

Pupil premium strategy statement

Review 2018-2019

1. Summary information 2018-2019					
School	Busbridge Infant School				
Academic Year	2018-2019	Total PP budget (financial year 18-19) (financial year 19-20)	£18,100 £15,680	Date of Review	Autumn 2019
Total number of pupils	177	Number of pupils eligible for PP	11		

2. Attainment data 2018-2019 for End of EYFS and KS1 plus Phonic Check for Year R (3) Year 1 (4) Year 2 (4) pupils eligible for Pupil Premium			
	BIS - Pupils eligible for PP		National Average - Pupils not eligible for PP
Year Two - % achieving expected or above in:	4		
Reading	Target 3 (75%)	Actual 3 (75%)	75%
Writing	3 (75%)	2 (50%)	69%
Maths	3 (75%)	2 (50%)	76%
Reception - % achieving expected or above in:	3		
Literacy	Target 3 (100%)	Actual 3 (100%)	GLD 72%
Mathematics	3 (100%)	3 (100%)	
Year One - % achieving threshold in Year One Phonic Check	4		
	Target 2 (50%)	Actual 2 (50%)	82%

Strategy and Targets 2019-2020

It has not been possible to assess the impact of the 19-20 strategy due to most of the PP children being absent from school for a third of the academic year (Covid lockdown).

1. Summary information 2019-2020	
School	Busbridge Infant School

Academic Year	2019-2020	Total PP budget (financial year 19-20) (financial year 20-21)	£15,680 tbc	Date of Review	Autumn 2020
Total number of pupils	180	Number of pupils eligible for PP	8		

2. Potential barriers to future attainment for pupils eligible for Pupil Premium in 2019-20 (8)

A.	3 (37%) pupils (Y2) have also been identified as having SEN/D
B.	2 (25%) have specific difficulties with fine motor control and letter formation
C.	1 (12%) is in the early stages of English Language acquisition
D.	3 (37%) pupils had very low attendance in their first year at school
E.	3 (37%) pupils have additional social and emotional needs

3. Desired Outcomes 2019-20 (8)

A.	For at least 2 (50%) of PP pupils in Y2 to achieve expected+ in maths and at least 1 (25%) PP pupil in Year 2 to achieve expected+ in reading and writing
B.	For all 3 PP pupils in Year 1 to achieve threshold for Phonic Check (100%)
C.	For the 1 PP (post LAC) pupil in YR to achieve GLD (100%)

4. Planned expenditure

Academic year	2019-2020
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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?
Early identification of additional and/or special educational learning needs in PP pupils	SENCO release time Targeted TA support Dyslexia At Risk Screening	Data analysis shows that early identification and support plays a key role in improving the learning outcomes for attainment and progress for PP pupils in RWM and phonics. This is monitored by the school's SENCO and Bursar through the school's Provision Management tool. Identification and quality of support monitored by SENCO Additional staff hours to carry out and analyse assessments	SENCO	Half termly
Total budgeted cost				£7,176

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?
For PP children to form letters correctly and transfers these skills to all written work.	Individual and small group focused work on letter formation and writing in general	Analysis of performance by PP children demonstrates that secretarial skills impact negatively on overall performance. HT to provide regular guidance and instruction to staff providing this focused support, including monitoring progress and identifying next steps to work on	HT	Termly following formative assessments
To reduce potential impact of social and emotional difficulties on educational performance	Opportunities to work individually with HSLW. ELSA to run social group Autism lead practitioner in school	Children unable to reach potential if experiencing difficulties with their social/emotional wellbeing. Opportunities to understand and deal with their own emotions are key to enabling individuals concerned to grow and develop in all areas HLSW and ELSA all experienced and in receipt of appropriate supervision Lead practitioner to support and up skill colleagues as well as support parents and individuals within school setting	HT and SENCO	Termly following formative assessments
For PP children to acquire and apply necessary phonic skills in order to secure successful reading and writing	1:2 focused work 30 mins 2 times a week	Analysis of performance by PP children demonstrates that transcription skills impact negatively on overall performance. Additional TA time to support implementation of programme and effective application/outcomes	HT and SENCO	Half termly
To reduce impact of English as an Additional Language as a potential barrier to learning	Focused vocabulary work	EAL children are less able to access whole class learning with a limited vocabulary and this hinders their ability to reach their potential. Targeting key vocabulary will enable EAL child to engage more fully in class learning and also facilitate differentiation to aid more independent learning. Additional TA during daily literacy lesson to provide focused individual support (tailoring learning to meet specific needs)	HT	Termly following formative assessments
Total budgeted cost				£8,724
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?
For PP and other disadvantaged children to benefit from enrichment opportunities.	Discretionary fund to support PP and other disadvantaged children access opportunities/resources they wouldn't otherwise be able to	Providing PP children with the same opportunities as their peers to access enrichment experiences has multiple benefits, for example with regard to emotional/social development and positive self-image. These benefit impact positively on teaching and learning. High quality coaches or current teaching staff used for sports clubs. Frequent liaison between these and HT/class teacher for PP children concerned to assess impact.	HT	Termly

Total budgeted cost	£1,200
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