

## Pupil Premium Strategy 2019-20

### Amount of Pupil Premium funding received 2019-20

Number of eligible pupils	10
Total PP funding received	£21,420

### Identified barriers to educational achievement

Prettygate Infant School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium funding. It should be stressed that not all these factors apply to all children on our Pupil Premium register.

- Turbulent home lives
- Medical conditions
- Behaviour - social and emotional needs that affect their learning
- Parental engagement
- Attendance
- SEND
- Access to extra-curricular activities

### Key expenditure – how the allocation will be spent

Area of spend	Total allocation
Pupil Premium leadership	£12,560
Home School Liaison Worker	£4,590
After School Provision (Forest School)	£700
Curriculum resources and enrichment	£1,050
Play Therapy	£2,520

Area of spend	Intended outcomes and why these approaches were taken	Actions
Pupil Premium leadership	<ul style="list-style-type: none"> <li>• To provide a Pupil Premium Leader who can have an overview of the Pupil Premium grant spending and the provision made for children in receipt of this.</li> <li>• Adequate time for the Pupil Premium Leader to facilitate the raising of attainment, growth of cultural capital, improvement of learning opportunities and development of resilience of all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and track the attainment and progress of Pupil Premium children through RAG rating, book scrutiny, observations, and conversations with children and staff.</li> <li>• Support teaching staff in identifying barriers to learning and putting provision in place to raise the attainment of Pupil Premium children.</li> <li>• Pupil progress meetings take place every 5 weeks.</li> </ul>
Learning environment	<ul style="list-style-type: none"> <li>• Improvements to the learning environment should lead to improved learning outcomes – children are provided with more suitable places to learn.</li> <li>• Pupils enjoy learning in a better-suited environment.</li> <li>• The outcomes for all children should improve: the conditions for learning improve in a well-equipped and furnished small classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvements to the learning environment to be identified, with specific children in mind.</li> <li>• Development of our small classroom for children who find it difficult to learn in a classroom environment.</li> </ul>
Curriculum resources and enrichment	<ul style="list-style-type: none"> <li>• The purchase of resources to support the delivery of the curriculum will raise the quality of teaching, leading to improved outcomes for children.</li> <li>• High quality resources will help to improve children’s engagement in the curriculum, leading to improved outcomes.</li> <li>• Broadened experiences for children, leading to improved learning outcomes through better understanding of the world and ‘cultural capital’.</li> <li>• All pupils are able access and participate in school trips and visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject co-ordinators to identify resources that will improve teaching and learning.</li> <li>• Additional resources purchased according to priority of need.</li> <li>• The impact of additional resources is monitored by subject co-ordinators.</li> <li>• A range of experiences are planned to support the curriculum.</li> <li>• Subject co-ordinators support teachers in finding opportunities for trips/visits.</li> <li>• Parents made aware of the subsidies available to them.</li> </ul>
After School Provision(Forest School)	<ul style="list-style-type: none"> <li>• To provide an enriching outdoor learning experience incorporating a number of physical and problem-solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources purchased to ensure all activities are available.</li> </ul>

Home School Liaison Worker	<ul style="list-style-type: none"> <li>• All pupils are supported in terms of well-being and attendance, including, where appropriate, emotional support for pupils and their families.</li> <li>• Access to community learning for parents to enable support and establish stronger links between school and home.</li> <li>• Early identification of attendance issues is ensured, with quick support being initiated and sustained.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance data is rigorously monitored.</li> <li>• Regular interaction with vulnerable pupils and their parents.</li> <li>• Weekly discussion in school with Senior Leaders around improving both attendance and well-being.</li> </ul>
Play Therapy	<ul style="list-style-type: none"> <li>• Provide an emotional intervention through a therapeutic approach for pupils who are identified as experiencing heightened emotional states.</li> <li>• Play Therapists receive regular supervision to ensure high quality provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of pupils in need of this.</li> <li>• Review of the process and impact for pupils.</li> <li>• Supervision for Play Therapists is timetabled and recorded.</li> </ul>

### How will the school measure the impact of the Pupil Premium?

The school will measure the impact of the Pupil Premium in a number of ways. The school's assessment process is split into four 10-weekly cycles, with pupil progress meetings taking place at five and ten-weekly intervals. Based on assessment data and the observations of teachers, Pupil Premium children's attainment and progress is discussed, with barriers to learning and intended support a focus of these discussions. As part of pupil progress meetings, the school will review the impact of any Pupil Premium grant expenditure and plan in any changes or extra expenditure.

Pupil Premium funding and the impact of this is discussed regularly at Governing Body meetings.

Dates of the next Pupil Premium strategy reviews:

w/b 11<sup>th</sup> November 2019

w/b 27<sup>th</sup> January 2020

w/b 27<sup>th</sup> April 2020

w/b 6<sup>th</sup> July 2020