

## HURSTHEAD INFANT SCHOOL

### Pupil Premium Grant Expenditure and Impact Report 2016/17

Number of pupils and pupil premium grant (PPG) received for 2016/2017	
Total number of pupils on roll	270
Total number of pupils eligible for PPG (Academic Year 2016/17)	9
Amount of PPG received per pupil (Financial year 2016/17)	£1400 - £1900
Total amount of PPG received	£8707

#### Provision - Expenditure

Pupil Premium funding is used at Hursthead Infant School to directly benefit the individual pupils depending on their needs – emotional, social or academic. Our objective is to directly use the funding to support the individual achieve their potential. Pupil Premium funding has been used in the past and was used in 2016/17 in the following ways:

- To give extra individualised direct teaching, by a Teacher, Higher Level Teaching Assistant or Teaching Assistant individually or within small groups of the basic skills of literacy and Numeracy (Individual or small group intervention – sentence writing, phonics, spelling, Numicon)
- To give extra individualised direct teaching, individually or within a small group, by a Teacher, Higher Level Teaching Assistant or Teaching Assistant, to enhance and challenge pupils understanding and knowledge within Literacy and Numeracy extending the pupil's deeper learning and skills.
- To give extra directed teaching, by a Teacher, Higher Level Teaching Assistant or Teaching Assistant to develop fine and/or gross motor skills and language/communication acquisition. (Intervention Groups – Motor Skills United, extra handwriting sessions, Time to Talk, social stories, story boards)
- To support parents through sessions with a qualified Parenting coach on days and at times convenient for the parents. This intervention supports the whole family.
- To deploy a Learning Support Assistant, under the direction of the SENCO and Headteacher, to give pastoral and social support for individual pupils at 'trigger' points in the school day. This intervention has ensured positive outcomes for pupils at times when they have needed the greater support.
- To deploy a Learning Support Assistant to give pupils emotional and social support and strategies during classroom learning.
- To directly teach pupils with emotional and social needs coping strategies challenging them to be able to access the learning and social opportunities offered by school.

- To use a Learning Support Assistant and Teaching Assistants, under the direction of the Class Teacher and Headteacher, to deliver SEAL work with pupils – individually or within small groups as appropriate. These sessions give pupils opportunities to reflect, discuss and understand their feelings and emotions promoting the skills of co-operation and listening and encouraging empathy and consideration of others feelings and perspectives.
- To use the “Happy to be Me” resources and activities with pupils in small groups, undertaken by a fully trained teacher (who will disseminate her knowledge to HLTA, TA and LSA as appropriate and oversee their work) with a focus purely on promoting pupil’s self-esteem and confidence. These activities are aimed at developing resilience and self-belief, vital skills for vulnerable pupils.
- To give pupils enhanced opportunity to explore, develop and extend their interests through extra-curricular clubs, sessions and experiences.
- To ensure pupils are fully included in the breadth and “hands on” experiences included within the school’s curriculum, such as educational visits and visitors.

### 2016/17 Pupil Premium Impact Report:

Action	Objective	Outcome
<p>To provide extra tuition of numeracy and literacy skills, including phonics</p>	<p>To ensure our Pupil Premium pupils attain Literacy and Numeracy skills at age-related expectations and above</p>	<p>Year 2 Pupil Premium pupils attain expected standard at the end of KS1.            Year 1 Pupil Premium pupils attain expected level and pass Phonic Screening Test.            Reception pupil premium pupils attain expected level at the end of the Early Years curriculum.</p> <p><b>Impact 2017</b>            The 3 Year 2 pupils eligible for Pupil Premium end of KS1 results were:            100% Expected or above in Reading ( 66% at Greater depth)            66% Expected or above in Writing and 33% at working towards            100% Expected or above in Mathematics ( 33% at Greater Depth)</p> <p>The 3 Year 1 pupils eligible for Pupil Premium in the Phonics Screening Check results were:            66% passed the PSC, 33% did not pass</p> <p>The 3 Reception pupils eligible for Pupil Premium end of EYFS results were:            100% Expected or above in Reading (66% at exceeding)            100% Expected or above in Writing (33% at exceeding)            100% Expected or above in Maths</p>

To provide intervention supporting the development of pupils' fine/gross motor skills	To enhance pupils' core stability and gross/fine motor skills	<p>Pupils display increased co-ordination, gross and fine motor control and improved handwriting skills as appropriate to the individuals.</p> <p><b>Impact 2017</b>  Pupils' fine and gross motor skills were noticeably improved and benefitted the pupils, especially in their writing.  (Evidenced: 83% of Pupil Premium pupils attaining expected at the end of KS1 and at the end of EYFS in Writing/ Motor Skills United Baseline to end point Assessments/ pupil's recorded work/ PE observations and increased sporting participation.)</p>
To provide enhanced opportunities of a pupils' interests within or outside school	To give pupils opportunities which will motivate and inspire	<p>Positive feedback from parents and pupils in regard to opportunities  Higher levels of engagement and commitment to extra-curricular by pupils</p> <p><b>Impact 2017</b>  Feedback from parents reveals that pupils have thrived and developed greater self-confidence from their extra-curricular opportunities displaying high levels of engagement and enjoyment. Pupils themselves have displayed this in school when sharing their interests both in discussion and in performance.  (Evidenced: Sporting, musical, dramatic opportunities to share ability in school / parental feedback/ school assessments)</p>
To deliver SEAL work with pupils e.g the "Happy to be me" group – a self-esteem and confidence boosting intervention	Pupils have the opportunity to reflect, discuss and explore feelings. The sessions promote the skills of co-operation, listening and consideration for others – valuable social skills	<p>Pupils' social skills and understanding increased  Pupils' friendship groups widening  Pupils' self-esteem and well-being enhanced</p> <p><b>Impact 2017</b>  The SEAL work has developed pupils' understanding of social situations and enhanced pupils' interactions and perceptions of each other. The 'Happy to be me club' has had incredible feedback from pupils and parents. 100% of parents felt their children had directly benefited from this intervention gaining in confidence, self esteem and well-being.  (Evidenced: Return questionnaires parents and pupils/ observations/ check out assessments/ pupil discussion)</p>

To give pupils, with emotional and social difficulties, 1:1 coaching and support	To enable pupils to self-calm and develop greater self-control. To enable pupils to develop emotional resilience. To enable pupils to understand social situation	Pupils able to control their emotional reactions and developing social skills. This will encourage them to gain learning readiness. <b>Impact 2017</b> Pupils who have been given this level of support have developed some self-calming and coping skills and are beginning to recognise when their emotions become heightened and why. The intervention has been very successful in allowing the pupils to access the curriculum, cope better with the social demands of school life and adapt to classroom routines. Their readiness to learn has increased due to the above. (Evidenced: Baseline starting points to end of year attainment, book scrutiny, observations, check ins/outs, decrease of “heightened emotional” outbursts)
To deliver speech production intervention 1:1 following a speech and language programme	To increase clarity of speech in order that the listener has full understanding. To develop details in to speech.	Pupils’ speech to reach the expected age appropriate level and detail <b>Impact 2017</b> 100% of the Reception pupils reached the expected age appropriate level at the end of EYFS.

The following data is based on the School's Pupil Premium pupil's performance compared with National data for pupils who did **not** receive the PP Grant.

Key Stage 1 Attainment 2017 (Unvalidated Data)		
	School PPG (3 pupils) EXS+	National non-disadvantaged pupils EXS+
Reading	100% (GD-67%)	79% (GD- 28%)
Writing	67% (GD-0%)	72% (GD-18%)
Mathematics	100%(GD-33%)	77%(GD-23%)
Year 1 Phonic Screening 2017		
	School PPG (3 pupils)	National non-disadvantaged pupils
Achieved Expected Standard	67%	84%
Early Years Foundation Stage Profile 2017		
	School PPG (3 pupils) EXS+	National non-disadvantaged pupils Expected +
Reading	100%	Not yet available
Number	100%	Not yet available
writing	100%	Not yet available

Next Review: July 2018