

## Liss Infant School

### Pupil Premium Strategy

#### What is the Pupil Premium?

The Pupil Premium is a sum of money allocated to schools each year to narrow attainment gaps between pupils from low income families and their peers. It aims to provide significant funding for disadvantaged children to help close the attainment gap and promote greater progress in line with their peers.

The Pupil Premium is allocated to the school and is generated by children:

- who were registered as eligible for free school meals at any point in the last six years (FSM);
- who have been 'looked after' for 1 day or more (CLA);
- who were adopted from care on or after 30 December 2005, or left care under a special guardianship order or a child arrangements order (CLA).

A Service Premium is generated by children from service families.

#### How much is it?

The level of the premium in 2017-2018 is £1,320 per pupil fitting the criteria above for FSM children, £1,900 for Looked After children and £300 for children from service families.

#### What should it be used for?

Schools are free to spend the Pupil Premium as they see fit. However, we are accountable for how we have used the additional funding to support pupils from low-income families. From September 2012, we are required to publish online information about how we have used the premium. This will ensure that parents and others are made fully aware of the attainment/progress of pupils covered by the premium and the extra support they receive.

#### Our School (2017-2018)

For 2017 – 2018 Liss Infant School received £17,000 for 11 pupils for Pupil Premium. We have allocated this funding to provide a wide range of support for all of our disadvantaged pupils and wherever possible to benefit all pupils in the school.

**Main barriers faced by eligible pupils**

1. Low levels of parental confidence and engagement in school life
2. Low levels of self-esteem and lack of resilience in pupils which impacts on attainment, particularly in core subjects
3. Limited life experiences and access to books and learning support at home
4. Special Educational Needs and Disabilities
5. Emotional stability, anxiety and welfare of pupils
6. Speech and Language related difficulties

Planned activities	Cost	Reason for the approach	How impact will be measured
<p>Ref. points: 1, 2 and 3.</p> <p>Boosting Reading Potential (BRP) (A reading support programme) delivered by specialist trained Teaching Assistant</p>	£4,477	<ul style="list-style-type: none"> <li>• Specialised, school-based short-term intervention for children struggling with Reading with proven results in accelerating progress.</li> <li>• To accelerate progress, improve children's confidence and fluency as readers and to help them catch up &amp; keep up.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1 Phonics Screening Check.</li> <li>• End of KS1 reading attainment of targeted pupils should demonstrate expected progress or better.</li> <li>• Standardised assessments.</li> <li>• BRP reading progress records</li> <li>• Teacher assessment.</li> </ul>
<p>Ref. points: 2 and 3.</p> <p>Catch-up Maths intervention programme delivered by specialist trained Teaching Assistant</p>	£5,273	<ul style="list-style-type: none"> <li>• To address pupils' individualised learning needs by identifying and addressing specific gaps in their understanding</li> </ul>	<ul style="list-style-type: none"> <li>• End of KS1 attainment of targeted pupils should demonstrate expected level of progress or better.</li> <li>• Catch-up records.</li> <li>• Sandwell standardized assessments</li> <li>• Teacher assessment</li> </ul>
	£411		

<p>Ref. point: 6</p> <p>A private Speech &amp; Language Therapist to deliver SALT programmes</p>		<ul style="list-style-type: none"> <li>• Specialist support for pupils with diagnosed Speech &amp; language difficulties.</li> <li>• To enable the delivery of SALT programmes in school.</li> <li>• To meet the needs of all pupils with Speech and Language difficulties by supplementing NHS provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased percentages of pupils achieving the expected standard for the Year 1 Phonics Screening Check.</li> <li>• Pupils exhibiting positive attitudes to Speech &amp; Language activities</li> <li>• Pupils showing increased personal and social confidence</li> <li>• Pupils demonstrating improved attainment in Reading and Writing</li> </ul>
<p>Ref. points: 1, 2, 3 and 5.</p> <p>2 Emotional Literacy Support Assistants to support emotional development</p>	<p>£400</p>	<ul style="list-style-type: none"> <li>• We are aware that children's success as learners is dependent upon their personal, emotional health and well-being. We have identified over time a number of children with anxiety related difficulties which impact upon their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Boxall profiles.</li> <li>• SDQs</li> <li>• Feedback from parents, staff and pupils.</li> </ul>
<p>Ref. points: 1, 2, 3 and 5.</p> <p>Home School Link Worker employed to support children and parents in vulnerable circumstances.</p>	<p>£7,976</p>	<ul style="list-style-type: none"> <li>• We have a high proportion of pupils from vulnerable families and difficulties in their home lives have a direct impact on their ability to learn effectively.</li> <li>• Parents in vulnerable circumstances often lack confidence in supporting their child's learning and benefit from additional guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Records of pupil's academic progress and attainment.</li> <li>• Feedback from parents and pupils.</li> <li>• Track attendance of vulnerable pupils</li> <li>• Track engagement of parents And families supported by Home School Link Worker</li> </ul>

<p>Ref. points: 1 and 3.</p> <p>Financial support to enable educational visits and access to after school provision.</p>	<p>£1,381</p>	<ul style="list-style-type: none"> <li>To provide all children with equal opportunity to access extra-curricular clubs and activities and to participate in school trips.</li> </ul>	<ul style="list-style-type: none"> <li>Improved levels of pupil engagement, motivation and attainment.</li> </ul>
<p>Non-cost provision:</p>			
<p>Ref. points: 2, 3 and 5.</p> <p>'Reading Dads.'</p> <p>Volunteer fathers come in to school on a weekly basis to work with our pupil premium boys.</p>	<p>Nil cost</p>	<ul style="list-style-type: none"> <li>To provide positive male role models in a school with predominantly female staff.</li> <li>To provide additional support with developing positive reading attitudes.</li> <li>To help towards closing the gender gap in reading attainment.</li> </ul>	<ul style="list-style-type: none"> <li>Tracking the progress and attainment in reading for disadvantaged pupils across KS1.</li> <li>Closely track gender attainment gaps in reading.</li> </ul>
<p>Ref. points: 1, 2, 3 and 5.</p> <p>Boys and Girls Reading Clubs.</p> <p>One year 2 class takes part in regular 'reading clubs' whereby positive gender based role models visit the class to share their love of and experience of reading in their wider lives.</p>	<p>Nil cost</p>	<ul style="list-style-type: none"> <li>To provide children with positive gender based role models in reading.</li> <li>To enhance and develop a love of reading and 'reading for pleasure'.</li> <li>To expose children to a wider range of literature and texts and reasons for reading.</li> <li>To accelerate rates of progress in order to improve end of key stage 1 attainment in reading.</li> </ul>	<ul style="list-style-type: none"> <li>Tracking the progress and attainment in reading for disadvantaged pupils across KS1.</li> <li>Closely track gender attainment gaps in reading.</li> </ul>

<p>After-school / In-school clubs.</p> <p>Ref. points: 1, 2,3 and 5.</p> <p>To encourage pupil premium children to engage in a wide range of extra-curricular provision.</p> <p>Levels of engagement will be tracked each half term.</p>	<p>£830</p>	<ul style="list-style-type: none"> <li>• To raise self-esteem of children so as to impact on progress and attainment.</li> <li>• To provide wider life experiences through a range of different opportunities.</li> <li>• To develop interest and engagement in the wider world in order to impact on reading and writing attainment. To accelerate rates of progress in order to improve end of key stage 1 attainment in reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Leuven scale to track levels of motivation and engagement in individual children.</li> <li>• Tracking progress and attainment across the curriculum for disadvantaged pupils across KS1.</li> </ul>
<p>Home Learning Strategy.</p> <p>Ref. points: 1, 2, 3 and 5.</p> <p>At the start of each half term, children will be provided with 6 activity choices based around their current topic. These activities will be arts and culture based which will support social interaction and family engagement through fun and stimulating experiences.</p>	<p>Nil cost</p>	<ul style="list-style-type: none"> <li>• To provide an inclusive and supplementary homework initiative which is designed to promote a love of arts and culture in children and their families.</li> <li>• To raise self-esteem of children so as to impact on progress and attainment.</li> <li>• To provide wider life experiences through a range of different opportunities.</li> <li>• To develop interest and engagement in the wider world in order to impact on reading and writing across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• To accelerate rates of progress across the key stage 1 curriculum.</li> <li>• Begin to track end of year attainment across foundation subjects.</li> <li>• Use Leuven scale to track levels of motivation and engagement in individual children.</li> </ul>
<p>Staff Professional Development</p> <p>Ref. point 2</p> <p>Training from EPS team; Helping Harry Learn (1.5 INSET days)</p>	<p>£1,000</p>	<ul style="list-style-type: none"> <li>• To improve staff skills and expertise in developing accurate task design to support the needs of struggling/ vulnerable learners</li> </ul>	<ul style="list-style-type: none"> <li>• End of KS1 attainment in Reading, Writing and Maths</li> <li>• Lesson observations and Work Scrutiny will evidence improved understanding of mastery and task design</li> </ul>

Updated April 2018  
Date of next review: July 2018