

## Pupil Premium Report Summer 2019

At West Bridgford Infant School, all members of staff and governors accept responsibility for 'socially disadvantaged' children and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'Narrowing the Gap' between vulnerable pupils and their peers and the Pupil Premium forms a vital part of that process. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We may therefore allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

PPG is allocated following an analysis of pupil data and other background information to identify individuals or vulnerable groups who would benefit from additional support.

### Aims:

- To ensure that teaching and learning opportunities meet the needs of all our children.
- To meet social, pastoral and academic needs of children who are socially disadvantaged
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- To support children who do not have additional/complex SEND needs to meet 'expected level' at the end of each Key Stage.
- To support children who have additional/complex SEND needs to meet their personal targets.
- To facilitate children's access to education
- To facilitate children's access to the curriculum
- To provide alternative support and intervention within the school
- To facilitate children's access to extra-curricular & enrichment activities

### Children Eligible for Pupil Premium 2018-19

	FS2	Y1	Y2	Total
Children eligible for FSM /EVER 6 children	2	3	2	7
Children adopted from care/LAC Eligible for Pupil Premium +	0	1	3	4
<b>Total Pupil Premium Children</b>	<b>2</b>	<b>4</b>	<b>4</b> 1 adopted child also FSM	<b>10</b>

### Budget Funding Financial Year 1<sup>st</sup> April 2018 - 31<sup>st</sup> March 2019

PPG per child	£1,320
PPG for 7 Ever 6 children	<b>£9,240</b>

Pupil Premium Plus (PP+) (Adopted children funding) per child	£2,300
PP+ for 4 children (NB: funding lags behind pupils PPG allocations are confirmed in June once pupil number data from the January census has been validated and agreed. PPG is paid to local authorities in quarterly instalments in June, September, December & March)	<b>£9,200</b>
<b>Total expected funding</b>	<b>£18,440</b>

**Context:**

4 of the 10 children have SEND, significant social & emotional difficulties due to family trauma or ongoing multiagency involvement for a range of issues. These are all post LAC.

Two children have English as an additional language. One was new to English last year.

**Main Barriers to educational achievement that disadvantaged children in our school face:**

- Multiple factors such as also having SEND or EAL
- 2 children require 1:1 support all day which impacts on the small Pupil Premium budget (This is supplemented by some SEND Family Funding)
- Social & emotional difficulties or delayed development due to the impact of attachment & trauma issues
- The impact of ongoing family stress/trauma

**How Pupil Premium Grant Funding is used to address the barriers:**

- Providing 1:1 support to enable 2 children with significant attachment issues & additional SEND to access day to day learning
- Providing support with personal care such as eating and toileting.
- Providing TA time to facilitate 1:1 or small group support with social & emotional development
- TA support in class for children struggling with anxiety.
- Providing TA time to support 1:1 reading, writing, maths catch up & pre-learning.
- Providing TA time to enable children to access play based/therapeutic learning.
- Providing TA time for development of English for children with EAL
- 2X TAs employed full time to support 2 children 1:1 & other children in class time = **£58,714**
- ELSA support as required
- Ongoing additional support from existing TA allocation
- Subsidised day trips

**How additional resources from our school budget/time are used over and above the PP funding:**

- Significant amounts of time are invested in working closely with families to support the whole family.
- Excellent working relationships are developed with other agencies to work in partnership to support the families.
- Close links with SENCO and provision of specialist resources such as sensory equipment.
- Ongoing staff training in attachment & trauma/emotional health.
- Supporting families with extra -curricular expenses such as recorders, camping trip etc.

**Impact:**

- The majority of children are making expected progress from their starting points
- Children with SEND/attachment issues are able to access the curriculum in mainstream setting
- Children demonstrate improved confidence & self-esteem
- Children and parents have high aspirations for their future
- Children have increased opportunities for social inclusion through school and extra-curricular provision
- Those children not currently working within the age related curriculum are making good small steps progress monitored using B-Squared
- 91% on track for ARE in reading (10/11)
- 82% on track for ARE in writing (9/11)
- 82% on track for ARE in maths (9/11)