

## HURSTHEAD INFANT SCHOOL

### Pupil Premium Grant Expenditure and Impact Report 2015/16

Number of pupils and pupil premium grant (PPG) received for 2015/2016	
Total number of pupils on roll	271
Total number of pupils eligible for PPG (Academic Year 2015/16)	8
Amount of PPG received per pupil (Financial year 2015/16)	£1400 - £1900
Total amount of PPG received	£8,940

#### 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 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 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.

2015/16 Pupil Premium is being directed to individual pupils in the following manner:-

Action	Objective	Outcome
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	<p>Year 2 Pupil Premium pupils attain expected standard at the end of KS1.</p> <p>Year 1 Pupil Premium pupils attain expected level and pass Phonic Screening Test.</p> <p>Reception pupil premium pupils attain expected level at the end of the Early Years curriculum.</p> <p><b>Impact 2016</b></p> <p>100% of Pupil Premium pupils achieved expected and above at the end of Key Stage 2.</p> <p>100% of Pupil Premium pupils attained the expected level and passed the phonic screening test.</p> <p>At the end of EYFS 67% achieved expected in Reading and 67% achieved expected in Number (33.3% equal to 1 child)</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 2016</b></p> <p>Pupils’ fine and gross motor skills were noticeably improved and benefitted the pupils, especially in their writing.</p> <p>(Evidenced: 100% of Pupil Premium pupils attaining at least expected at the end of KS1 in Writing/ Motor Skills United Baseline to end point Assessments/ pupil’s recorded work/ PE observations and increased sporting participation.)</p>

<p>To support and give professional advice to the whole family through sessions with a Parenting Coach</p>	<p>To support the whole family, giving them opportunities to gain advice, guidance and strategies</p>	<p>Feedback from parents and Parenting Coach shows greater family unity  Pupils well-being enhanced  <b>Impact 2016</b>  Feedback from parents shows increased understanding of triggers for emotional and social behavioural difficulties and a greater ability to employ positive strategies in response. Pupils exhibited greater level of well-being and an increased readiness to focus and learn.  (Evidenced: 100% of Pupil Premium pupils achieved expected and above across all three areas of Reading, Writing &amp; Maths at the end of KS1)</p>
<p>To provide enhanced opportunities of a pupils' interests within or outside school</p>	<p>To give pupils opportunities which will motivate and inspire</p>	<p>Positive feedback from parents and pupils in regard to opportunities  Higher levels of engagement and commitment to extra-curricular by pupils  <b>Impact 2016</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>
<p>To deliver SEAL work with pupils 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>Pupils' social skills and understanding increased  Pupils' friendship groups widening  Pupils' self-esteem and well-being enhanced  <b>Impact 2016</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 skills.	Pupils able to control their emotional reactions and developing social skills. This will encourage them to gain learning readiness. <b>Impact 2016</b> Pupils who have been given this level of support have developed basic self-calming skills and are beginning to understand the need to self regulate. The intervention has been successful in allowing the pupils to access the curriculum 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.)
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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 2016 (Unvalidated Data)		
	School PPG (2 pupils) EXS+	National non-disadvantaged pupils EXS+
Reading	100%	78%
Writing	100%	70%
Mathematics	100%	77%
Key Stage 1 Progress 2016 (in-house data)		
	School PPG (3 pupils) Working at the expected + level	
Reading	100%	
Writing	67%	
Mathematics	67%	
Year 1 Phonic Screening 2016		
	School PPG (3 pupils)	National non-disadvantaged pupils
Achieved Expected Standard	100%	70%
Early Years Foundation Stage Profile 2016		
	School PPG (3 pupils) EXS+	National non-disadvantaged pupils Expected +
Reading	67%	Not yet available
Number	67%	Not yet available

Next Review: July 2017