



Hurst Green Infant School and Nursery Pupil premium funding report

Academic year 2018 - 2019

Background

In 2011-12 the government introduced Pupil Premium funding. Pupil Premium funding is allocated in the school's budget and the amount depends on the number of families who are currently known to be eligible for Free School Meals or have been at any point within the last 6 years. The Pupil premium provides schools in England with additional funding to help them raise the attainment of disadvantaged children and close the gap with their peers, so they may reach their potential.

The allocation for 2018-2019 (financial year) is £1320. This group of pupils is recorded as EVER6FSM.

In April 2014 the Pupil Premium was also extended to children adopted from care on or after 30th December 2005 and was then extended to all children adopted from care in summer 2014 (defined in the Children Act 1989). The government extended the premium in recognition of trauma and loss many adopted children have experienced in their early lives. This means that children who were looked after for one day or more and including children who have been adopted from care or leave care under a special guardianship or residence order (referred to as Pupil Premium Plus) are eligible for the allocation. The rate for the financial year 2018-2019 is £2300 per child.

A premium was also introduced for those children whose parents are currently serving in the armed forces (EVER6 service child), or have been within the last 3 years. This has been extended to children who were eligible previously but whose parents are no longer in the armed forces or are divorced. The rate for the financial year 2018-2019 for these pupils is £300.

The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census. Schools are free to spend the pupil premium as they see fit. However they are held accountable for how funding is used to support pupils and schools are required to publish this information on line.

Summary Information					
School	Hurst Green Infant School				
Academic year	2018 - 2019	Total Budget	28,360	Date of most recent PP review	July 18
Total number of pupils	100	Number of pupils eligible for pp	21	Date for next internal review	July 19

	Actions and approach	Impact and Monitoring
Pupil premium use: Estimated spend:	Aims, intent out comes and monitoring	The full impact of interventions will be determined at the end of the academic year.
<p>Targeted individual teaching Assistant support for pupils during whole class teaching to focus attention and encourage engagement with learning.</p> <p>Personalised support to meet the needs of individual pupils for example language and communication.</p> <p>Additional support in specific areas of English and Maths where tracking shows that progress is not in line with expected standards</p> <p>Increased opportunities to learn outdoors.</p> <p>Projected cost: £5,400</p>	<p>To provide support to children to develop self-confidence and speaking and listening skills.</p> <p>To ensure regular reading practice in order to develop reading skills.</p> <p>To give opportunities to revise and use new sounds in phonics sessions</p> <p>To support pupils during teaching input, focus attention and support learning.</p> <p>This may be on a group basis or individual 1:1 support</p> <p>Progress is monitored termly by a variety of staff.</p>	<p>Pupil progress meetings identified children made good or better progress from their beginning of year individual starting points. Some children made better than expected progress.</p> <p>EYFS: 4 PP children – 3/4 achieved GLD All girls Phonics Year 1-8 PP Children – 5/8 passed Phonics Year 2 -2/6 children were PP 50% passed Reading - PP 5/9 children achieved EXP or better Writing - PP 6/9 children achieved EXP or better Maths - PP 5/9 children achieved EXP or better</p>
<p>Learning mentor support</p> <p>To provide learning mentor support for individual pupils as needed.</p> <p>For pupils to feel secure in themselves and with others. To understand how they are</p>	<p>To develop pupils self-esteem, emotional literacy, sense of wellbeing and enjoyment of school. This provision provides opportunities to develop social skills, interpersonal communication and team building skills.</p>	<p>LM records show that pupils were happy to share events and emotions in their lives with the LM. They report the LM time has supported them. Pupils seem more settled for learning after a LM session.</p>

<p>feeling and to relate to and respect the feelings and emotions of others</p> <p>Network learning mentor meeting: £200 per year Projected cost: £7850</p>	<p>Children are referred to the LM by teachers or the SENCo following parental concerns, observations or pupil progress meetings. Pupil assessments are made by the LM and next steps identified.</p>	<p>Reports have been written on children emotional progress and experiences.</p>
<p>Subsidy of educational visits as needed Subsidy of after school clubs and activities as requested. Learning beyond the classroom to increase opportunities and broaden experiences.</p> <p>Projected cost: £400</p>	<p>To offer new opportunities and increase the range of experiences for children To develop skills where pupils show a particular aptitude for example in sports. To increase self-confidence and self esteem To offer activities that otherwise may not be experienced within everyday life of the child which enables pupils to work as a team and communicate and interact effectively which each other.</p>	<p>Pupils enjoy the experiences offered to them through after school activities. Observations of participation levels and enjoyment during these activities was good. Children were enthusiastic, committed and focused. Children took part in football, ballet, community jazz, tennis and gymnastics.</p>
<p>Establish a sensory area within the school Establish a space a space where children can feel calm and explore their emotions, and feel ready to learn.</p> <p>Estimated cost:£1000</p>	<p>To create a space to improve sensory stimulation by encouraging the children to engage and explore the environment then it can have a positive effect on their ability to react and interact with the environment around them. To enhance learning through play To help tackle challenges with behaviour providing a moment of comfort and calm for distressed individuals. The impact of this area will be monitored by class teachers, teaching assistants, ELSA and LM.</p>	<p>This space lets children use the space to calm and they said it gives them quiet time. Children are responding well to the different resources placed in the room, such as bubble tubes, feely cushions and toys, whiteboard changing coloured lights. Identified children are using the area for sensory breaks.</p>
<p>ELSA support and staff CPD training as identified throughout the year This includes supervision meetings for the ELSA Daily sessions to support the children</p>	<p>Elsa's work with children at the primary age. It is aimed at children who are struggling to cope. This is because it supports looking at behaviour as a form of communication of underlying needs thus address the cause rather</p>	<p>The ELSA role has played a large part in the support we give our pupil premium children. We have seen positive change and growth in many of the children supported by the ELSA to help with the emotional wellbeing of our</p>

<p>Projected cost: £12,750</p>	<p>than the symptoms. Staff may work with children experiencing emerging mental health needs and issues with emotional wellbeing or those with difficulties understanding and managing emotions. The intervention cover such areas as social skills, emotions, bereavement, social stories anger management and self-esteem. The intended outcomes include identifying children with mental health needs re framing and understanding behaviours in terms of their vulnerabilities and providing children with coping strategies to manage their current situation and promote resilience.</p>	<p>pupils. The pupils have explored emotions relationships self-esteem mental health and behaviour. There has been some positive impacts on behaviour. The sessions need to be flexible and respond to the children needs on a daily basis. They can be changed or adapted according to the individual current needs.</p>
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