



Pupil Premium Strategy Statement 2019/2020

1. Summary information					
School	Kinsale Infant School				
Academic Year	2019/20	Total PP budget	£24,060	Date of most recent PP Review	Sept 2019
Total number of pupils	151	Number of pupils eligible for PP	14	Date for next internal review of this strategy	March 2020

2. Current attainment		
Attainment for EYFS 2018/19:	Pupils eligible for PP (3)	Pupils not eligible for PP (52)
% achieving ELG in Reading	66%	92.3%
% achieving ELG in Writing	66%	92.3%
% achieving ELG in Maths (Number)	66%	96.1%
% 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%

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 Reception in 2019/20 (50% of whole PP cohort) whose needs we have yet to learn, many of which will link to oral language skills. Some of our PP cohort's needs also include a high SEND need, 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.	36% 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 2018/19 academic year was 94.9 %. This is below our school target of 97%.	
E.	Some pupils not able to access, due to financial circumstances. The opportunities provided for other pupils	
4. Desired outcomes (specific outcomes and how they will be measured)		Success criteria
A.	A higher % of Year 2 PP children reach the expected standard in Reading and Writing by end of KS1	80% PP children in Y2 are targeted to reach the required standard in Reading and Writing, with 100% pupils making good progress across the curriculum. 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.
B.	A higher % of Reception PP children achieve their GLD	75% PP children in Reception are targeted to reach a Good Level of Development, with 100% pupils making good progress in all areas of their development. 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.
C.	PP parents and carers will be well supported to encourage support at home and issues around family challenges.	The PP Key Worker scheme will continue 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.	Increased attendance rates for pupils eligible for PP	Overall PP attendance improves so that it is in line with 'other' pupils

E.	All PP children to be able to access the same provision and broad curriculum as others	PP attendance at clubs and trips as high as 'other' pupils PP children able to have milk
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5. Planned expenditure

Academic year **2019/2020**

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

Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B Pupils to achieve the best that they are capable of in EYFS and KS1, using a range of learning dispositions.	-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. (£1000) 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. (£5200)	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. 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.	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. Monitoring of the sessions by HT. Time for the Forest Schools lead to plan for class groups. Class teachers will measure the impact of the SEMH development with their cohort.	LH, BC, class teachers and TAs LH, ES and GL	Reviewed at each termly PP meeting

	-CPD for staff: Network meetings for subject leaders in English, maths, curriculum and EYFS Maths and English moderation training at EYFS and KS1 VNET conferences Bespoke training from VNET across the curriculum (£2500)	Evidence suggests that 'quality first teaching' has the largest impact on progress and attainment of all children, including PP children	Staff to feedback key messages to all staff at Staff meetings	LH and SLT	
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Evaluation: Challenging targets set for all pupils, including PP pupils. Progress discussed termly before lockdown. Different strategies discussed and SENCo involved to support pupils not making expected progress. Forest schools was successful for the two terms before lockdown. English, maths, and curriculum networks attended by staff as well as moderation training. During lockdown all PP families contacted to ensure they had access to the internet. If not work was printed and sent to them each week.

Total budgeted cost **£8700**

ii. Targeted support

Desired Outcome	Chosen action/ approach	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. (£3500)	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: PP pupils made progress and became more confident through attending forest school weekly. Parents engaged well at the Christmas Forest schools session and spent time together enjoying the session with their child and keyworker.

<p>A, B, C Families of PP children will continue to develop a good rapport with the school so that they are more involved in their child's learning in school and at home.</p>	<p>Key Worker project to be embedded 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. (£1500)</p>	<p>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. This approach has already shown to be have a positive impact on PP families during the last academic year and will continue to be embedded this year.</p>	<p>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. We are focusing on the progress of all vulnerable groups in all areas of our SDIP for 2019/2020, so is regularly updated by Governors and SLT.</p>	<p>LH Link Gov Key Workers</p>	<p>Review will take place every term</p>
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Evaluation: Successful key worker scheme. Children and families built up strong, trusting relationships with their keyworker and approached them if there were ever any issues that needed to be discussed.

<p>C 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</p>	<p>Weekly nurture group 'Your Time' continues to run for specific pupils. (£4000) Develop the children's centre space to create nurture area. (£2060)</p>	<p>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.</p>	<p>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.</p>	<p>CD EG</p>	<p>Review happens with Senco each half term and is shared with SLT following 'supervision'.</p>
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Evaluation: 'Your time' was successful in supporting identified children with their SEMH needs. New resources were purchased to create a calming nurture area.

Total budgeted cost £11,060

iii. Other approaches

Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
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C. All parents (including PP pupils) are able to attend in school	Running a crèche facility at all cafes and workshops Resource crèche. (£2000)	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: Successful crèche facility, supporting PP parents and others so that they could engage with their child at school events.					
D. Increased attendance rates for PP pupils	Closely monitor More meetings with PP parents to address any attendance issues or patterns emerging Rewards and incentives for high attendance (£300)	We can only improve attainment and progress if children are in school. Much research states that it is vital to address any attendance issues. Last year the PP cohort had a lower average attendance than our target of 97%	Monitor attendance regularly of PP pupils, organising meetings with parents where necessary to encourage better attendance	LH / KL	Monthly review meetings
Evaluation: Attendance until lockdown in March positive for PP children. Monitored closely and rosettes awarded termly.					
E. PP pupils should not miss out on events, visits or activities due to lack of financial support from home.	Subsidise some events for PP pupils. Milk available for all PP pupils who would like it. (£2000)	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
Evaluation: Milk available for all pupil premium pupils who like it. A breakfast club place and financial support on trips given to PP pupils who required it. A member of staff delivered weekly lunch parcels to PP pupils during lockdown.					
Total budgeted cost					£4300