

Pupil premium strategy statement

1. Summary information					
School	Busbridge Infant School				
Academic Year	2018-2019	Total PP budget (financial year 18-19) (financial year 19-20)	£18,100 tbc	Date of most recent PP Review	Autumn 2018
Total number of pupils	177	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Autumn 2019

2. Attainment data for End of EYFS and KS1 plus Phonic Check for Year R (4) Year 1 (4) Year 2 (4) pupils eligible for Pupil Premium in 2017-18		
	BIS - Pupils eligible for PP	National Average - Pupils not eligible for PP
Year Two - % achieving expected or above in:		
Reading	4 (4) 100%	79%
Writing	(3) 75%	74%
Maths	(3) 75%	80%
Reception - % achieving expected or above in:		
Literacy	4 (2 children joined BIS in March) (1) 25%	75% (2016-17; 17-18 not yet available)
Mathematics	(1) 25%	80% (2016-17; 17-18 not yet available)
Year One - % achieving threshold in Year One Phonic Check	4 (4) 100%	85%

3. Potential barriers to future attainment for pupils eligible for Pupil Premium in 2018-19 (11)	
A.	3 (27%) pupils have also been identified as having additional learning needs
B.	4 (36%) have specific difficulties with fine motor control and letter formation
C.	1 (9%) is in the early stages of English Language acquisition
D.	3 (27%) pupils had very low attendance in their first year at school
E.	3 (27%) pupils have additional social and emotional needs
4. Desired outcomes 2018-19	
A.	Actual Outcomes 2019
A.	For at least 3 out of 4 (75%) PP pupils in Year 2 to achieve expected+ in reading, writing and maths
B.	For at least 2 out of 4 (50%) PP pupils in Year 1 to achieve threshold for Phonic Check
C.	3 (100%) to achieve expected+ in literacy and mathematics

5. Planned expenditure				
Academic year	2018-2019			
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 Purchase of appropriate resource and 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 1:1 Art Therapy sessions Autism Education Trust training to develop 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, ELSA and Art Therapist all experienced and in receipt of appropriate supervision Lead practitioner to support and up skill colleagues as well as supporting 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	Individual online programme (Nessy Learning)	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	Focussed 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				£9,724
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