



Girnhill Infant School Pupil Premium Strategy Impact 2016-2017



At Girnhill Infant School we receive additional funding to spend in a way we think will best support raising the attainment and diminishing differences for our most vulnerable pupils. This money is called Pupil Premium Funding. It is calculated on the number of children in our school who have been registered as eligible for free school meals in the last 6 years, any children who are looked after in care and any children from our Armed Forces families. In 2016/17, School has been allocated £60,200 pupil premium funding. This Pupil Premium Strategy explains how school intends to spend the funding, why such decisions have been made and what we expect the impact of this to be. The 2016-2017 Pupil Premium Strategy was agreed in July 2016 and it will be reviewed in July 2017.

Number of pupils and pupil premium grant (PPG) received 2016-2017	
Total number of pupils eligible for PPG	44
Total amount of PPG received	£60,200

Summary of the main barriers to educational achievement faced by eligible pupils at school.

1. **Attendance and Punctuality** – A greater proportion of pupil premium children require additional support to main good attendance above 96% and to also ensure they come to school on time.
2. **Passive attitude towards learning** – A greater proportion of our pupil premium children require an enhanced curriculum to ensure their learning is not passive.
3. **Speech and Language upon entry to school** – A greater proportion of our pupil premium children require speech and language support when they enter school.
4. **Parental Involvement** – A greater awareness of the expectations of each Key Stage and Year group and to encourage a partnership in learning..

Summary of PPG spending 2016 - 2017

Objectives in spending PPG:

1. To diminish differences in progress and attainment between Pupil premium and other children.
2. To increase % of pupil premium children achieving age related expectations or making good progress from their relative starting points in reading, writing and maths across school.
3. To ensure all pupil premium children have a positive and proactive attitude towards their learning.
 1. To ensure pupil premiums attendance is in line with other children's.
 2. To ensure all pupil premium children are happy in school and have positive and enhanced experiences in their learning.
 3. To provide enhanced curricular opportunities – in order to provide opportunities for application of basic skills, consolidate learning and deepen understanding.

Summary of spending

1. Pastoral and wellbeing = 40% of grant
2. Extending the Curriculum = 2% of grant
3. Intervention Support = 42% of grant
4. Parental Involvement = 4%
5. Communication and Language = 12% of grant

Record of PPG spending by item / project 2016/2017				
Item/project	Cost	How funding will be spent to address barriers.	Rationale behind the use of funding.	Outcomes 2017
1.Pastoral support and wellbeing	£24,000	Learning Mentor Support <ul style="list-style-type: none"> ➤ Programmes of 1 to 1 support in and out of class. ➤ CAF meetings ➤ Safeguarding work with pupils and families ➤ Playtime support intervention ➤ Attendance support – daily with children and parents. ➤ Punctuality support – daily with children and parents. ➤ Attendance messaging service ➤ Pastoral mentoring of key children in KS1. ➤ Lego Therapy ➤ Nurture Group ➤ Daily Circle time 	<ul style="list-style-type: none"> ➤ Children learn better when they feel secure, happy and confident. ➤ Children learn better when their attendance and punctuality are good. ➤ Children have a positive attitude towards learning and engage more effectively with adult support and encouragement. ➤ Children who enjoy school and have positive play experiences are more likely to engage in their learning and have higher attendance. 	<ul style="list-style-type: none"> ➤ Attendance of pupil premium pupils remains above 96% ➤ Punctuality for pupil premium pupils is good and is in line with the good punctuality for other children. ➤ Pupils are well supported and engage fully in learning to make good progress from their starting point. ➤ Children have positive playtimes and are engaged in learning. ➤ Children demonstrate a positive attitude towards school, are engaged in their learning and make good progress from their starting points.
Impact July 2017 Pupil premium attendance is above non-pupil premium. Punctuality for pupil premium pupils is good and is in line with the good punctuality for other children. Pupils are well supported and engage fully in learning to make good progress from their starting point. Children have positive playtimes with a variety of activities including circle games, ball games, dressing up clothes, small world and mark making and are engaged in learning. Children demonstrate a positive attitude towards school, are engaged in their learning and make at least good progress from their starting points. Both the Learning Mentor and Nursery Team are engaging with parents to express the importance of attending Nursery every day to develop a school culture where attendance really does matter.				

2.Extending the curriculum	£1,500	After School Clubs <ul style="list-style-type: none"> ➤ To provide a range of after school clubs which reflect children’s interests and engage pupils. ➤ Internally lead clubs 	<ul style="list-style-type: none"> ➤ Research indicates that children who participate in a range of extra-curricular activities have better attendance and make greater progress. ➤ 	<ul style="list-style-type: none"> ➤ After school clubs are well attended by pupil premium pupils.
Impact July 2017 School provides a range of after school clubs including multi-sports and ocarinas. 69% of pupil premium children in Year 1 and 87% of pupil premium children in Year 2 attended one or more clubs. Members of the ocarina club performed in a Featherstone Pyramid concert in the summer term which staff and parents attended. Moving forward the focus is to provide a wider range of clubs to meet the interests of our children, these will include Recorder Club, Choir, and Kidnetics.				
3.Intervention support	£25,138	Teacher Intervention <ul style="list-style-type: none"> ➤ To use Teacher focus intervention during topic time and Assemblies. ➤ To use additional support staff hours to enable teacher focused intervention in the classroom during Topic and assembly time. ➤ To work with targeted groups of children to raise standards in writing in Year 2 ➤ To work with targeted groups of children in Reception to raise standards in Reading writing and maths. Pupil Premium ambassador <ul style="list-style-type: none"> ➤ To meet weekly with pupils targeted to achieve Greater Depth at end of Year 2. ➤ Daily classroom Literacy/maths focus in Year 2 by learning mentor. FFT <ul style="list-style-type: none"> ➤ To upskill a Teacher and TA to deliver intervention to ensure key 	<ul style="list-style-type: none"> ➤ Research indicates that teacher lead intervention has greatest impact on progress. 	<ul style="list-style-type: none"> ➤ Pupil Premium children’s progress in in line with others throughout school. ➤ Year 2 Pupil Premium children make progress in line with national at the end of KS1. PP children achieve equally as well as NPP. ➤ KS1 Pupil Premium children achieve equally as well as other children throughout KS1.

		<p>children achieve Year 1 ARE targets in reading and writing.</p> <p>1st Class @ numbers</p> <ul style="list-style-type: none"> ➤ To use Year 1 TA to deliver intervention to ensure Key children achieve Year 1 ARE in Maths <p>Additional Reading in school.</p> <p>Breakfast Club</p> <ul style="list-style-type: none"> ➤ Subsidy for identified children to attend breakfast club. ➤ Additional resources to further develop reading and writing skills. 		
<p>Impact July 2017</p> <p>During 2016/17 academic year, the Family Mentor supported over 25 families and their children to ensure their safety and well-being. 15 children were helped to modify their behaviour, anger or confidence issues through involvement with the Family Mentor. The attendance of 8 full time Children has improved following work by the Family Mentor. All this work has helped and supported these children to feel more comfortable in school and therefore they achieve more. The work of our Family Mentor, with some of our most vulnerable or disadvantaged families has enabled them to realise the importance in attending school regularly.</p> <p>Year 1</p> <p>Y1 phonics outcomes were strong and above national – including for pupil premium and non-pupil premium. There was only a 2% gap between these groups in the Y1 phonic outcomes, compared to a national gap of 13%.</p> <p>Year 2</p> <p>100% of the PP children made at least expected progress and 56% of PP children were at ARE in reading.</p>				
4. Parental Involvement	£2350	<p>Parental involvement</p> <p>Family learning</p> <ul style="list-style-type: none"> ➤ To engaging our parents at the start of their child’s time in school and demonstrating that learning can be fun and done in lots of creative ways and to promote quality speaking and listening skills. <p>Fun with Phonics and Nutty about Number workshops</p> <ul style="list-style-type: none"> ➤ To engage parents in early literacy and Maths skills through 	<ul style="list-style-type: none"> ➤ Research indicates that Children need parents to be their reading role models with daily practice in order to develop literacy skills. ➤ Research indicates that when a parent supports a child’s learning at home, it sows the seeds of seeing earning as a lifelong skill 	<ul style="list-style-type: none"> ➤ To raise parental knowledge and understanding of Year group expectations, key skills and methods of learning.

		<p>Year group ARE expectations</p> <ul style="list-style-type: none"> ➤ Literacy and Numeracy Coordinator's to plan and lead meetings with parents to share and explain what is expected in Literacy and Maths in their child's year group. <p>Inspire Learning</p> <ul style="list-style-type: none"> ➤ To enable parents and children to actively work together during a themed morning, that promotes Literacy and Numeracy skills in a fun and creative learning environment. 		
--	--	---	--	--

Impact July 2017

The parents who attended the courses expressed that they felt more confident in using phonics at home and valued the ideas shared of how to have fun with learning at home.

Each class hosted an inspire morning in school and many of our families engaged and enjoyed finding out more about how their children learn.

"I feel that I can help my child at home now"

"It was really good to see what my daughter is doing in school"

" I enjoyed working with my child"

" It was good finding out about how children learn to read"

5. Communication and Language Intervention	£7,212	<ul style="list-style-type: none"> ➤ To provide Communication and language support for children who have been identified as requiring intervention. ➤ To work alongside parents to develop their skills in supporting their child. 	<ul style="list-style-type: none"> ➤ Research indicates that Communication is fundamental to all learning. It is vital that children with speech, language and communication needs get support as soon as possible. 	<ul style="list-style-type: none"> ➤ Pupil Premium children achieve in line with other children in GLD at the end of UFS.
---	---------------	--	--	--

Impact July 2017

EYPP is funding an additional TA in Nursery. This is enabling all areas of the Nursery provision to be accessed throughout each session. The main focus has been to develop the quiet room to provide opportunities to develop Communication and language through a variety of high quality, open ended provision, including a heuristic area, small world, mark-making, story, and investigation areas. The provision also provides phonic phase 1 and 2 application opportunities which mirrors the activities that are being focused on in daily sessions. The Early Years Team have invested professional development time in the Nursery provision to provide open ended challenge questions throughout the provision to support and promote speaking, listening and thinking skills.

In EYFS Pupil Premium children achieved above other children in Communication and language with 77 % of PP achieved ARE+ 6% above.
Moving forward school is planning to continue with this provision along with the employment of a speech and language therapist one day a month next academic year.

Total	£60,200		
--------------	----------------	--	--