

At Elson Infant School we have high expectations of achievement for all our children. We constantly seek to provide a safe, nurturing, happy environment in which **all** children can shine. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children and their peers by ensuring that funding reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However they will be held accountable for how they have used the additional funding to support pupils. The Pupil Premium is allocated to children from low income families who are currently known to be eligible for Free School Meals (FSM), or has been in the last six years and children who have been looked after by the Local Authority. There is also a Pupil Premium for children whose parents are currently, or have recently served, in the Armed Forces.

From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress.

There is no single strategy or intervention which provides a complete solution to narrowing the gap for all children. We therefore apply a three tiered approach to our Pupil Premium spending model in order to improve teaching and ensure that the needs of all children are accurately assessed and addressed. This includes ensuring all teachers are supported to keep improving through professional development and training. Targeted interventions are planned specifically to meet the needs of individuals and thirdly wider strategies to address non-academic barriers such as attendance, social and emotional needs. Decisions on how to deploy the Pupil Premium Grant in this way are based on the context of the school and rigorous assessment of the needs of the children.

Through targeted interventions we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on children's achievement and well being.

Elsion Infant School PUPIL PREMIUM STRATEGY 2019-20

Amount of Pupil Premium funding received 2019-20

Academic Year	2019-20	PP Budget	£52,300 (Of which Service Children funding is £6,300)	Date of Review	October 2019
TOTAL No of Pupils 245		No of pupils eligible for PP	55	Date of next review July 2020	
		Free School Meals (including ever 6)	30		
		Services (including ever 5)	21		
		Looked After Child/Child in Care AC or post	4		

Current Attainment for PP (Free School Meals - FSM)

School Attainment 2018/19	Pupils eligible for PP (FSM) at Elson (114children)	Pupils not eligible for PP National
% achieving expected standard or above in reading – end of KS1	79%	75%
% achieving expected standard or above in writing – end of KS1	79%	70%
% achieving expected standard or above in maths – end of KS1	64%	75%

	Yr R Pupils eligible for PP (FSM) at Elson (7 children)	All Year R pupils - National
% achieving GLD at the end of Yr R	70%	72%

Identified barriers to educational achievement

Elson Infant School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to a rich language environment.
- Low attainment on entry to school.
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- Attendance
- Parental engagement with school - especially at information and curriculum workshops, reading with children and completion of homework
- The number of pupils who are in receipt of Pupil Premium and also on the SEND register
- Pupils with specific social and emotional needs which affect their learning
- Attachment and trauma experienced in early childhood and currently
- Lack of self control and ability to manage own emotions.
- Difficulties with social skills and managing friendships.
- Low self esteem and lack of resilience.
- Turmoil and instability within the home.
- Health, including mental health of adults within the home.
- Low income and financial difficulties
- Lack of suitable accommodation for example families living in hostels

- Emotional needs and anxieties during periods of transition and deployment, when parents work away from home for long periods.
- Parents own negative views/experiences in the education system

Key expenditure – how the allocation will be spent

Area of Spend	Focus	Budget Allocation	Intended outcomes – why these approaches were taken
Literacy interventions – Teacher and TA class support, individual and group sessions. SIDNEY/RWI/FFT/BRP	Reading and writing	£9,100	<ul style="list-style-type: none"> • To improve learning outcomes in reading and writing (meeting end of year age-related objectives) • To improve confidence for pupils in reading and writing • To consolidate learning completed in classes – time for practise and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning, particularly vocabulary and key concepts.
Maths Intervention – Teachers and TA class support, individual and group sessions. Close the gap maths	Maths	£5,300	<ul style="list-style-type: none"> • To improve learning outcomes in maths (meeting end of year age-related objectives) • To improve confidence for pupils in maths • To consolidate learning completed in classes – time for practise and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning, particularly mathematical vocabulary and key concepts.
Speech and Language - To employ a specialist Speech and Language TA Speech and Language Programmes from the	Language and Communication	£8,500	<ul style="list-style-type: none"> • To ensure speech and language therapy targets are met • To ensure children achieve expectations in Communication and Language in YR and Speaking and Listening in KS1

therapists being carried out within classes – Teachers and TAs Interventions – Language Link – TA - group sessions.			
Nurture and Social groups/Behaviour support	Personal and social	£10,200	<ul style="list-style-type: none"> • To provide dedicated time and support (1:1 and group) to help build pupils emotional development • To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom
Counselling sessions/Pet Therapy	Personal and social	£3,400	<ul style="list-style-type: none"> • To ensure a positive impact on mental health, children more relaxed and ready to learn.
Occupational Health programme	Health	£1,500	<ul style="list-style-type: none"> • To ensure a positive impact on physical health, developing strength and body control
Service Club	Personal and social	£2,000	<ul style="list-style-type: none"> • To provide dedicated time and support (1:1 and group) to support emotional needs and anxieties at times of transition and deployment.
Extra curricular clubs ,school trips and uniform	Personal and social	£3,000	<ul style="list-style-type: none"> • To develop skills through participation in a range of clubs provided by the school or external providers • To broaden experiences and enjoyment of school • To celebrate talent, skills and efforts in non-academic subjects and develop self-confidence • To ensure all pupils are able to participate fully in school trips • To develop social skills, independence, perseverance and team-work through participation in group activities
Parents and Children Together group	Parents	£400	<ul style="list-style-type: none"> • To improve parental engagement • To support families in improving their child's attendance and punctuality

			<ul style="list-style-type: none"> To support families with a range of family issues such as behaviour, emotional needs, anxieties and speech and language
Coffee mornings with HSLW/School Nursing Team/Speech and Language Therapist	Parents	£700	<ul style="list-style-type: none"> To improve parental engagement To support families in improving their child's attendance and punctuality To support families with a range of family issues such as behaviour, emotional needs, anxieties and speech and language
Employment of Home School Link Worker	Parents	£6,200	<ul style="list-style-type: none"> To improve parental engagement To support families in improving their child's attendance and punctuality To support families with a range of family issues such as behaviour, emotional needs, anxieties and speech and language To increase attendance rates
Training – Attachment and trauma training and resources to implement strategies. Working towards Silver Accreditation	Professional Development	£1000	<ul style="list-style-type: none"> To ensure all staff are aware of the needs of children who have/are experiencing attachment and trauma To enable staff to recognise children's needs relating to attachment and trauma To develop school wide strategies and systems to support all children
Training – Kinetic Letter and resources to implement strategies	Professional Development	£1000	<ul style="list-style-type: none"> To provide an inclusive and multi sensory approach to the teaching of writing To develop children's letter formation, stamina and fluency in writing

How will the school measure the impact of the Pupil Premium?

At Elson Infant School we measure the impact of the Pupil Premium and the actions taken in the following ways:

- a cycle of data collection, monitoring and tracking of children's attainment – this informs pupil progress and enables the early identification of need, support and appropriate intervention.
- the Inclusion Leader being actively involved in all Pupil Progress Meetings.
- regular attendance meetings to closely monitor attendance and lateness and actions planned where there are concerns
- feedback and evaluations from parents for any support groups run.
- Home School Link Worker reports to Leadership team.
- pre and post assessments using standardised tests for any interventions run.
- screening tools to assess the impact of emotional support.
- Inclusion Leaders report for the Governing Body.