

Pupil premium strategy statement

1. Summary information					
School	Busbridge Infant School				
Academic Year	2017-2018	Total PP budget (financial year 17-18) (financial year 18-19)	£15,705 tbc	Date of most recent PP Review	Sept 2017
Total number of pupils	176	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Sept 2018

2. Attainment data for End of EYFS and KS1 for Year R (4) and Year 2 (3) pupils eligible for Pupil Premium in 2016-17		
	<i>BIS - Pupils eligible for PP</i>	<i>National Average - Pupils not eligible for PP</i>
Year Two - % achieving expected or above in:		
Reading	3 (3) 100%	100%
Writing	(1) 33%	68%
Maths	(1) 33%	75%
Reception - % achieving expected or above in:		
Literacy	4 (2) 50%	75%
Mathematics	(3) 75%	80%
Year One - % achieving threshold in Year One Phonic Check	4 (4) 100%	83%

3. Potential barriers to future attainment for pupils eligible for Pupil Premium in 2017-18 (10)		
A.	3 (30%) pupils have also been identified as having additional learning needs	
B.	4 (40%) have specific difficulties with fine motor control and letter formation	
C.	1 (10%) is in the early stages of English Language acquisition	
D.	2 (20%) pupils have had poor attendance	
4. Desired outcomes		Actual outcomes 2018
A.	3 out of 4 (75%) PP pupils in Year 2 to achieve at least expected attainment in reading, writing and maths	75% achieved expected or better attainment TARGET MET
B.	3 out of 4 (75%) PP pupils in Year 1 to achieve threshold for Phonic Check	100% achieved threshold for Year 1 Phonic Check TARGET EXCEEDED
C.	2 (100%) to demonstrate good progress in EYFS against individual on entry assessment data	100% achieved at least 3 'steps' of progress TARGET MET

5. Planned expenditure				
Academic year	2017-2018			
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	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	SENCO	Half termly
Total budgeted cost				£6,409
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 impacting 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 Art Therapy	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	HT and SENCO	Termly following formative assessments
To reduce impact of English as an Additional Language as a potential barrier to learning	EAL first language assessment and EAL network membership	Determining whether the additional language is the barrier or whether there are additional difficulties impacting on an EAL learner is the key to implementing the right teaching and learning strategies. REMA assessment with full report	HT	Termly following formative assessments
Total budgeted cost				£6,565

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				£1,000