



Pupil premium strategy statement:

Name of school: Girnhill Infant School

1. Summary information					
School	Girnhill Infant School				
Academic Year	2019/20	Total PP budget	£73,920	Date of most recent PP Review	January 2019
Total number of pupils	122	Number of pupils eligible for PP	56	Date for next internal review of this strategy	July 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	41%	65%
% making expected standard or above in reading	65%	85%
% making expected standard or above in writing	53%	70%
% making expected standard or above in maths	59%	75%

3. Barriers to future attainment (for pupils eligible for PP including high ability)
<p>Attendance and Punctuality - An attendance lower than 97% and/or poor punctuality has the potential to minimise progress and attainment.</p> <p>Parental engagement and aspirations - There are a number of reasons why parents/carers may not engage well with school. This could limit their ability to support with learning at home and have limited aspirations for their child.</p> <p>Lower than expected levels of development on entry in Early Years particularly in communication and Language and Social and Emotional Development. These key areas have the potential to limit progress significantly across the curriculum without early intervention, including specific Speech and Language support.</p> <p>Personal Social and Emotional needs - some children have complex home circumstances that can impact on their attitude and/or ability to engage in learning.</p>
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)

A.	Lower than expected levels of development on entry in Early Years particularly in communication and Language and Social and Emotional Development. These key areas have the potential to limit progress significantly across the curriculum without early intervention, including specific Speech and Language support.
B.	Personal Social and Emotional needs - some children have complex home circumstances that can impact on their attitude and/or ability to engage in learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Attendance and Punctuality - An attendance lower than 97% and/or poor punctuality has the potential to minimise progress and attainment.
D.	Parental engagement - There are a number of reasons why parents/carers may not engage well with school. This could limit their ability to support with learning at home and have limited aspirations for their child.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Lower than expected levels of development on entry EYFS Desired outcome would be to reduce the gap between Pupil Premium children and others achieving GLD both in school and nationally.</p> <p>Desired outcome would be to reduce the gap between Pupil Premium children and others achieving expected+ in Reading, writing and maths combined.</p> <p>Targeted intervention and CPD will be in place for teaching staff and support staff to ensure maximum impact of gap analysis teaching and intervention.</p> <p>KS1 Desired outcome would be to reduce the gap between Pupil Premium children and others achieving ARE+ both in school and nationally.</p> <p>Desired outcome would be to reduce the gap between Pupil Premium children and others achieving ARE+ in Reading, writing and maths combined.</p> <p>Targeted intervention and CPD will be in place for teaching staff and support staff to ensure maximum impact of teaching and intervention.</p>	<p>Attainment data for PP and other children at key assessment points is becoming increasingly inline.</p> <p>Attainment data at EYFSP is inline with both others in school and nationally for GLD AND Reading, writing and maths combined.</p> <p>Attainment data at KS1 is inline with both others in school and nationally for Reading, writing and maths combined ARE+.</p>
B.	<p>Personal Social and Emotional needs Desired outcome is that each vulnerable child has their needs met through targeted support and pastoral provision in order to ensure a positive impact on their attitude and/or ability to engage in learning.</p>	<p>Pupil voice evidenced through PP Buddy System and Learning Mentor monitoring indicates that children have a positive attitude and approach to learning to enable them to achieve in line with both others in school and nationally.</p>
C.	<p>Attendance and Punctuality The desired outcome would be that PP attendance would be at least national at 96%, inspirationally reaching school's target of 97%</p>	<p>Through robust monitoring, additional support and targeted actions by the Learning Mentor and headteacher, data shows PP children are on track to achieve the schools target of 97%.</p>
D.	<p>Parental engagement</p>	<p>Attendance registers at value of the month, class assembly/inspire mornings, termly Teacher/Parent/carer curriculum meetings, twice yearly</p>

	<p>The desired outcome is for the percentage of parents attending whole school, phase and class events increases.</p>	<p>target setting meetings, open afternoons, attendance assemblies etc, evidence an increasing and sustained percentage of attendance.</p> <p>Parent voice demonstrates an awareness and understanding of the expectations and importance of school and education.</p>
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5. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Lower than expected levels of development on entry EYFS Desired outcome would be to reduce the gap between Pupil Premium children and others achieving GLD both in school and nationally.</p> <p>Desired outcome would be to reduce the gap between Pupil Premium children and others achieving expected+ in Reading, writing and maths combined.</p> <p>Targeted intervention and CPD will be in place for teaching staff and support staff to ensure maximum impact of gap analysis teaching and intervention.</p> <p>KS1 Desired outcome would be to reduce the gap between Pupil Premium children and others achieving ARE+ both in school and nationally.</p> <p>Desired outcome would be to reduce the gap between Pupil Premium children and others</p>	<p>EYFS Development of Nursery outdoor provision to provide a balance of high quality indoor and outdoor learning opportunities.</p> <p>Additional TA to support baseline procedure.</p> <p>Rigorous gap analysis planning enables regular identification of children needing intervention.</p> <p>KS1 Rigorous responsive planning enables regular identification of children needing intervention.</p> <p>Additional support staff hours.</p> <p>Early Birds intervention for reading and writing support.</p> <p>Whole school "Adult Talk" training programme to support the school REACH approach to "Knowing more, remembering more" and maximising impact of TA'S.</p>	<p>2018/19 EYFSP outcomes</p> <p>Evidence from the Early Years toolkit indicates that early numeracy and communication and language approaches have a great impact on teaching and learning attainment.</p> <p>2018/19 EYFSP outcomes</p> <p>EEF research shows that teaching assistants providing high quality feedback can add up to 8 months impact on learning.</p>	<p>Performance Management</p> <p>Termly Target Setting meetings</p> <p>Leadership meetings</p> <p>Subject leader monitoring</p> <p>Interventions will be tracked by SENDCO termly.</p> <p>External delivery and programme of support.</p>	<p>Headteacher</p> <p>EYFS Leader</p> <p>SENDCo</p>	<p>Termly</p>

<p>achieving ARE+ in Reading, writing and maths combined.</p> <p>Targeted intervention and CPD will be in place for teaching staff and support staff to ensure maximum impact of teaching and intervention.</p>	<p>Speech and Language therapist once a fortnight to support identified children throughout school.</p> <p>TA Daily reading intervention</p>				
Total budgeted cost					£40,000

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Attendance and Punctuality The desired outcome would be that PP attendance would be at least national at 96%, inspirationally reaching school's target of 97%</p>	<p>Deployment of Learning Mentor to monitor key individuals whose attendance and/or punctuality drops below 96%.</p> <p>A robust procedure for following up daily absence and subsequent days with families to ensure that absence is kept to a minimum.</p> <p>PA pupils are swiftly identified and procedures are followed to meet with and support families to increase attendance.</p> <p>Families to be prosecuted for poor attendance and or punctuality.</p> <p>Termly attendance assemblies for families and certificates for 97%+ attendance. Half-termly traffic light system attendance slips for families.</p> <p>SAM the dog initiatives promotes school attendance incentives and celebrations.</p> <p>Classroom windows promote PERFECT attendance initiative with daily and weekly updates for each class.</p> <p>Large attendance noticeboards are placed at both entrances to school displaying current attendance class placings to appeal to families competitive nature.</p>	<p>2018/19 Attendance figures for pupils in receipt of Pupil Premium indicate</p> <p>Whole school: 95.8% Pupil Premium: 95.28%</p>	<p>Weekly attendance review meetings held between the learning mentor and headteacher highlight and monitor pupil attendance to ensure swift action is taken.</p> <p>Half termly Chair of Governor meeting with Learning Mentor and headteacher to inform of current picture and to provide challenge to the school on the desired outcomes.</p> <p>Learning mentor to continue to work closely with EWO to work with PA families and as a last resort issue fines for those failing to adhere to attendance expectations.</p> <p>Parents/carers of those pupils whose attendance and or punctuality is seen to be dropping will be invited into school for meetings of support with the Learning Mentor and headteacher.</p> <p>School calendar ensures that attendance initiatives are planned and promoted.</p>	<p>Paula Hughes</p> <p>Jane Littlewood</p>	<p>Weekly attendance meetings.</p> <p>Weekly and half termly attendance reports.</p>
<p>Personal Social and Emotional needs Desired outcome is that each vulnerable child has their needs met through targeted support and pastoral provision in</p>	<p>Pupil Premium Buddy System – each child allocated to an adult in school.</p> <p>Buddies to meet at least twice a half term.</p> <p>Termly Target Setting meetings and weekly child concern meetings to highlight need of</p>	<p>The school serves an area of significant deprivation. Aspiration within the community is limited. Some families do not place a high value on education or have the skills to have a positive impact on</p>	<p>Weekly child concern meetings</p> <p>Termly Target setting meetings</p> <p>School culture of teachers having strong knowledge of pupils and communication with Learning Mentor.</p>	<p>Jane Littlewood</p> <p>Paula Hughes</p>	<p>Half termly with Learning Mentor.</p>

order to ensure a positive impact on their attitude and/or ability to engage in learning.	Learning mentor support and intervention/provision. Class Teachers and Learning Mentor to work with vulnerable families.	their child's attitude and/or ability to engage in learning. In 2018/19 the learning mentor worked with.....families.families were pupil premium. of families engaged and resulted in a significant impact on children's progress.	Pupil voice Buddy file Parent voice		
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Total budgeted cost £25,000

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Parental engagement – There are a number of reasons why parents/carers may not engage well with school. This could limit their ability to support with learning at home and have limited aspirations for their child.</p>	<p>Open door policy to build positive relationships with families.</p> <p>Teacher/Parent/Carer meetings at the start of each term to share curriculum overview and teaching and learning expectations.</p> <p>Termly open afternoons to share skills and progress and next steps.</p> <p>Target setting meetings.</p> <p>Inspire mornings twice yearly per class across the curriculum.</p> <p>Coffee mornings to promote core subjects-</p> <p>Reading rendezvous</p> <p>Maths meet up</p> <p>Writing</p> <p>Subject leaders to create parent friendly guides to reading, writing and maths.</p>	<p>To reduce the barrier between families and school by offering a wider range of reasons and opportunities for families to engage with school more.</p>	<p>Early and consistent promotion and invitation to events through email, posters and verbally.</p> <p>Monitoring attendance</p> <p>Targeting Parents</p> <p>Parent voice</p> <p>Pupil voice</p>	<p>Headteacher</p> <p>Learning mentor</p> <p>Subject Leaders</p>	<p>Termly</p>

	Curriculum "Knowing more, Remembering more" sheet.				
Total budgeted cost					£8,920

6. Review of expenditure

Previous Academic Year	
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

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