



Pupil Premium Strategy Statement 2018/2019

1. Summary information					
School	Kinsale Infant School				
Academic Year	2018/19	Total PP budget	£24,400	Date of most recent PP Review	Sept 2018
Total number of pupils	155	Number of pupils eligible for PP	17	Date for next internal review of this strategy	Mar 2019

2. Current attainment		
Attainment for EYFS 2017/18:	Pupils eligible for PP (3)	Pupils not eligible for PP (40)
% achieving ELG in Reading	100% (3)	97% (39)
% achieving ELG in Writing	100% (3)	97% (39)
% achieving ELG in Maths (Number)	100% (3)	97% (39)
% Good Level of Development (GLD) in EYFS overall	100% (3)	97% (39)
Attainment for Year 1 2017/18:	Pupils eligible for PP (8)	Pupils not eligible for PP (49)
Phonics Screening Year 1	27% (3)	83% (41)
Attainment for Year 2 2017/18:	Pupils eligible for PP (6)	Pupils not eligible for PP (55)
% achieving expected standard in Reading	67% (4)	89% (49)
% achieving expected standard in Writing	67% (4)	82% (45)
% achieving expected standard in Maths	50% (3)	89% (49)

3. Barriers to future attainment (for pupils eligible for PP)
Academic barriers (issues to be addressed in school, such as poor oral language skills)

A.	We have a high % of Pupil Premium children in Year 2 in 2018/19 (61% of whole PP cohort). Their needs also include a high SEND need (38%, including one EHCP), as well as a large proportion of family needs and some deprivation factors which may make accelerated progress more of a challenge.
B.	For some of our PP families, low aspirations are an issue, and lack of home support is evident. Certain families have little access to technology to support at home; so access to Tapestry and supporting Home Learning can be more difficult.
C.	46% of our PP cohort have had external family support intervention in either the past or currently.

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Attendance for our PP cohort in 2017/18 academic year was 95.36%. This is below our school target of 97%.
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4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	A higher % of Year 1 PP children pass the phonics screening. Phonics screening assessments take place every term, and intervention is put in place where necessary.	PP children in Y1 reach the required standard – our target is 100% for the 2019 cohort (4/4 pupils)
B.	A higher % of Year 2 PP children reach expected in Maths by end of KS1.	Exceed our target of 50% for PP group – current target for PP group in maths is 89% (8/9 pupils)
C.	PP parents and carers will be well supported to encourage support at home and issues around family challenges.	A new PP Key Worker scheme will be established to link staff with a PP child to enhance support between home and school. A positive relationship to be established to engage parents / carers in school life.
D.	PP cohort are tracked closely throughout all areas of the curriculum, and support given where necessary.	A good understanding of progress and attainment of all PP cohort across the curriculum is clear, with early intervention in place where needed. Detailed discussions take place at Pupil Progress meetings each term.

5. Review of expenditure

Previous Academic Year	2017/2018
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i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
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Additional TA in Rec and Y1	Focus of support to be on SEND and Pupil Premium pupils in class. Intervention support to be targeted where appropriate.	Through observation for Performance Management, TAs understood the importance of supporting PP pupils closely. They attended Pupil Progress meetings to feedback. The PP pupils made progress, and in Reception the number reaching GLD was 100%. Outdoor provision was more widely used as additional adults required for a large space. Observations outline the use of these adults in outdoor area was beneficial.	The importance of TAs knowing the needs of the PP pupils is crucial. Continue to invite TAs to Pupil Progress meetings as feedback has impact on their practice as well as to inform SLT.	£13,000
Pupil Progress meetings	Release time for all teachers and TAs to meet during the school day to discuss progress towards end of year targets, including interventions in place.	All staff attended PP meetings each term. Detailed conversations around progress and intervention / barriers were held with minutes kept. These meeting actions were revisited the following PP meeting to judge impact. Staff report that it enables them to keep track of individual children throughout the year more closely.	Continue to release staff during the school day, and include TAs as part of the meeting	£600

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Nurture group weekly sessions	Pupils identified as requiring nurture support receive a personalised, well planned session to address specific needs. They are equipped to deal with personal issues and issues connected to learning.	Pen portraits were completed on all pupils attending. Outcomes were positive, and SEMH was observed to have improved. Parent / carer feedback was positive. Staff report improved involvement in class learning, and ability to tackle personal challenges on a 1:1 basis in a familiar environment. It was very successful to have a staff member who already has relationships with many of the children (as a current TA and MSA)	Approach to be continued as so successful.	£4500
Weekly Forest Schools sessions for PP pupils	Children gain confidence and improved self-esteem through Forest Schools sessions. Parents are invited to attend during the year, to observe the impact of the sessions on mental health and engagement.	Pupils gained confidence and were observed to be able to lead a small group without support. They were reported to be more engaged in the classroom, and able to problem solve independently. Pen Portraits and Box Hall profile contributed to our evidence for positive impact. Resources were supplemented to ensure sessions were well equipped and safe.	An additional adult is required in 2018/19 to support Forest School lead, to allow for a more personalised approach to teaching.	£2000

iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Purchase of additional I pads	Use to be increased to support intervention group work, and to allow children to develop independence to learn.	I pads are used daily to support learning in small groups. Children can use them independently with head phones. Fine motor development and phonics based learning has been fundamental to the use.		£5000
Crèche available during workshops and cafes	All parents (including PP pupils) are able to attend in school events without child care concerns.	In Reception, 2/3 PP parents attended the workshops in 2017/18 – they feedback positive impact from the sessions. In Year 1, only 4/7 PP parents attended – they did not say child care difficulties was the reason, but other reasons were sited.	Continue with offering a crèche facility for all family learning events – keep log of attendees.	£500
Development of Children's Centre	Develop room to become a nurture room to support parents / carers	We decided not to develop the room, as the impact measure was not large enough.	Continue to monitor whether a nurture room will be necessary, particular when we have the Key Worker project up and running in 2018/19.	£0 as not developed
Home Learning club / cookery demo / web access day	Equip parents to support with Home Learning / cookery for £5 ideas / website confidence support group	We did not run a Home learning club as not deemed necessary – all pupils were well supported with this area. Edwards and Blake (catering provider) were unable to provide this demo as first agreed. Following survey with parents / carers, the feedback was that the large majority were very confident with web access.	Monitor whether support is needed in future depending on needs of current PP parents / carers	£0 as not carried out

Subsidise events / activities (residential, visits, clubs, music lessons, Breakfast Club)	PP pupils should not miss out on events, visits or activities due to lack of financial support from home.	Pupils who may not have attended events / activities were able to participate. We also directed parents to other charity organisations to support financially.	Continue approach	£2000
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6. Planned expenditure

Academic year	2018/19
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C, D Weekly Forest School sessions for every class throughout school	Children gain confidence and improved self-esteem through Forest Schools sessions. They tackle problem solving and team work with their peers. Staff from class also participate.	Forest Schools is evidenced to improve self-esteem and confidence due to the small group activities and non-threatening method of working. Pupils are encouraged to lead a team and work with a range of peers to tackle outdoor tasks and problem solving. Forest Schools has already had impact in our school.	Monitoring of the sessions by DHT. Time for the Forest Schools lead to plan for class groups. Class teachers will measure the impact of the SEMH development with their cohort.	ES LH GL Class teachers & TAs	Reviewed each half term following the end of the class sessions

Evaluation:

Half termly assessment from each class showed that the children gained confidence in themselves, began to take more risks in their learning and developed many of our dispositions for learning, having a positive impact on their learning and improving outcomes. The Forest School area was developed further buying new resources and adding a mud kitchen.

Attainment for EYFS 2018/19:	Pupils eligible for PP (3)	Pupils not eligible for PP (52)
% Good Level of Development (GLD) in EYFS overall	66%	90.4%
Attainment for Year 1 2018/19:	Pupils eligible for PP (4)	Pupils not eligible for PP (39)
Phonics Screening Year 1	100%	92.3%
Attainment for Year 2 2018/19:	Pupils eligible for PP (7)	Pupils not eligible for PP (49)
% achieving expected standard in Reading	71.4%	83.6%
% achieving expected standard in Writing	57.1%	79.5%
% achieving expected standard in Maths	85.7%	85.7%

This approach will be continued. (£6350)

A, B Termly Pupil Progress meetings to review progress towards attainment targets.	Release time for all teachers and TAs to meet during the school day to discuss progress towards end of year targets, including interventions in place.	Meetings with class teacher and TA allow conversations around additional intervention support, progress and potential barriers to learning. Linking these meetings to the targets set allow us to intervene should progress slow. Senco is involved directly in the meetings as well.	Minutes are kept of the meetings, and shared with class teacher. They are referred to at the following Pupil Progress meeting to ensure all actions complete and what the impact has been.	LR LH Class teachers TAs	Reviewed at each termly PP meeting
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Evaluation:
Staff reported that through these meetings and the involvement of TAs and the Senco they were able to keep track of all pupils more closely and adapt the curriculum to meet their needs. Additional training was organised to support the needs of the children, for example teaching writing through making it more interactive to engage all children, using role play, speaking and listening, so all staff developed their practice and were able to support different needs more effectively and increase children's engagement. This approach will continue to be used. (£650)

Total budgeted cost £7000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
C, D Weekly Forest School sessions for PP cohort	Children gain confidence and improved self-esteem through Forest Schools sessions. Parents are invited to attend during the year, to observe the impact of the sessions on mental health and engagement.	Forest Schools is evidenced to improve self-esteem and confidence due to the small group activities and non-threatening method of working. Pupils are encouraged to lead a team and work with a range of peers to tackle outdoor tasks and problem solving. Forest Schools has already had impact in our school.	Monitoring of the sessions by DHT. Time for the Forest Schools lead to plan for individual pupils as well as class groups. Class teachers will measure the impact of the SEMH development with their cohort. Senco will look at impact of these weekly sessions.	ES LH GL	Reviewed each term and group changed if necessary

Evaluation:
These additional sessions were very beneficial to our PP cohort. They improved these children's self confidence and gave them the chance to lead a small group and become an 'expert' at something. The sessions had a positive impact on their well being and in turn improved their engagement in lessons, their behaviours for learning and their outcomes (see data table above). Pen Portraits and Box Hall profile contributed to our evidence for a positive impact. These sessions were based on individual needs and interests. The parent's feedback was overwhelmingly positive after they attended some sessions with their children. This approach will be continued. (£5300)

A, B, C Key Worker project established for PP cohort	All PP have a link Key Worker who will meet them formally and informally, and also allow parents / carers to establish closer relationships.	We have researched Key Worker roles that have been used in other schools, and the impact of the personal relationship has shown good outcomes. Linking a member of support staff (TA) to a PP pupil allows both pupil and parent / carer to develop a positive relationship in school. This can lead to supporting around learning and other organisational elements of school life. The formal and informal conversations that take place allow rapport to develop in a positive way.	Regular meetings with Key Workers to check progress and any barriers. Conversations with pupils and parents / carers to see impact of the developing relationships. Observations of class teacher in terms of impact in class. Central element of SDIP for 2018/19, so is regularly updated by Governors and SLT.	LR Link Gov Key Workers	Review will take place every term
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Evaluation:
School staff built up good relationships with our PP cohort and their families. Parents felt confident enough to find their child's keyworker to discuss any issues. 94% of parents for our PP cohort attended a Forest school sessions with their child and keyworker to develop a good relationship. These sessions received very positive feedback by all involved. This approach will be continued. (£700)

C Weekly nurture group 'Your Time' continues to run for specific pupils	Pupils identified as requiring nurture support receive a personalised, well planned session to address specific needs. They are equipped to deal with personal issues and issues connected to learning.	Nurture has had a positive impact on SEMH of pupils previously, and we now have a school TA trained to deliver this in school all year. A 1:1 approach is a successful method for building up positive rapport and planning individualised support.	Senco and Nurture lead have half termly 'supervision' meetings to ensure the correct pupils are identified as needing support. Boxhall Profile is used initially to identify the pupils to attend the sessions. Impact is measure by pen portraits being completed at the beginning and end of the timetabled sessions. Nurture lead maintains details notes on progress and engagement in sessions.	GT LW	Review happens with Senco each half term and is shared with SLT following 'supervision'.
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Evaluation:
Pen portraits were completed on all pupils attending and so was the Box Hall profile. Outcomes were positive, and SEMH was observed to have improved. Parent / carer feedback was positive. Staff report improved involvement in class learning, and ability to tackle personal challenges on a 1:1 basis in a familiar environment. It was very successful to have a staff member who already has relationships with many of the children. It was also used when children had a bereavement in the family or their parents split up on a short term basis which proved very successful in supporting these children during a difficult time in their lives. This approach will be continued. (£4500)

Total budgeted cost £10,500

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Running a crèche facility at all cafes and workshops	All parents (including PP pupils) are able to attend in school events without child care concerns.	Parents / carers have feedback previously that attending events is difficult due to caring for younger siblings. If parents / carers of PP children are personally encouraged to attend, they are more willing to do so.	Monitor the attendance at crèche each event. Ensure staff remember to target PP parents / carers to remind and encourage.	Crèche Staff Class teachers	After each learning event

Evaluation:
 The crèche looked after 34 children during the year for different events throughout the school. It encouraged more parents to attend events in school, supporting their children and giving them a better understanding of the curriculum and how the children learn in school. 6% of these children had siblings in our pupil premium cohort. Now the relationships with families are improving through our key worker scheme. (£1575)

Subsidise some events for PP pupils	PP pupils should not miss out on events, visits or activities due to lack of financial support from home.	Some PP parents / carers have shared that financial difficulties will prevent their child from joining events. Supporting with financial element will allow them to be included in all events.	Monitor the number of events which are subsidised (residential visit, class visits, Breakfast Club, after school clubs etc.)	LR Class teachers KL / TG	At each event / activity
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Evaluation:
 Breakfast club, football club and school trips were funded or partly funded for a number of PP pupils so all children could benefit from being involved in the wider school life. (£725)

Total budgeted cost	£2300
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