

HURSTHEAD INFANT SCHOOL

Pupil Premium Grant Expenditure and Impact report

Report 2017/2018

Overview of the school

Number of pupils and pupil premium grant (PPG) received for 2017/2018	
Total number of pupils on roll	270
Total number of pupils eligible for PPG (Academic Year 2017/18)	7
Amount of PPG received per pupil (Financial year 2017/18)	£1400 - £1900
Total amount of PPG received	£9,911

Provision

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, in the past, and is currently being used in the following ways:

- To deploy an experienced teacher to be the designated Pupil Premium lead who will teach the pupils if appropriate, have an overview of the interventions provided for the individual pupils, monitor the progress of the pupils, liaise with parent/carers over how the funding is used and give half-termly updates of progress to the parent/carer and Headteacher.
- 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 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 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 greater support.
- To deploy a Learning Support Assistant under the direction of the class teacher and Headteacher to give pupils’ emotional and social support during classroom learning and undertake intervention work to give pupils’ techniques to develop self-calming strategies. This is essential for pupils who find the busy classroom a stressful place to be.
- 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.

2017/18 Pupil Premium is being directed to individual pupils in the following manner:-

Action	Objective	Impact 2017/18 Pupil Premium Funding
To provide extra tuition of numeracy and literacy skills, including phonics	To ensure our Pupil Premium pupils attain Literacy and Numeracy skills at age-related expectations and above	<ul style="list-style-type: none"> • The 3 Year 2 pupils made expected progress (except 1 pupil in one area of the curriculum) from their end of EYFS baseline. One pupil attained GD in Mathematics • The Year 2 pupil who did not attain the Phonics Screening standard in Year One passed in Year 2. • The 3 Year 1 pupils all passed the Phonics Screening Test – 100% attainment • The 1 Reception pupil attained a GLD at the end of EYFS and attained expected in Reading, Writing and Mathematics

<p>To provide self-esteem and self-belief interventions e.g the “Happy to be me” group – a self-esteem and confidence boosting intervention</p>	<p>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>	<p>A pupil and parent questionnaire feedback, following the ‘Happy to be Me’ intervention group, agreed 100% that the group had a positive impact on :</p> <ul style="list-style-type: none"> · Social skills including ‘turn taking’, listening skills and understanding social conventions · Friendships – widening pupil friendship groups · Self-esteem – giving the pupils greater sense of well-being
<p>To give pupils, with emotional and social difficulties, 1:1 coaching and support, including coping strategies.</p> <p>To deliver resilience and coping strategies intervention including relaxation and meditation techniques.</p>	<p>To enable pupils to self-calm and develop greater self-control. To enable pupils to develop emotional resilience. To enable pupils to understand social situations To give pupils self-awareness of when their emotions are becoming heightened To give pupils coping strategies to deal with their heightened emotions To give pupils coping strategies to allow them to access the curriculum and remain calm within the demands of school life</p> <p>To help pupils become self-aware of when their emotions become heightened. And understand what can “trigger” their heightened emotions To directly teach pupils strategies they can use when their emotions become heightened.</p>	<p>As a direct result of the 1:1 coaching and support the number of incidents requiring adult intervention to self-regulate decreased by 90%. Pupils were observed using self-regulating strategies and displayed greater emotional resilience. Pupils were able to access the curriculum and learn alongside their peers.</p>