

Pupil Premium Strategy

Report to parents: 2017/18

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	179 children plus 27 F1 children (Total 206)
Total number of pupils eligible for PPG There are no service children currently at the school. There are no Looked After/Post Looked After children at the school	9 children
Total amount of PPG received (Financial Year)	£20,380

How will the funding be used for the academic year 2017/18

At Black Horse Hill Infant School we have high aspirations and ambitions for all our pupils, and we are determined to ensure that all our pupils are given every opportunity to reach their full potential both in terms of their academic achievement and in their ability to make a full and positive contribution to our school community. We recognise that to fully meet the needs of our pupil premium children we need to identify any individual barriers to learning which they may have which prevents them from making progress in line with other children. This is why we carefully evaluate and tailor our support and interventions regularly.

Identified barriers to future attainment (for pupils eligible for PP)

1. A significant % of pupil premium pupils also have SEN and/or behavioural issues which prevents them from fully accessing the curriculum.
2. Some pupil premium pupils do not attend school regularly.
3. Pupil premium pupils are not always supported at home to complete reading/homework tasks.

In addition to high quality teaching and pupil feedback the following interventions will be delivered to target the barriers to learning.

Desired outcome	Targeted Support	Annual Costs
1. To provide small group/1:1 session for pupils who because of their SEN, social, emotional or behavioural needs are finding it difficult to access the curriculum. Support will enable the pupils to access more fully class teaching sessions.	School Learning Mentor to deliver intervention on social, communication skills, listening, positive peer interaction and dealing with emotions three afternoons per week.	£4,060
2. To have specialist advice and support from the Special Educational Needs and Support Service to identify barriers and further strategies to support pupils in the classroom so expected or better progress can be made.	3.5 days per academic year.	£1778
3. To train staff to identify	3x one hour Autism	£450

SEND issues in children and provide staff with the knowledge and strategies to use within the classroom to support children with a range of SEND.	Training. Staff Development Day led by Dr H Bibby on strategies to support pupils with Social Communication difficulties, cognitive difficulties and attachment disorders.	£1000
4. To provide additional reading/support for homework for those children who are not supported at home to ensure these pupils make progress in line with their peers particularly in reading.	All Teaching Assistants have been trained on Successful Reading Partnership programme. All classes have Teaching Assistant Support. Each targeted child will have 3x 30 minute sessions per week.	£7,829
5. To reduce group sizes in Letters and Sounds sessions to improve standards in reading and the number of children reaching the expected standard in the phonic screening check.	3 Teaching Assistants Level 3 to plan and deliver phonic sessions 4x per week.	£7,829
8. To improve the attendance of Pupil Premium children whose attendance falls below 95%,	Monitoring of Pupil attendance by Headteacher. Attendance Panel interviews with Headteacher, School Nurse and Pupil Premium leader.	£300 Release and planning time for Pupil Premium Leader.
9. To provide an enriched curriculum for the children in order to raise self-esteem and engagement e.g payment for After School Clubs, Tennis, Football, School trips partially or wholly subsidised, funding for extracurricular opportunities .e.g. Fun Food Chef, Creepy Crawly Show, Thumbs Up programme		£1,000
Total Cost		£24,246

Measuring the impact of our Pupil Premium Strategy

As a school we are constantly reviewing the impact of teaching and learning on all pupils by questioning pupils in lessons, marking children's work and providing feedback. Pupils are given "target time" to rehearse and practise skills.

Furthermore we have a tracking and assessment system in place to monitor the progress of our pupils. Our Pupil Premium leader will provide a termly report to Governors on progress made by our Pupil premium Children.

Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of intervention and support.

Impact of PP Strategy 2016-2017

1. To provide small group/1:1 session for pupils who because of their SEN, social, emotional or behavioural needs are finding it difficult to access the curriculum. Support will enable the pupils to access more fully class teaching sessions.

Our Learning Mentor worked with five of our Pupil Premium children throughout the year. She worked on helping the children recognise their feelings and how to manage them successfully both in the playground and in the classroom. In addition, she modelled interaction and conflict resolution in the playground. The impact of this is that pupils with social and communication and behavioural difficulties were more able to regulate their feelings and behaviour and access learning more fully. Small group work /Independent work also enabled vulnerable children to develop their self-esteem and resilience.

2. To have specialist advice and support from the Special Educational Needs and Support Service to identify barriers and further strategies to support pupils in the classroom so expected or better progress can be made.

This service identifies any areas of reading, writing and maths which the child is struggling with. A report is provided about their strengths and areas for development. This supports the classteacher in providing strategies and targets for children to enable them to make progress and access the curriculum more fully. This service was accessed by two of our Pupil Premium pupils in this academic year.

3. To provide additional reading/support for homework for those children who are not supported at home to ensure these pupils make progress in line with their peers particularly in reading.

Our aim is for all children to leave our school being able to read and gain pleasure from books. The Successful Reading Partnership programme is proven to accelerate and develop children's reading skills. Children on this programme made good progress which can be measured by their reading ages and ability to read Yr1 and Yr2 Common Exception words.

4. A small group of pupil premium pupils have memory and processing difficulties which is preventing them from retaining core skills so a specialist intervention will be put in place to address this and support retention of information.

Three Pupil premium children benefited from this programme which focuses on building up working memory and provides pupils with strategies to retain information. Three of our pupil premium pupils accessed this programme.

5. To improve speech and language skills in F1 and F2 to ensure pupils reach expected levels of CLL at the end of Foundation 2.

The Welcomm Speech and language programme was used with F1, F2 and one of our Year 1 pupils by our trained teaching assistants. Following the assessment and identification of any gaps in articulation of speech sounds, phonological awareness and understanding a programme was

delivered by our teaching assistant. Following the intervention children were able to communicate more successfully and follow simple instructions in the class.

6. To reduce group sizes in Letters and Sounds sessions to improve standards in reading and phonic understanding.

6 pupil premium children were part of small letters and sounds groups across Key Stage 1. In Year 1, children were taught in small groups which were specifically planned and delivered to meet their individual needs. Year 2 children had phonic booster sessions delivered by a Teaching Assistant to secure any gaps in their phonic knowledge. Progress has been made in their phonic understanding as can be evidenced from our internal tracking systems but we still need to continue to target children eligible for pupil premium in order for them to meet the expected standard in the phonic screening check in Year 1 and Year 2.

7. To improve peer interaction at playtime for pupil premium children with social communication needs.

Please see number 1.

8 To improve the attendance of Pupil Premium children whose attendance falls below 95%,

Attendance was reviewed regularly across the year by the Headteacher. Communication about attendance was strong between teachers/Headteacher and parents/carers. See attendance figures.

9. To provide an enriched curriculum for the children in order to raise self-esteem and engagement e.g payment for After School Clubs, Tennis, Football, School trips partially or wholly subsidised, funding for extracurricular opportunities .e.g. Fun Food Chef, Creepy Crawly Show, Thumbs Up programme.

A wide range of curricular and extra curricular opportunities were offered across the school. Pupils could access new learning opportunities that could support new interests/hobbies such as ukulele, art and sports. Opportunities were provided to boost self-esteem and confidence and positive relationships across the school community. Funded places were offered to our Pupil Premium pupils to some of our extra-curricular activities.

Pupil Premium(PP) data information 2017

There were 8 pupils eligible for Pupil premium Funding in Year 2 (End of KS1 2017/Current Yr3 pupils).

PP Reading progress 10.2 compared to Non PP progress 10.3 (Difference 0.1)

PP Writing progress 8.9 compared to non PP progress 9.8 (Difference 0.9)

PP Mathematics progress 9 non PP progress 9.6 (Difference 0.6)

READING

8 children in Yr2 cohort eligible for PP	PP BHHIS	Non PP BHHIS	PP Wirral	Compared to National Non-Disadvantaged Pupils
Expected + Greater Depth	88% (7/8)	82%	60%	No figures released yet
Greater depth	25% (2/8)	44%	11.5%	No figures released yet

WRITING

8 children in Yr2 cohort eligible for PP	PP BHHIS	Non PP BHHIS	PP Wirral	Compared to National Non-Disadvantaged Pupils
Expected + Greater Depth	50% (4/8)	74%	51.5%	No figures released yet
Greater depth	0% (0/8)	23%	5%	No figures released yet

MATHS

8 children in Yr2 cohort eligible for PP	PP BHHIS	Non PP BHHIS	PP Wirral	Compared to National Non-Disadvantaged Pupils
Expected + Greater Depth	63% (5/8)	74%	59%	No figures released yet
Greater depth	13% (1/8)	18%	7.5%	No figures released yet

Year 1 Phonic screening check

In the 2017 Year 1 phonics screening check there were 4 pupils eligible for PP funding. One pupil passed the phonic screening check.

Year 1 Pupil Premium Information (End Of KS1 2018/Current Yr2)

4 children in Year 2 are eligible for Pupil premium Funding

PP Reading progress 3.5 compared to Non PP progress 3.8 (difference 0.3)

PP Writing progress 3.0 compared to non PP progress 3.8 (difference 0.8)

PP Mathematics progress 3.0 non PP progress 3.8 (difference 0.8)

Attendance for 2016-2017

Overall Attendance for Pupil Premium children 95%

Overall Attendance for Non- Free School meal children 96%

Pupil Premium information 2016

There were 7 pupils eligible for Pupil premium Funding in Year 2 (End Of KS1 2016/Current Yr4 pupils).

Progress across KS1 was broadly similar to Non-Pupil premium children In Reading, Writing and Mathematics.

PP Reading progress 8.8 compared to Non PP progress 9.3 (Difference 0.5)

PP Writing progress 10.8 compared to non PP progress 10.3 (Difference 0.3)

PP Mathematics progress 10 non PP progress 10.1 (Difference 0.1)

Reading

7 children in Yr2 cohort eligible for PP	PP BHHIS	Non PP BHHIS	PP Wirral	Compared to National Non-Disadvantaged Pupils
Expected + Greater Depth	71%	82%	57%	78%
Greater depth	14%	38%	8%	27%

Writing

7 children in Yr2 cohort	PP BHHIS	Non PP BHHIS	PP Wirral	Compared to National Non-Disadvantaged Pupils
Expected + Greater Depth	57%	70%	47%	70%
Greater depth	14%	16%	3%	16%

Maths

7 children in Yr2 cohort	PP BHHIS	Non PP BHHIS	PP Wirral	Compared to National Non-Disadvantaged Pupils
Expected + Greater Depth	57%	71%	56%	77%
Greater depth	14%	16%	5%	20%

Year 1 Pupil Premium Information (End of KS1 2017/Current Yr3)

10 children in Year 2 are eligible for Pupil premium Funding

PP Reading progress 3.4 compared to Non PP progress 3.6 (difference 0.2)

PP Writing progress 2.8 compared to non PP progress 3.0 (difference 0.2)

PP Mathematics progress 3.1 non PP progress 3.1 (no difference)

Attendance for 2015-2016

Overall Attendance for Free School meal children 93%

Overall Attendance for Non- Free School meal children 95.7%

The gap has narrowed over the past three years but attendance of children eligible for Pupil Premium funding will remain a focus.

Pupil Premium Information 2015

In our Year 2 cohort there were 5 children who were eligible for the Pupil Premium Funding. One child

was dual registered and was educated at another school because of the specialist provision they could offer the child.

Of the four children who attended Black Horse Hill Infant School all achieved a Level 2b+ in Reading.

Three out of the four children achieved a 2b+ in Writing. One child achieved a Level 2c.

All of the children achieved a 2b+ in Mathematics