



## Our Pupil Premium Strategy

Each year we carefully plan how we aim to spend the Pupil Premium fund. We look specifically at the children and the learning journey they are on and make decisions on spending based upon the outcomes we want to achieve.

### Pupil Premium Fund allocated for 2018-19 is £21,040

Total number of pupils	242	Date of most recent PP review	May 2018
Number of pupils eligible for PP	16	Date for next internal review of this strategy	February 2019

The main barriers to learning for the majority of children in receipt of PPG funding at East Preston Infant School are

- Social and emotional needs (including readiness to learn)
- Language skills

#### At East Preston Infant School we believe that this will be realised when:

- PP achievement and progress is championed by school staff
- PP achievement and progress is supported by parents'/carers' engagement
- PP engagement in, and enjoyment of, learning *inside* school is promoted and facilitated
- PP engagement in, and enjoyment of, learning *outside* school is promoted and facilitate

#### The intended spending for the forth-coming year 2018-19 includes:

- Small group and 1:1 targeted interventions: reading, maths interventions (incl. for more able children)
- Resources to support children with listening and attention difficulties
- Staff training to support PP pupils in class: learning mentor training/ attachment and trauma training
- 1:1 Mentoring for PP pupils
- Interventions to support children's mental health and well-being – yoga, playtherapy, 'nurture' type groups
- Letterbox Reading Club for Year 1 pupils (May- October)
- Support for home learning – Packs for Year R and Year 2
- Enrichment opportunities e.g. school trips, after-school clubs
- Uniform
- Resources for monitoring Pupil Premium progress and interventions

## **Intended Outcomes and how they will be measured**

The intended outcome for all pupils in receipt of Pupil Premium (PP) funding is firstly, for the gap in achievement and progress between PP pupils and non PP pupils to be narrowed, so that achievement and progress are in line with non PP achievement.

Each half term we hold Pupil Progress Meetings where all the children's progress is discussed. We monitor pupils receiving PP funding and compare their progress to their starting points in Early Years and to their peers. Also, in preparation for these meetings the LSAs and HLTAs update the Year group provision maps using the software EduKey with information on the children's progress in interventions. This allows us to track/ monitor very small steps and evaluate the effectiveness of the interventions on the children being targeted. Appropriate adjustments can then be made to provision.

Secondly we want to ensure that our PP pupil's enjoyment and wellbeing is supported effectively. Thirdly we aim to ensure that PP pupils are able to engage successfully with education.

Through weekly mentoring of the children who receive PP funding we can monitor and evaluate how well the pupils are engaging with their education. This close monitoring allows us to make further adjustments to the children's provision.