

Pupil Premium Strategy

Report to parents: 2018/19

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	162 children plus 28 F1 children (Total 190)
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)	£11,880

How will the funding be used for the academic year 2018/19

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 number of our pupil premium pupils also have SEN which prevents them from fully accessing the curriculum.
2. Some pupil premium pupils do not attend school regularly. Foundation 2 pupils also tend to suffer from childhood illnesses such as Chicken Pox, Slapped Cheek and Scarlett Fever which affects their attendance. This was particularly the case in 2017-2018. Some Pupil Premium pupils take holidays in term time.
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 sessions 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.	Part-fund school Learning Mentor to deliver intervention on social, communication skills, listening, positive peer interaction and dealing with emotions three afternoons per week.	£3,626
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.	Teaching Assistants have been trained on Successful Reading Partnership programme. All classes have some Teaching Assistant Support. Each targeted child will have 3x	£3,626

	30 minute sessions per week.(Part-funded)	
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.(Part-funded)	£3,626
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.	Headteacher
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, Dance, gymnastics, cheerleading		£1,000
Total Cost		£11,880

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.

In 2017/18 there were nine children eligible for pupil premium funding

Impact of PP Strategy 2017-2018

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 **four** 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 listening skills,

build 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 one of our pupil premium pupils in this academic year.

3. To train staff to identify 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.

This year staff attended several training sessions which focused on supporting SEND pupils in school. There was a particular focus in the training on supporting children with Autism, Sensory Processing and Social, Emotional and Mental Health needs. Staff have indicated during their performance management reviews that the information and strategies gained by attending training has been beneficial in the classroom when supporting children with SEN. Four out of nine of our pupil premium pupils also had SEN needs including Autism, Developmental Co-ordination Disorder and ADHD.

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.

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.

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

In Year 1, children were taught in small groups which were specifically planned and delivered to meet their individual needs. Our only Year 1 pupil premium child met the expected standard in the phonic screening check. Year 2 children had phonic booster sessions delivered by Teaching Assistants to secure any gaps in their phonic knowledge. Both Year 2 children who had not met the expected standard in Year 1 met the standard in Year 2.

7. 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. However the attendance of pupil premium children still remains a school priority because for some children it falls below 95%.

8. 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 attend some of our extra-curricular activities.

Pupil Premium (PP) data information 2018

There were 4 pupils eligible for Pupil Premium Funding in Year 2 (End of KS1 2018/Current Yr3 pupils).

READING

4 children in Yr2 cohort eligible for PP	PP BHHIS	Non PP BHHIS	PP Wirral	Compared to National Non-Disadvantaged Pupils
Expected + Greater Depth	75% (3/4)	82%	60%	No figures released yet
Greater depth	25% (1/4)	45%		No figures released yet

WRITING

4 children in Yr2 cohort eligible for PP	PP BHHIS	Non PP BHHIS	PP Wirral	Compared to National Non-Disadvantaged Pupils
Expected + Greater Depth	50% (2/4)	76%	55%	No figures released yet
Greater depth	25% (1/4)	23.7%		No figures released yet

MATHEMATICS

4 children in Yr2 cohort eligible for PP	PP BHHIS	Non PP BHHIS	PP Wirral	Compared to National Non-Disadvantaged Pupils
Expected + Greater Depth	75% (3/4)	76%	62%	No figures released yet
Greater depth	25% (1/4)	18%		No figures released yet

Year 1 Phonic screening check 2018

In the 2018 Year 1 phonics screening check there was one pupil eligible for PP funding. Our one pupil passed the phonic screening check.

In Year 2 there were two pupils eligible for PP funding who had not met the expected standard in Year 1. They both met the standard in Year 2.

Attendance for 2017-2018

Overall Attendance for Pupil Premium children 93%

Overall Attendance for Non- Free School meal children 96%

Pupil Premium(PP) data information 2017

There were 8 pupils eligible for Pupil premium Funding in Year 2 (End of KS1 2017) PP Reading

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 2017

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)

4 children in Year 2 are eligible for Pupil premium Funding

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.

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%