

### Pupil Premium funding 2017-18

<b>Pupil Premium used for:</b>	<b>Budgeted Allocation</b>	<b>Brief Summary of the intervention</b>
HLTA taking focus groups for: Reading Phonics Spelling Maths	£4,787	The HLTA provides additional targeted support. This includes: Reading groups Sydney – phonics programme SIDNEY- additional literacy support Small group work focusing on fine motor activities Precision teaching - spelling. Max's Marvellous maths. Speech and language.
Emotional Literacy Support Assistants	£7,977	ELSA support for identified children. Support individualised according to need on a 1:1 basis or within a small group depending upon need.
Speech and Language	£1,200	Weekly support from Speech and language specialist.
Play Leader / Robin's Retreat	£3,907	Development of social interaction skills and self-esteem to support children who find independent time difficult.
Family Support Worker	£1,078	Shared employment of a Parent Support Worker serving local schools and providing support for families on a 1:1 basis or through group work
HSLW	£16,394	Shared employment of a home school link worker to support families and ensure attendance remains high
Full access to school Life	£1,080	Every PP child entitled to a school jumper and school trips subsidised. Uniform purchased
Breakfast Club	£400	Every child who joins school mid-year is given 6 weeks at Breakfast Club to become part of the community. Other families are invited too.
Interventions	£6,175	LSA support (for interventions)
Ed Psych	£2,762	Additional consultation time from EP to support needs of children
Additional Resources	£500	Resources needed for interventions and breakfast club
Training Courses	£2,000	Staff skilled to deal with varying needs to support T&L and emotional needs
Supply cover	£1,000	To cover training release time
Cool Milk	£600	Every pp child entitled to free milk
<b>Total</b>	<b>£49,860</b>	

## **Pupil Premium (PP) Funding**

### **Academic Year 2016-17**

The 2016/17 grant was distributed at £58,360:

£1,300 per Free School Meal (FSM) child

For Looked After Children (LAC) from April 2014 these children will be known as Pupil Premium Plus and will receive £1,900 per child.

For children from forces families the grant was distributed at £300 per eligible child.

Please do let us know if you are an ex-Service family as we are still eligible for funding for the past four years; known as 'Ever 4.'

In the academic year 2016-17, Tweseldown Infant School received the following pupil premium funding.

FSM (Money for children entitled to free school meals) £30,360

PP (Military children) £26,100

Post LAC (looked after children) £1,900

These funds were in addition to the main school budget (the general annual grant).

### **How many children do we receive funding for?**

The total number of children we are receiving funding for is 87

The total number of children in school is 342

FSM = 22 children (6% of the school population)

Forces Families = 74 children (22% of the school population)

Post Looked after Children = 3 children

Interventions for each child are decided on an individual, needs-led basis. This means that children are able to benefit from more than one intervention at any one time.

Total PP Children with SEN, Service Children, LAC and FSM= 90 children =27%

### **How have we used the Funding this year?**

- To continue to employ additional support staff to provide the intervention programmes for children who were working below expected levels or may be at risk of delay with 1 particular adult working specifically with children receiving Pupil Premium Funding., Mrs Alison Fairclough is ensuring that effective interventions are taking place for each child.
- To ensure ELSA (Emotional Support) continues for children who both parents and staff recommend for additional support. We now have 3 trained ELSAs in school (Alison Fairclough, Inis Morris and Donna Cunningham .
- To ensure every child at Tweseldown Infant School achieves attendance of 95%+ through the employment of a Home School Link Worker, Ms Roz Cutting. Roz also

deals with pastoral care at school and more recently speech and language and forces families.

- To ensure every class teacher receives release time to liaise with the Headteacher and Deputy Head Teacher to discuss each child's achievement and set new targets along with discussing interventions and impact termly.
- To ensure parent workshops happen in reading, writing, phonics and maths. The subject leader is released for 2 days to run these workshops.
- To continue to subsidise visits and clubs for our more vulnerable families at school to ensure everyone can participate.
- To embed a Forces Club run by Ms Cutting ensuring that deployment boxes are in place/ 'blueys' written and an opportunity to share thoughts and give emotional support to each other during lunch. Ms Cutting is also running Forces' Coffee Mornings
- To ensure every child starts their day on a positive note with a healthy start with the introduction of breakfast club on Wednesdays for targeted families.
- To purchase text books to ensure all children in year 2 are ready for the SPAG (Spelling, Grammar and Punctuation) test in May 2017.
- To train the DHT (Deputy Head Teacher) in Greater Depth (GD) for our more able children. Policy now written and shared with staff. GD writing groups for Years 1 and 2 now implemented
- To train the DHT and 2 Teaching Assistants (TAs) in First Class at Number intervention

### **What has been the impact of Pupil Premium?**

We have a comprehensive tracking and target setting system at Tweseldown to ensure all children achieve. Intervention is put in place quickly where appropriate.

Our results at the end of Year 2 2015 showed that our children receiving Pupil Premium money were significantly above County and National levels.

- 80% of our FSM children achieved a GLD in YrR
- 70% of our Forces' Children achieved a GLD
- Year 2 phonics, the only child who failed joined us in the summer term in Year 2
- All year 1 children who were FSM passed the phonics test
- 21 out of 28 service families passed the year 1 phonics test=75%

Children having ELSA have found this beneficial and improvement in academia has improved as a result along with their stamina and resilience.

Children participating in additional PP intervention groups are making accelerated progress in 97% of children.

Intervention groups are tailor made to each individual child and what their next steps in learning are. The SENCo (Special Needs Co-Ordinator) meets regularly with LSAs regarding intervention groups and the DHT (Deputy Head Teacher) trains LSAs half termly.

Parent workshops have been praised on parent questionnaires throughout the academic year.

Parents have positively responded to the strong links developed by deployment boxes and receiving 'blueys' for their child from school.

Subsidising trips and clubs ensures that every child has equal access to the whole learning experience on offer.

The following now happens in school with regard to attendance:

- Certificates awarded in Assembly for 100% attendance termly and yearly
- Any class that have 100% attendance for the week are rewarded with a certificate
- Percentage of attendance for each class every half term displayed in classrooms
- Parents are phoned on first day of absence if no reason given
- Red Letters are issued to parents whose children's attendance dips below 95% in a term

## Our Results Last Academic Year 2015-2016

### The Impact:

#### Children Receiving Intervention:

Intervention	Impact
Any Reading/ Writing/ Maths intervention in year 2	86% of children showed progress with 74% of children achieving Age Related Expectations (ARE) in reading, writing and maths
ELSA & Nurture Groups	All children are now able to verbalise behaviour they should be displaying, some say they still require support in implementing it. 100% of parents who gave feedback stated that children were emotionally better equipped to deal with issues in their lives.  Class teachers reported 100% of children appeared calmer and more emotionally stable.
SALT	All children made progress. Although not all targets completed by all children, some children had a lot to cover.
SIDNEY	82% made progress in 1 or more area of the National Curriculum.
OT	All children making progress against their targets. 1 child no longer requires OT.
ELKLAN	2 children much more confident and able to follow instructions.
Precision Teaching	Class teacher feedback shows that all children made good progress.
1: 1 daily reading	Perseverance and confidence has improved with all of these children.
5 Minute Numeracy Boxes	All but 1 child made progress using Sandwell tests before and after the intervention.

Numeracy support	All children's progress and focus was improved however, children still below level of peers.
Relax Kids	100% of staff commented on how relaxed and calm the children were after sessions. Parents commented on behaviour improving at home.
ELS	All children's writing and confidence has improved. 92% of children improved 1 sub level of progress.
Phonographix	100% improvement using Salford Standardised scores as 100% of children increased 1 sub level.
Study Guides	100% of children who returned study guides received. ARE in reading and 85% in writing
First Class at Number	Groups happening daily as a result of staff trained in this intervention

#### Service Children Results

43 children

#### EYFS (Early Years Foundation Stage) Data

70% achieved the GLD (Good Level of Development)

#### LAC (Looked After Child)

Did not receive the GLD

#### FSM (Free School Meals) Results

5 children

#### EYFS Data

80% achieved the GLD (Good Level of Development)

#### Year 1 Phonics Test

21 out of 28 forces children passed = 75%

All 4 FSM children passed = 100%

#### Key Stage 1

ARE	Reading	Writing	Maths
Disadvantaged Children at Tweseldown	88%	75%	88%
Disadvantaged Children Nationally	78%	70%	77%