school clubs	Personal development & wellbeing	Approx. £500 – based on 2018-19
3. Free milk	Personal development & wellbeing	Approx. £250 –based on 2018-19
4. Funding for educational visits/music lessons	Personal development & wellbeing	Approx. £1000 – final figure will depend upon requirements of pupils

Area of spend	Intended outcomes – desirable impact	Actions
1. TA and additional teacher support in classes and for focused interventions in core areas of reading, writing and maths.	<ul style="list-style-type: none"> Improved outcomes in reading, writing and maths so that each pupil makes or exceeds expected outcomes Learning tasks tailored to specific needs – closing gaps in understanding e.g. phonics support; handwriting; comprehension; mental maths etc Opportunity to use 	<ul style="list-style-type: none"> Splitting classes into smaller groups with PP(AHT/SENCo) teacher Regular reviews of interventions and support groups with AHT. To ensure appropriate activities are leading to progress being made by these children Good communication between TA and class teachers to ensure knowledge of pupil's needs; appropriate resources

	<p>additional staff to create smaller groups and enable more 1-1 support and challenge</p> <ul style="list-style-type: none"> • Consolidation of learning in classroom – building on and embedding skills, knowledge and understanding • Pre-tutoring – for specific children to enable them to access classroom teaching effectively • Regular review of pupils who are both on SEN register and in receipt of PP to ensure that individual targets are regularly reviewed and aspirational targets set for progress 	<ul style="list-style-type: none"> • Class teacher able to flex teaching to meet needs of different pupils, so progress can be achieved • TAs maintain records of interventions to provide evidence of outcomes and progress (impact statements). Enabling class teachers to plan next steps, ensuring that progress is being made at all times. • Teacher to liaise with support staff to ensure time used effectively and key points taught • Liaison between Teachers, SENCO and TA to ensure up-to-date information on progress and attainment. • TA training in EYFS
2.Lunchtime and out of school clubs	<ul style="list-style-type: none"> • Development of social skills through joining in a range of clubs • Pupils gain enjoyment from these extra-curricular activities. • Improved health outcomes are closely linked to academic development • Skill and effort in non-academic subjects are celebrated and build self-esteem and confidence 	<ul style="list-style-type: none"> • On going record of PP pupils taking part discussed at Pupil progress meetings with SLT • Teachers talk with parents about opportunities that individual pupils may enjoy and make them aware of what is available • Attendance at clubs is closely monitored and feedback is given to the class teacher –impact of participation
3. Free milk	<ul style="list-style-type: none"> • Pupils feel included when milk is offered at snack time • Nutritional benefits 	<ul style="list-style-type: none"> • Ensure that parents of eligible children are made aware of this offer
4.Funding for educational visits/music lessons	<ul style="list-style-type: none"> • Pupils are able to take part in school trips • Learning is supported by the trips/music lessons and enhances the curriculum 	<ul style="list-style-type: none"> • Ensure that parents of eligible children are made aware of this offer • Music tuition weekly with external; service provider

- The next review of the pupil premium strategy will take place in July 2020.