

Pupil Premium Statement 2019-20

Summary Information of Pupil Premium

Name of school:	King's Park Infant School		
Academic year:	2019-2020	Total PP budget for year:	£31,680
Total number of pupils:	85	Number of pupils eligible for PP:	24
Amount per pupil:	£1,320	Date of next PP strategy review:	October 2020

Pupil Premium Statement

Pupil premium funding is given to schools to support eligible groups of children. King's Park Infant School receives £1,320 for each child who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years. We are required to publish online our pupil premium strategy.

Our aim is to provide experiences that enable all children to be independent and confident learners. We want our pupil premium children to achieve equal progress to other children with similar starting points. Our aim is to diminish the difference between pupil premium and non-pupil premium children by raising the attainment of pupils from low-income families.

In-School Barriers To Attainment For Pupils Eligible For Pupil Premium:

A.	Prior attainment - many children come into school with low levels of attainment for reading, writing and maths. This is a significant barrier to accessing the curriculum.
B.	Motor skills - many children come into school with poor motor skills. This is a significant barrier to their writing.
C.	Speech and language - many children come into school with poor expressive and receptive language.
D.	Social skills and confidence - some children come into school finding it difficult to mix socially in group/whole class work

E.	Family involvement - lack of school involvement by families can be a significant barrier to a child's learning.
F.	Attendance - some of our pupil premium children have below average attendance.
G.	Lack of cultural experiences - many children have not had access to a range of visits/experiences to enhance their learning
External Barriers To Attainment For Pupils Eligible For Pupil Premium:	
H.	Safeguarding concerns - often learning and emotional well-being are affected.
I.	Housing concerns - inadequate housing causes anxiety for some of our pupil premium children.
J.	Social and emotional difficulties - additional support is required for our pupil premium children to develop confidence.

Action Plan / Planned Expenditure

Desired outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Children to be working at the expected or above in reading, writing and maths at the end of KS1. Children to make at least good progress throughout the academic year.	Additional HLTA / TA time to provide individual and small group support to develop the key skills within reading, writing and maths (through intervention). An emphasis will also be placed on fine motor skills and handwriting. Cost: £22,066	Our data for pupil premium children achieving expected standard is lower than non-pupil premium pupils in reading, writing and maths. Our data for pupil premium children achieving greater depth is lower than non-pupil premium pupils.	Termly pupil progress meetings. Interventions monitored by LR and SC.	LR	Dec 19 March 20 July 20

Children who have speech and language needs to receive the extra support that they need.	TA time to deliver Speech & Language / Talk Boost support Cost: £2,814	Increased number of children needing activities to support their speech needs.	Termly pupil progress meetings. Interventions monitored by LR and SC.	LR	Dec 19 March 20 July 20
Children who need emotional support receive a block of sessions from The Benjamin Foundation (Time for You).	Support worker attends school two afternoons per week to work with identified children. Cost: £3,000	Increased number of children displaying social and emotional difficulties.	Discussions with support worker.	LR	Dec 19 March 20 July 20
Families will come into school regularly to work with their children.	Offer interesting activities for parents to come in to do with their children. Monitor attendance at these events. Provision of additional resources to enable parental involvement. Cost: £500	Pupil premium families not attending school events.	Look at register of parents attending. Are the events more popular for specific activities?	SC SR	Dec 19 March 20 July 20
Poor attendance to be rectified quickly and effectively.	Headteacher to challenge and support families identified as having unsatisfactory attendance. Regular contact with families whose attendance is causing a concern.	Unsatisfactory attendance of some pupil premium children.	Monitor attendance regularly.	SC CC SCx	Dec 19 March 20 July 20

	Reward good attendance with certificates, vouchers and badges. Cost: £300				
Children have a range of experiences to meet all the requirements of the curriculum.	External visits and visitors programme e.g. dance workshop, theatre group, etc. Cost:£3,000		Pupil premium children are monitored to ensure they are taking part in a range of experiences.	SC SR	Dec 18 March 19 July 19
Total Budgeted Cost = £31,680					

Review of Expenditure 2019-20

Academic year:	2019-2020	Total PP budget for year:	£31,680
Total number of pupils:	85	Number of pupils eligible for PP:	24

Desired outcome	Action/approach	Impact	Budget																																																							
Children to be working at the expected or above in reading, writing and maths at the end of KS1. Children to make at least good progress throughout the academic year.	Additional HLTA / TA time to provide individual and small group support to develop the key skills within reading, writing and maths (through intervention). An emphasis will also be placed on fine motor skills and handwriting.	<p>The following tables show the attainment of pupil premium and non pupil premium children at the beginning and end of the autumn term:</p> <table border="1"> <thead> <tr> <th rowspan="2">Year 2</th> <th colspan="3">At least Expected</th> <th colspan="3">Greater Depth</th> </tr> <tr> <th>PP</th> <th>Not PP</th> <th>Gap</th> <th>PP</th> <th>Not PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Start of Y2 (Reading)</td> <td>36%</td> <td>80%</td> <td>44%</td> <td>0</td> <td>30%</td> <td>36%</td> </tr> <tr> <td>End of Aut (Reading)</td> <td>36%</td> <td>80%</td> <td>44%</td> <td>0</td> <td>20%</td> <td>20%</td> </tr> <tr> <td>Start of Y2 (Writing)</td> <td>14%</td> <td>70%</td> <td>56%</td> <td>0</td> <td>0</td> <td>N/A</td> </tr> <tr> <td>End of Aut (Writing)</td> <td>14%</td> <td>70%</td> <td>56%</td> <td>0</td> <td>0</td> <td>N/A</td> </tr> <tr> <td>Start of Y2 (Maths)</td> <td>21.5%</td> <td>80%</td> <td>58.5%</td> <td>0</td> <td>20%</td> <td>20%</td> </tr> <tr> <td>End of Aut (Maths)</td> <td>21.5%</td> <td>70%</td> <td>48.5%</td> <td>0</td> <td>0</td> <td>N/A</td> </tr> </tbody> </table> <p>The above shows that the percentages for reading, writing and maths have been consistent throughout the autumn term.</p>	Year 2	At least Expected			Greater Depth			PP	Not PP	Gap	PP	Not PP	Gap	Start of Y2 (Reading)	36%	80%	44%	0	30%	36%	End of Aut (Reading)	36%	80%	44%	0	20%	20%	Start of Y2 (Writing)	14%	70%	56%	0	0	N/A	End of Aut (Writing)	14%	70%	56%	0	0	N/A	Start of Y2 (Maths)	21.5%	80%	58.5%	0	20%	20%	End of Aut (Maths)	21.5%	70%	48.5%	0	0	N/A	
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		Year 1	At least Expected			Greater Depth		
			PP	Not PP	Gap	PP	Not PP	Gap
		Start of Y1 (Reading)	62.5%	73%	10.5%	12.5%	9%	-3.5%
		End of Aut (Reading)	62.5%	73%	10.5%	12.5%	9%	-3.5%
		Start of Y1 (Writing)	62.5%	68%	5.5%	12.5%	4.5%	-8%
		End of Aut (Writing)	62.5%	64%	1.5%	12.5%	4.5%	-8%
		Start of Y1 (Maths)	62.5%	82%	19.5%	12.5%	9%	3.5%
		End of Aut (Maths)	62.5%	77%	14.5%	12.5%	9%	3.5%
		The above shows that the percentages for reading, writing and maths have been consistent throughout the autumn term.						
Children who have speech and language needs to receive the extra support that they need.	TA time to deliver Speech & Language / Talk Boost support	<p>There are currently 11 pupils receiving talk boost for 30 mins 2 times per week, 6 of these children are pupil premium. 100% of these are making expected progress or above in reading, writing and maths.</p> <p>Due to the requirements of the ECCH speech and language therapy service, TA's are now delivering 8 week speech therapy sessions before referrals are accepted. These sessions are being delivered in class.</p>						
Children who need emotional support receive a block of sessions from The Benjamin Foundation (Time for You).	Support worker attends school one afternoon per week to work with identified children.	<p>Due to the emotional needs of the current cohort, the support worker from the Benjamin foundation has increased her hours to support for one day per week. She currently supports 8 children, 5 of which are pupil premium.</p>						

<p>Families will come into school regularly to work with their children.</p>	<p>Offer interesting activities for parents to come in to do with their children. Monitor attendance at these events. Provision of additional resources to enable parental involvement.</p>	<p>December 2019</p> <table border="1"> <thead> <tr> <th>Date</th> <th>Event</th> <th>% Families Attended</th> <th>% PP Families Attended</th> </tr> </thead> <tbody> <tr> <td colspan="4" style="text-align: center;">Reception</td> </tr> <tr> <td>16/09/19</td> <td>Phonics Workshop</td> <td>40%</td> <td>0%</td> </tr> <tr> <td>11/10/19</td> <td>Fun Friday</td> <td>40%</td> <td>50%</td> </tr> <tr> <td>28/10/19</td> <td>Monday Mingle</td> <td>43%</td> <td>50%</td> </tr> <tr> <td>15/11/19</td> <td>Fun Friday</td> <td>30%</td> <td>50%</td> </tr> <tr> <td>Dec 19</td> <td>Xmas Play</td> <td>100%</td> <td>100%</td> </tr> <tr> <td colspan="4" style="text-align: center;">Year 1</td> </tr> <tr> <td>09/10/19</td> <td>Reading Cafe</td> <td>41%</td> <td>14%</td> </tr> <tr> <td>07/11/19</td> <td>Maths Cafe</td> <td>37%</td> <td>25%</td> </tr> <tr> <td>Dec 19</td> <td>Xmas Play</td> <td>100%</td> <td>100%</td> </tr> <tr> <td colspan="4" style="text-align: center;">Year 2</td> </tr> <tr> <td>08/10/19</td> <td>Reading Cafe</td> <td>40%</td> <td>50%</td> </tr> <tr> <td>06/11/19</td> <td>Maths Cafe</td> <td>36%</td> <td>36%</td> </tr> <tr> <td>Dec 19</td> <td>Xmas Play</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>	Date	Event	% Families Attended	% PP Families Attended	Reception				16/09/19	Phonics Workshop	40%	0%	11/10/19	Fun Friday	40%	50%	28/10/19	Monday Mingle	43%	50%	15/11/19	Fun Friday	30%	50%	Dec 19	Xmas Play	100%	100%	Year 1				09/10/19	Reading Cafe	41%	14%	07/11/19	Maths Cafe	37%	25%	Dec 19	Xmas Play	100%	100%	Year 2				08/10/19	Reading Cafe	40%	50%	06/11/19	Maths Cafe	36%	36%	Dec 19	Xmas Play	100%	100%	
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<p>Children have a range of experiences to meet all the requirements of the curriculum.</p>	<p>External visits and visitors programme e.g. dance workshop, theatre group, etc.</p>	<p>December 2019</p> <p>Rec visit to Melsop Farm - 100% of PP children attended Y1 visit to Dinosaur Park - 100% of PP children attended Visit to school from Theatre Group (Alice in Wonderland) - 87% of PP children attended</p>																																																													

Total Budgeted Cost =			