

## COOMBE HILL INFANTS' PUPIL PREMIUM STRATEGY 2018 – 19 : Evaluated September 2019

COOMBE HILL INFANTS' PUPIL PREMIUM STRATEGY 2018 - 19 (As at 31.10.18) (Evaluated for Impact 26.09.19)	
Total Pupil Premium budget:	£41,560 (This is based on census January 2018)
Number of pupils eligible for PPG	31(10.3% of school roll) (including 3 LAC/Post LAC)
PPG PUPILS IN YR2	11 (12% of cohort of 90)
PPG PUPILS IN YR1	10 (8.3% of cohort of 120)
PPG PUPILS IN RECEPTION	10 (11% of cohort of 90)
Date of most recent PPG Audit of Practice	31 <sup>st</sup> January 2017

The Strategy below shows how Coombe Hill Infants' School is planning to allocate Pupil Premium Grant funding in 2018-19, so as to raise attainment and progress for disadvantaged children, as well as to diminish the difference between these children and the others in their cohort. This Strategy was written by the Inclusion Manager, in consultation with staff and governors and is updated annually. The next review will be in October 2019. This Strategy is available to view on the School Website, together with previous PPG Plan/Information, in line with legal requirements.

PUPIL PREMIUM GRANT STRATEGY 2018 - 19					
Barrier to Learning	Strategy	Outcomes and success criteria	Owner	Cost **	Impact
A. <u>Reception Class</u> Oral language skills in Reception are lower overall for pupils	<u>Reception</u> <u>Boost Oral language skills</u> <ul style="list-style-type: none"> <li>• In-class focus on S&amp;L in classroom and through play</li> </ul>	<ul style="list-style-type: none"> <li>• Improved oral language skills in Reception.</li> <li>• Good progress from baseline to end of FS in</li> </ul>	Foundati on Stage Leader (FSL)	£12,000 Towards: <ul style="list-style-type: none"> <li>• Cost of Inclusion TA working</li> </ul>	6 out of 9 (67%) achieved GLD. Of the 3 who didn't, one child now has

<p><b>eligible for PPG than for other pupils. This slows progress in both literacy and numeracy.</b></p> <p><b>Certain PPG children in Reception have anxiety issues that could impact on their learning.</b></p>	<p>activities on Patio and in Lower Bay.</p> <ul style="list-style-type: none"> <li>• Introduction of PPG Champion in Foundation Stage.</li> <li>• Additional member of staff trained to run School start Language groups. Extra groups to run this year.</li> <li>• Member of staff trained in <b><u>Emotional Literacy Support</u></b>.</li> <li>• Time allocated for staff to work with any children needing vocabulary/ emotional support.</li> </ul>	<p>this area for all PPG pupils.</p> <ul style="list-style-type: none"> <li>• Diminish difference between PPG &amp; non-PPG.</li> <li>• Improved well-being &amp; attitude to learning</li> </ul>	<p>PPG Leader</p>	<p>across Reception every morning + support on Patio in afternoons.</p> <ul style="list-style-type: none"> <li>• Cost of staff training.</li> <li>• Cost of cover for staff to set up/run School start vocabulary groups/ Emotional Literacy support</li> </ul>	<p>EHCP, other 2 made good progress from low baseline.</p>
<p><b><u>B. Phonic knowledge and spelling in Year 1 &amp; 2 lower for certain PPG pupils than cohort as a whole. This impacts on both reading and writing progress.</u></b></p>	<p><b><u>Literacy Support in Yr 1 &amp; 2</u></b></p> <p>Literacy support Teaching 1:1 &amp; small group from specialist teacher. Other members of staff to be trained by Literacy Support teacher to deliver support.</p> <p>Precision Teaching (PT) of phonics and spellings from TAs</p> <p>Early Morning Wordshark /Reading Club in Yr 2</p> <p>Reading Eggs for parents to use at home in Yr 1</p> <p>Homework support</p>	<ul style="list-style-type: none"> <li>• All PPG children to make sufficient progress in Literacy from individual starting points.</li> <li>• Phonics Screen: diminish difference between PPG &amp; non-PPG</li> <li>• End of KS1: diminish difference between PPG &amp; Non-PPG children in Reading and Writing.</li> </ul>	<p>Deputy Head &amp; Phonics Lead PPG Leader</p>	<p>£17,500</p> <p>Towards:</p> <ul style="list-style-type: none"> <li>• Cost of specialist Literacy teacher.</li> <li>• Cost of support staff to run Lit groups/ do PT.</li> <li>• Staff to run early morning wordshark/ reading club/phonics</li> </ul>	<p>Yr 1: 5/9 (56%) met Phonic Screen Threshold. Other 4 got scores 25+ &amp; made good progress from low baseline. 5/9 (56%) got 1S in Reading.</p> <p>Yr2: 5/9 (56%) achieved expected standard in reading and writing. 2/9 achieved GDS All made good progress from their respective baselines.</p>
<p><b><u>C. Throughout School: Ensure challenge for all PPG children and widen vocabulary/ build comprehension</u></b></p>	<ul style="list-style-type: none"> <li>• Regular story sessions with members of SLT.</li> <li>• Class focus/feedback from class teacher &amp; TA making children aware of targets/next steps in</li> </ul>	<ul style="list-style-type: none"> <li>• All PPG children to make good progress from individual starting points.</li> </ul>	<p>SLT, PPG Leader. All staff</p>	<p>£1,360 towards: Time for SLT to run story sessions</p>	<p>End KS1: 2/9 (22%) achieved Exceeding in Reading. PPG cohort made good progress from</p>

	their learning. Encourage self-evaluation.	<ul style="list-style-type: none"> <li>Enthusiasm for learning is evident with PPG children.</li> </ul>		Teachers/support staff to mentor PPG children individually	individual starting points.
<b>D. Throughout school: Higher percentage of PPG children on Child Protection/ Vulnerable Register than cohort as a whole. This may have an impact on their self-esteem &amp; readiness to learn and thus their academic progress</b>	<b>D. Emotional support for any PPG children requiring it.</b> <ul style="list-style-type: none"> <li>Training/supervision for staff in emotional literacy</li> <li>Allocated time for emotional literacy support staff to work with children either 1:1 or in nurture group.</li> <li>Parent/Teacher chats + open-door policy + SLT time to meet with parents if required.</li> <li>TA support in class as required.</li> </ul>	<ul style="list-style-type: none"> <li>Improved self-esteem &amp; readiness to learn leading to improved progress for PPG children.</li> <li>Improved attendance for all PPG children</li> </ul>	PPG Lead/SLT	£5,200 towards: ELSA training/ supervision for staff Time allocated for ELSA trained staff to work with any pupils needing support. Time for CT & SLT to meet with parents of PPG children if needed	Good progress for all PPG children (see KS1 results July 2019) reflects improved self-esteem and good attitude to learning.
<b>F. PPG children to have equal access to all experiences/resources in school</b>	<ul style="list-style-type: none"> <li>Free places at clubs/ free places on school trips</li> <li>Home Learning Pack distributed twice a year to all PPG children</li> </ul>	<ul style="list-style-type: none"> <li>Make sure all children have equal access to all experiences/resources in school.</li> </ul>	School office staff/INC LO/Head Teacher	£5,000: annual cost of providing free clubs / places on school trips. £500: cost of Home Learning Packs	89% take up of free clubs. Feedback regarding Home Learning Packs very positive
** NB; These figures are only part of the total cost to the school of each strategy, additional money is provided from school budget.				TOTAL: £41,560	
<b>REVIEW DATE: OCTOBER 2019</b>					

## **RESULTS OF PUPIL PREMIUM CHILDREN WHO FINISHED KEY STAGE ONE in SUMMER 2018**

10 Pupil Premium Children (8.3% of the cohort). Of these  
 6 (60%) EAL  
 6 (60%) Child Protection/Vulnerable Register  
 4 (40%) SEND Register  
 3 (30%) were on both SEND & Child Protection/Vulnerable Registers

It can be seen from the Tables below that both the attainment and progress of the PPG children was good and only slightly below that of the cohort as a whole. Thus the gap between PPG and the cohort as a whole has been significantly narrowed this year.

**Table 1: ATTAINMENT end of KEY STAGE 1 JULY 2018**

<b>EXPECTED OR ABOVE</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>RWM combined</b>
<b>PPG children</b>	<b>80%</b>	<b>70%</b>	<b>70%</b>	<b>70%</b>
<b>Whole cohort</b>	<b>86%</b>	<b>79%</b>	<b>84%</b>	<b>78%</b>
<b>Gap</b>	<b>6%</b>	<b>9%</b>	<b>14%</b>	<b>8%</b>
<b>EXCEEDING</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>RWM combined</b>
<b>PPG children</b>	<b>40%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>
<b>Whole cohort</b>	<b>43%</b>	<b>24%</b>	<b>36%</b>	<b>20%</b>
<b>Gap</b>	<b>3%</b>	<b>4%</b>	<b>6%</b>	<b>0%</b>

**Table 2: PROGRESS from end of EYFS 2016 to end of Year 2 2018**

<b>Expected/Accelerated Progress</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>PPG children (based on 8 home grown children)</b>	<b>75% (6)</b>	<b>87.5% (7)</b>	<b>87.5% (7)</b>
<b>Non-PPG children</b>	<b>94%</b>	<b>91%</b>	<b>91%</b>
<b>Gap</b>	<b>19%</b>	<b>3.5%</b>	<b>3.5%</b>

In July 2018, there were 10 children who qualified for the Pupil Premium Grant in Year 1 (11% of the cohort).

Of these 6 (60%) achieved the expected level in the phonics screen.

In July 2018, there were 9 children in Reception, who qualified for the Pupil Premium Grant. Of these 4 (44%) achieved a Good Level of Development.