



Suffield Park Infant Pupil Premium Plan 2017-18

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 2018
Total number of Pupils:	165	Number of pupils eligible for PP: 37	YR	11	Date for next PP review	Sept 2019
			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 curriculum.			
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 of 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 expressing 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	Estimated Cost	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 2017	NS/JH	£1620	£1620	Raw data 2018 shows 75% children achieved EXS+ at end key stage writing which includes spelling. Judgements were moderated by county.
2. Reading test shows that PP	Increased focus on reading and	SAT's Reading test show that there are a	Termly monitoring via data, pupil	NS/JB	0	0	Reading results show PP children

children reach national expectations	comprehension skills. Staff training Vulnerable children are quickly identified and targeted for additional support.	number of children who did not reach the expected standard due to poor comprehension skills – see data sheet.	progress meetings with staff and lesson observations. Soft reading data.				are 1% ahead of non PP at EXS+. (69% compared to 68%) The gap between PP and non-PP is diminished.
	Additional TA staffing within the YR classes to support low level literacy, SEN and behaviour. Talk Boost intervention and Time to Talk to run YR Talk Boost in Y1	Children’s oracy is improved allowing them to access other curriculum areas more thoroughly.	Data from baseline and end of intervention.	NS	£15,000	LH: £6,645 KB:£ 6,645	Time to Talk data shows accelerated progress in early literacy skills and PSED. Talk boost data shows the biggest impact in the following year where progress is accelerated.
	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	£2500	Reading books have been replaced. New materials also sought from Cromer junior school. New library opened in the school to promote reading for pleasure.
3.PP children achieved expected	Staff training. Purchase and	SAT results indicate there are a higher % of	Staff training Sept Parental training	CR/JB	Maths Whizz	£9,111 £1056	Maths results at end KS1 show

standard in mathematics	implementation of Maths Whizz in KS1.	PP children who did 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.	Sept/Oct Maths co-ordinator to oversee implementation.		£9,111 Head Phones £1056		only a 5% difference between PP and non PP, compared to 12% last year. Now PP 73% non PP 78% EXS+
	Additional staffing to support learning in YR term 1 and 2.	End YR results...			KB LH Costs above		Progress data from the start to end YR shows significantly accelerated progress in Numbers and Space, shape and measure
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	0	Run voluntarily by staff, children supported in accessing.
	Invitation to reading club for targeted children.		Reading club by invitation after liaison with class teachers.		0	0	Run voluntarily by staff and volunteer. Pupil premium children have regularly attended reading club throughout the

							year.
	TA chosen to support vulnerable readers for additional reading/comprehension/phonics support.		Diagnostic reading tests. Class teachers to monitor.		KC	£10,881	Reading age data shows accelerated progress for some. Further agencies have been involved for children with more complex needs.
	Laptop 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	£500	£300	Has been used to effectively support homework. Both children now able to access maths homework and completing.
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	KC back filling JH	Cost included above	ELS group show better than expected progress in writing and further accelerated progress in reading.

	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			Y1 talk Boost data shows accelerated progress in reading but not significantly ahead of their peers, continue to monitor future literacy progress.
	Time to Talk Intervention	Previously demonstrated good improvements in social and emotional use of language.	Close monitoring of communication data in YR	NS	TA 2 pm per week (Jackie Oliver)		Time to Talk data shows accelerated progress in all areas of early literacy and PSED

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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	1 child breakfast club	None required as hardship fund accessed	End of year data shows no significant attendance difference between PP and non-PP children.

	<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>	<p>Good attendance linked to good progress</p>	<p>HT to devise new systems and monitor carefully. Intervention tracked</p>	<p>HT</p>			<p>All in place</p>

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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 Theatre-The tiger Who Came to Tea	£431	All teachers and staff reporting that these are enriching trips for children that would otherwise not be afforded. Response by parents and pupils on July 2018 questionnaire raised trips and visits and some of the best things about our school and their learning.
					YR The Very Bashful Fairy	£325	
					Y1 The 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.	Parent s of PP children will receive letters asking for consent but no financial contribution to such events/activities.	HT	Party Food £300	£300	This has been done in every circumstance and has been greatly appreciated by the parents.
	Cool Milk to be funded for PP	Funding a barrier to promoting healthy	Ask parents to sign up letting them know it's	HT	£1200	£832	Done hoping to maintain this level of

	children	lifestyles for children from an early age	at a cost to school not them. Aid sign up where necessary.				support next year.
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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 SENDCO.	TS and CK			Positive impact with children's learning. Teacher's report children returning to class ready to learn.
	'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	Sessions oversubscribed. Chn value the time with Jenny and parents are grateful of the additional support for their children.

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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	£3360	Change in the way PSA is used May 2018, to allow more children to access the service he provides. PSA reach to families is extended and

							support given where required often immediately.
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