

## Cliff Park Infant School Pupil Premium Strategy 2018/2019

School context						
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
43	23	20	37	1	2	0
<b>Infant School Pupil premium focus for 2018 -19</b>				<b>Total pupil premium allocation for 2018-19 Infant School £56,760</b>		
<p>Cliff Park Infant School aims to provide high quality learning opportunities for all our children. We aim to do this by provided a stimulating environment and learning experiences which nurture, challenge, support and celebrate the success of each and every child. We strive to remove barriers to learning. We have identified 3 areas that need to be overcome for all to achieve: -</p> <ol style="list-style-type: none"> <li>1. Academic achievement in all subjects with particular focus on Maths and English</li> <li>2. Health and Well-being including behaviour support and attendance</li> <li>3. Enrichment and Engagement</li> </ol>						

Focus 1 Academic Achievement				
<b>Barriers</b>				
<b>Weak Language and Communication skills affecting reading, spelling and writing</b>				
<ul style="list-style-type: none"> <li>• Our Pupil Premium children traditionally over time have not performed as well as non PP children in core subjects such as reading, writing and spelling</li> </ul>				
<b>Weaker Mathematical skills</b>				
<ul style="list-style-type: none"> <li>• Pupil Premium children have weaker maths skills with regard to number, particularly arithmetic and maths sense</li> </ul>				
<b>Oracy and vocabulary</b>				
<ul style="list-style-type: none"> <li>• Children from our low income families are at risk of hearing fewer words and this can have a negative impact on reading and communication skills</li> <li>• <b>Characteristics of learning – Commitment which includes persistence, perseverance and resilience</b></li> </ul> <p>Many of our children do not have the skills to maintain concentration and keep on trying even when they encounter difficulties. They do not always have a 'have ago attitude' to new opportunities to learn.</p>				
<b>Last review date : Autumn 2019</b>				
Objective	Initiatives	Cost	Notes / Evaluation	RAG
To accelerate the rates of progress in all subjects with a focus on Mathematical skills	Interventions and "Pick up and Run" reinforcement sessions delivered by TA's / HLTA's	£3473	EYFS – Achieving Maths Age Expected+ 65%( up from 57%) Year 2 – Achieving Maths Age expected+ 65% (up from 55%)	Gap closing to National
	Focus on ensuring more able are challenged and make good or accelerated progress			
	1:1 pupil support delivered by TA's	£12397 £13213	EYFS – Achieving Maths Age Expected+ 65%( up from 57%) Year 2 – Achieving Maths Age expected+ 65% (up from 55%)	
To accelerate the rates of progress in	Daily individuals reading practice with Teacher or TA		Ensuring daily practice for all	

all subjects with a focus on English and Communication skills.	Interventions and "Pick up and Run" reinforcement sessions delivered by TA's / HLTA's	£3473	EYFS – achieving Reading Age expected+ 65% (up from 50%) Y1 Phonics pass- 75% (up from 67%) Y2 achieving Reading Age expected+ 61% (in line with previous)	Gap closing to National
	Time to Talk programme for EYFS (Communication and Language)	£275	Target group- 6 children – 4 achieved C & L ELG	
	Focus on ensuring more able are challenged and make good or accelerated progress			
	Lexia to support reading	£169 £122	Subscription target Y2 Phonics resit– 77.7% pass.	
To further develop the characteristics for learning of commitment and resilience.	Develop and programme/ action plan around the implementation of improving persistence, perseverance , resilience , self-belief , ability to manage distractions , concentration		Circle time strategy focusing on solution solving. PATHS curriculum approach targeting problem solving	

## Focus 2: Health and Well Being

### Barriers

- Characteristics of learning – Persistence, perseverance and resilience

Many of our children do not have the skills to maintain concentration and keep on trying even when they encounter difficulties. They do not always have a 'have ago attitude' to new opportunities to learn.

### Attendance and Punctuality

- Attendance data shows that over time Pupil Premium children have a lower attendance figure than non PP children. We have found through close monitoring of attendance and supporting our families through early intervention ensures the school provides the best possible opportunity to improve outcomes for our children

### Lack of healthy lifestyle

- Many of our children and parents need support/guidance and more opportunities to enable them to adopt a healthy lifestyle. It is extremely important for children of primary school age to lead a healthy lifestyle, including eating nutritious meals as well as getting plenty of exercise

### Low self esteem

- Developing an attitude that 'all can be achieved with effort and practice', and the importance of developing intrinsic motivation will have a lasting impact on children's ability to learn

### Finding it difficult to fall within the expected conduct behavior standards

- Many of our children and families may have challenges with routines, managing emotions and poor social skills and self-regulation

Objective	Initiatives	Cost	Notes / Evaluation	RAG
To encourage active and healthy lifestyle	Golden Mile challenge run by HLTA Premier sport programme - health and well being	£1104	All children accessing Golden Mile – lunchtime, PE and after school Wellbeing focus targeting Y1 and Y2- focus is nutrition, health and exercise. Programme supported by Teachers as part of curriculum development.	
To ensure children have the opportunity to access a good quality breakfast before school and after school care	Breakfast Club and After School Provision funded as priority by Trust	£1149		
To support Social and emotional	Behaviour support plus nurture and ELSA provision	£28870	5 children targeted through nurture. Self-esteem programme.	

development of children.	PATHS curriculum – e.g. compliments pupil of the day - “Yellow jacket” lunchtime responsibility			
To improve attendance and punctuality.	Attendance rewards - certificates, prizes, Daily monitoring and feedback with parents. Attendance support	£7415	Attendance officer focused work on supporting families – leave of absence application having big impact on attendance	

### Focus 3: Enrichment and Engagement

#### Barriers

##### Limited experience and opportunities in life outside their immediate locality

- Many of our Pupil Premium children do not have the opportunity to experience visiting museums, theatres, art galleries, etc.

##### Lack of opportunity with regard to extra-curricular clubs and activities

- Pupil Premium children may not have the same opportunities as non PP children with regard to additional activities such as dance, gymnastics, archery and music

##### Less home support for learning

- More support, guidance and opportunity for our Pupil Premium children is required to ensure they use homework to maximise their learning as well as reading at home with their child . Some parents need support around how best to support their child.

##### Lack of parent engagement/ involvement in learning and wider school life

- The Sutton Trust – EEF Teaching and Learning Toolkit, Sutton Trust 2016, suggests (following two pieces of research) that ‘increasing parental involvement in primary schools has an average 2-3 months’ positive impact’

Objectives	Initiatives	Cost	Notes / Evaluation	RAG
Parents have a range of opportunities to come into school to share in their child’s learning, contribute to progress evidence and find out how they can best support their child at home.	Learning and Story Café events Information sharing events –e.g. Tapestry, phonics, Year 1 testing, SATS, Maths calculation. Adult learning Open afternoons – Reading and Maths Printed information – Reading with your child, key words, phonics. Library is open to parents at the end of the day including access to Tapestry on library computers.	£2577	Average Parent attendance for Learning Café’s – whole cohort = 70%; Pupil premium take up =57% (up from 43%)  87% of EYFS parents accessing Tapestry online journal. 71% PP	
Provide opportunities for support with homework	In class homework support as “pick up and run” intervention			
To provide a range of opportunities to children who may not otherwise experience them in raising aspirations.	Music Fees - children have the opportunity to learn an Ukulele for the year.  Educational visits	£414  £107	All Y2 children accessing music lesson All children in school able to take part in visits	