

## HURSTHEAD INFANT SCHOOL

### Pupil Premium Grant Expenditure

#### Report 2018/2019

#### Overview of the school

Number of pupils and pupil premium grant (PPG) received for 2018/2019	
Total number of pupils on roll	270
Total number of pupils eligible for PPG (Academic Year 2018/19)	7
Amount of PPG received per pupil (Financial year 2018/19)	£1320 - £2300
Total amount of PPG received ( Financial year 2018/19)	£12,180

#### 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 on the basic skills of literacy and Numeracy (Individual or small group intervention – sentence writing, phonics, spelling, maths)
- 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-regulating 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 an 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 that enhance the school’s curriculum, such as educational visits and visitors.

2018/19 Pupil Premium was directed to individual pupils in the following manner:-

Action	Objective	Impact 2018/19 Pupil Premium Funding
To provide extra tuition from the designated Pupil Premium teacher of numeracy and literacy skills, including phonics.	To ensure our Pupil Premium pupils progress Literacy and Numeracy skills with the aim for them to achieve age-related expectations or above. To ensure that our Pupil Premium pupils are challenged and extended in their learning.	<ul style="list-style-type: none"> <li>• <b>Year 2 Pupil Premium pupils attainment at the end of KS1</b> (percentages based on 4 pupils)  <b>Reading:</b> 100% achieved at least Expected with 50% achieving Greater Depth  <b>Writing:</b> 75% achieved at least Expected  <b>Maths:</b> 100% achieved at least Expected with 75% achieving Greater Depth</li> <li>• <b>Reception pupils attainment at the end of EYFS</b> (percentages based on 3 pupils)  <b>Reading:</b> 33% Emerging, 33% Expected and 33% Exceeding  <b>Writing:</b> 33% Emerging, 33% Developing and 33% Exceeding  <b>Maths:</b> 66% Developing and 33% Exceeding</li> </ul>

<p>To provide all visits / visitors and enhancement/extension opportunities without charge for the Pupil Premium pupils.</p>	<p>To ensure all Pupil Premium pupils have the opportunity to experience the breadth and enhancement / extension activities included in the school's curriculum and by the school.</p>	<p>All Pupil Premium pupils' were able to access the full breadth of the opportunities offered by school and supported, where appropriate, in extra curricular interests.</p>
<p>To provide pupils with Time to talk and phonological awareness intervention.</p>	<p>To develop pupils' spoken language skills, use of sounds and social interaction.</p>	<p>Reception pupils' interaction / communication with peers and adults benefitted immensely from the interventions undertaken. Their phonic knowledge understanding increased significantly. Pupil and parent feedback was very positive.</p>
<p>To provide pupils with fine and gross motor skills intervention.</p>	<p>To develop strength and control in pupil' fine and gross motor skills.</p>	<p>Reception pupils' core strength, control and balance increased significantly aiding fine and motor control progress.</p>
<p>To deliver resilience and coping strategies intervention including relaxation and meditation techniques.</p>	<p>To directly teach pupils strategies they can use to remain calm and self-regulate.</p>	<p>The number of incidents requiring adult support to aid self-regulation was significantly reduced from the previous years. Pupils fed back that they had valued the techniques taught ad were observed using them at appropriate times.</p>