



## Pupil Premium Strategy Statement Suffield Park Infant and Nursery School 2017-18

The pupil premium funding is given to schools to support eligible groups of children. Suffield Park Infant and Nursery School receives a Pupil Premium allocation of funding for each child who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years as well as for any Looked After Children. We are required to publish online information about how we have used the premium as part of our pupil premium strategy.

Our aim in using the pupil premium funding is to reduce any external or internal barriers to learning so they can make progress in line with the rest of the children in the school and reach their full potential. The way we allocate funds is in line with creating young pupils who can be safe, supported and independent learners who will have high aspirations for their future. This is how we intend to spend our Pupil Premium allocation within the current academic year.

Summary Information							
School: Suffield Park Infant and Nursery School							
Academic Year	2017-18	Total PP Budget	54,120 +10,000 carried forward			Date of most recent PP review	Sept 2017
Total number of Pupils:	165	Number of pupils eligible for PP: 37	YR	11		Date for next PP review	Sept 2018
			Y1	11			
			Y2	15			
In school Barriers to attainment for pupils eligible for PP							
Speech, language and communication			Many children enter school having poor expressive and receptive language below or well below what is expected for their age. This is a significant barrier to accessing the curriculum. Their poor pronunciation skills impact significantly on their reading and writing ability also and their ability to apply the phonics skills they have been taught. In EYFS in particular, poor speech and language is a social barrier to learning. In an Infant School this impacts on all areas of the				
Lack of appropriate support from home			Some of the children do not have the resources at home to support their learning so need to be provided with these. Some families need support in how to help their children with their				

	learning at home and attend learning cafes at school
Attendance/Punctuality	Some of our pupil premium children have less than satisfactory attendance or a number of late arrivals. This impacts on their learning when they are not at school. The families benefit from a parent support advisor to support them in this.
Lack of cultural experiences	Many of our children have not had access to a range of cultural experiences so find this area difficult to understand. Some of the children haven't visited or seen places of cultural interest in their locality
Additional Needs SEN/Behaviour	Some children need additional support to access the curriculum fully. Children benefit from a higher ratio on adult to child within the setting particularly in Early Years.
Emotional Wellbeing	Some of the children have challenging home or family circumstances. This can cause anxiety, worry and difficulty in expression emotions. This can be a barrier to engagement and learning.
External barriers to attainment for pupils eligible for PP	
Housing Issues	Eviction or inadequate housing causes anxiety amongst some of our PP children and their families. It can impact their attendance but also their emotional well-being which can then affect their ability to learn.
Safeguarding Concerns	Some of the children have challenging home or family circumstances. This can cause anxiety, worry and difficulty in expression emotions. This can be a barrier to engagement and learning.
Parental Need	Some parents of PP children find it difficult to support their children in their emotional and learning needs. Support for parents for eg. Housing, food bank provision, travel, adult education and support from other agencies.
Limited experiences beyond school	Some of these children have limited social interactions and opportunities to develop their social and emotional skills. They may not have the resources or the adult support that helps to develop language skills that are often needed by some of our pupil premium children. They often also lack in appropriate enriching cultural and enrichment experiences.

Desired Outcome	Chosen action/approach	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Actual Cost	Review implementation Measurable Impact
1. Spelling is in line with national expectations.	Staff training on delivery of spelling.	PAG results are good but the spelling results poor – see data sheet.	Action plan formulated by staff after training July	NS/JH	£1620	

			2017			
2. Reading test shows that PP children reach national expectations	Increased focus on reading and comprehension skills. Staff training Vulnerable children are quickly identified and targeted for additional support.	SAT's Reading test show that there are a number of children who did not reach the expected standard due to poor comprehension skills – see data sheet.	Termly monitoring via data, pupil progress meetings with staff and lesson observations. Soft reading data.	NS/JB	0	
	Additional TA staffing within the YR classes to support low level literacy, SEN and behaviour. Talk Boost intervention to run YR and Y1	Children's oracy is improved allowing them to access other curriculum areas more thoroughly.	Data from baseline and end of intervention.	NS	LH: £6,645 KB: £6,645	
	New reading books purchased to replace old stock. New stock to encourage pleasure and delight in reading. Magazine subscriptions sought in bulk, range media eg leaflets, joke books provided.	Children are inspired to read when resources are current and engaging.	Literacy Co-ordinator to source new resources.	NS	£2500	
3. PP children achieved expected standard in	Staff training. Purchase and implementation of	SAT results indicate there are a higher % of PP children who did	Staff training Sept Parental training Sept/Oct	CR/JB	£9,111 £1056	

mathematics	Maths Whizz in KS1.	not reach the expected standard – see data sheet. Maths Whizz has an average progress measure of 18months in a chronological year for the lowest attaining children.	Maths co-ordinator to oversee implementation.			
	Additional staffing to support learning in YR term 1 and 2.	End YR results...				
4.PP children are supported in homework activities.	Homework Maths Whizz Club to begin Oct 2017 to support those children.	High % of PP children lack home support or parental engagement for learning outside the classroom.	Initial engagement with Maths Whizz monitored and re-monitored by maths co-ordinator.		0	Run voluntarily by staff
	Invitation to reading club for targeted children.		Reading club by invitation after liaison with class teachers.		0	Run voluntarily by staff and volunteer
	TA chosen to support vulnerable readers for additional reading/comprehension/phonic support.		Diagnostic reading tests. Class teachers to monitor.		£10,881	

	Laptop to provided to LAC family to ensure homework support	Carers are keen to support but do not have the facilities within home.	Laptop ordered and provided (CJS)	NS	£300	
5.Y1+YR PP children are supported in reaching age related expectations in literacy by the end of the year.	ELS Programme to run for 12 weeks Sept-Dec to support basic literacy skills.	PP children's attainment lower than non PP in literacy. Previous ELS intervention has shown accelerated progress.	Ensuring a TA with good literacy skills runs programme. Monitoring ELS as a group on Pupil asset by SMT	NS/JB	Cost included above	
	Talk Boost to run Y1 January 2018 and YR March 2018	Previously run with success	Ensure trained staff run programme. Look carefully at selection criteria to ensure chn selected will gain appropriately.	JN RM		
	Time to Talk Intervention	Previously demonstrated good improvements in social and emotional use of language.	Close monitoring of communication data in YR	NS		

Desired outcome	Chosen action/approach	Evidence and rationale for this choice?	How will you ensure it is implemented well	Staff lead	Actual Cost	Review implementation Measurable impact
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6.Attendance is improved so that it in line with non PP children	Revised attendance policy. Revised monitoring of attendance. Taxi and breakfast club provision where appropriate.	Attendance figure for persistence absence is too high.	New method of recording persistent absence. Letters sent out below 95% and again 90%, fast track and use of PSA, class teacher and head teacher discussions	HT	None required as hardship fund accessed	
	<p>Certificates in Assembly half-termly for 100% attendance.</p> <p>Assembly focused on good attendance.</p> <p>New letter devised to tackle persistent lateness.</p> <p>Term time holidays to be only authorised in exceptional circumstances.</p>	Good attendance linked to good progress	HT to devise new systems and monitor carefully. Intervention tracked	HT		

Desired outcome	Chosen	Evidence and rationale	How will you ensure it	Staff	Actual Cost	Review implementation
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	action/approach	for this choice?	is implemented well	lead		
7. Children are inspired by authors and events that promote literacy.	Author Visit Theatre workshop/visit	On previous trip chn have been inspired to try new things, learn new skills. Chn get to experience events which they may otherwise not access.	Ensuring experience is of high quality and can support their learning and cultural enrichment.	JB/NS	Y2 'The Tiger Who Came to Tea' £431  YR 'The Very Bashful Fairy' £325  Y1 @he Boy Who went to Space' £489	

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8. Financial barriers to full participation in school life are removed	PP to be funded for trips, clubs, party food, paid visitors into school	Parents are finding funding activities difficult. Children's choice and experience outside of school becomes restricted due to the financial cost.	Parents of PP children will receive letters asking for consent but no financial contribution to such events/activities.	HT	£300	
	Cool Milk to be funded for PP children	Funding a barrier to promoting healthy lifestyles for children from an early age	Ask parents to sign up letting them know it's at a cost to school not them. Aid sign up where necessary.	HT	£832	

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9. Children are supported emotionally and are ready to engage in learning	Nurturing group to run 1 am per week to include Lego therapy.	Chn have developed self-confidence during sessions and are calm and ready to learn when returning to class.	Carefully chosen staff to lead session. Nurture sessions planned by SENCO.	TS and CK		
	'Time for You' sessions for individual counselling	Children need individual support with difficult events or home situations. Chn need an outlet to support their emotional-wellbeing.	Jenny Reed to run session as a member of our team, providing a good level of support, positive relationships and a good rapport with staff.	JR	£7500	



Desired outcome	Chosen action/approach	Evidence and rationale for this choice?	How will you ensure it is implemented well	Staff lead	Actual Cost	Review implementation
10. External barriers are diminished due to parental support being made available	Employ PSA 1 day each week	Parents are struggling with benefits, housing, food all which effect attainment and attendance.	PSA to continue employment. Family impact to be monitored in monthly meetings.	HT	£3360	