



Suffield Park Infant Pupil Premium Strategy Statement 2019-20

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.

Pupil Premium Plan 2018-19

Summary Information							
School: Suffield Park Infant and Nursery School							
Academic Year	2019-20	Total PP Budget	(Based on 30 children) £26,893			Date of most recent PP review	Sept 2019
Total number of Pupils:	179	Number of pupils eligible for PP:	YR	11		Date for next PP review	Sept 2020
			Y1	8			
			Y2	11			
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 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 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 Dec'19 July 2020
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Children are exposed to quality first teaching	CPD is valued for all staff. The school is part of VNET and uses the associated development to improve outcomes for children. Continue to embed the 'Power of Reading' into school.	EEF report on effective use of Pupil Premium cites quality first teaching as having the biggest impact for PP children.	Purchased support annually	NS	%(VNET) = £3000 POR subscription £400		VNET subscription used to support high quality teaching including staff training on subject leadership, Ofsted, Rosenshine Principles. Conference attended on evidence informed practice.
The curriculum experience offers enrichments to allow new experiences	Subject co-ordinators improve their knowledge base and develop as leaders. Enrichments are built into learning in a thorough and careful way.	Knowledge of our children's limited experiences	Rolling programme of curricular development throughout 2019-20 linked to SIDP	NS and all subject leaders	Subject release time 10 days= £2200		Curriculum audit almost complete. Audit complete. New curriculum launch Sept 20 includes a devised wish list of experiences for children to have during their time in school.

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
YR PP children are supported in reaching age related expectations in	Time to Talk Intervention	Previously demonstrated good improvements in social and emotional use of language. Last	Close monitoring of communication data in YR		TA 2 pm per week £1500	£1500	Delayed start due to cohort- begin Jan'20 Data not available due to school closure.

literacy by the end of the year.		year's data shows accelerated progress in all areas of early literacy and PSED					
PP chn show accelerated progress in maths	Maths Whizz programme	A successful start to maths whizz last year. Programme promises accelerated progress for LPA in maths.	Assembly to introduce to children. Parents evening to new Y1 children Sept'18. Certificates awarded for class progression and personal progressions in weekly celebration assembly. Maths whizz data tracked half termly	CR	£3500		Autumn term data shows: Y1 PP (6)children are making above expected progress in maths, Boys are making well-above expected progress. Y2 PP (11)children are making accelerated progress in maths YR PP (13) Number 1 child making below expected 7 children making expected progress 5 children making better than expected YR PP (13) Shape, Space and Measure 8 making expected progress No data available beyond Feb 20 but Maths Whizz has allowed all children to access tailored maths provision at home.
	Challenge curriculum ensures children are being challenged appropriately	Challenge curriculum demonstrated an initially positive year with children's	Book scrutiny termly	CR	Release time for teaching staff	£660	Autumn book scrutiny showed challenge implemented quickly in new school year.

		learning being extended/					Moderation grids in use. Appropriate amount of work in books. Good evidence of CPA approach.
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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
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. Successful visit by Julia Jarman last year inspired chn to read and write.	Ensuring experience is of high quality and can support their learning and cultural enrichment.	EB	£600	Storyteller £375 Author £600	Year two attended Pantomime' Dick Whittington' David Bedford Author planned for Spring term Bedtime story week Storyteller- sharing stories as part of Africa week. Children's response was enthusiasm and engagement to Paul Jackson (storyteller) and Davis Bedford (children's author)

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Where possible 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	Party Food Mini Monsters £1000		School funded trip to Sheringham Theatre for PP children. Events planned for second half of the year cancelled.
	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	£850		Children benefitting from additional healthy opportunity. All Pp children offered milk daily. Ongoing until school closure.

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
Children are supported emotionally and are ready to engage in learning	Individual counselling provided by 'Break.' March moved to 'Seahorse Support' with the same practitioner.	Children need individual support with difficult events or home situations. Children need an outlet to support their emotional-wellbeing.	Louise Cross to run session as a member of our team, providing a good level of support, positive relationships and a good rapport with staff.	LC	£7500		4 families currently supported. Reviews show good relationships established and children are given a safe space to explore concerns. Parents grateful for the support offered. Continues provision throughout pandemic for 2 children.

							Others offered support via telephone contact.
	Where possible breakfast club paid for where appropriate and necessary.	Ensuring children are fed appropriately and on time for school.	Breakfast club offered and funded. Hardship fund accessed if appropriate	NS	£400		Currently funded so one child can access free breakfast provision.

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
External barriers are diminished due to parental support being made available	Employ PSA 1 day each week	Parents are struggling with benefits, housing, debt, food all which effect attainment and attendance.	PSA to continue employment. Family impact to be monitored in monthly meetings.	HT	£3360		PSA effective in signposting families to appropriate support. Particular high volume of Food Bank vouchers being issued. PSAs in school and nursery continued to work with vulnerable families throughout lockdown. Contact was regular and signposting available to available services and service changes during the pandemic.

	Additional DSL trained to support with safeguarding concerns and to support families at the earliest opportunity.	Some families of PP children need support to enable children to be safe.	Training updates for 1 DSL	LM/NS	£180		<p>Safeguarding team across school and nursery working collaborate to support vulnerable families.</p> <p>Expertise shared, workload shared- concerns dealt with appropriately and effectively.</p> <p>Safeguarding team continued to support vulnerable families both in school and via telephone during the pandemic.</p>
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Additional Support during pandemic

- Daily packed lunches delivered to children entitled to FSM until Easter break. Following this all children provided with weekly FSM vouchers financed by the Government. FSM vouchers also provided over 2020 Summer holiday period. Additional direction given to the Foodbank.
- Home learning packs provided which included additional stationary, exercise books, colouring pens/pencils and craft materials.
- At least weekly calls to children and parents, additional contact where concerns were raised.
- School places made available for children identified as vulnerable
- When family circumstances have changed, parents advised and encouraged to apply for FSM