

## Pupil premium strategy statement – Turnfurlong Infant School

1. Summary information					
<b>School</b>	Turnfurlong Infant School				
<b>Financial Year</b>	2019/20	<b>Total PP budget</b>	£37820	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	306	<b>Number of pupils eligible for PP</b>	27	<b>Date for next internal review of this strategy</b>	March 2020

2. Attainment for 18/19				
	<i>Pupils eligible for PP (TIS)</i>	<i>Pupils not eligible for PP (TIS)</i>	<i>Pupils eligible for PP (National)</i>	<i>Pupils not eligible for PP (National)</i>
<b>% achieving Good Level of Development in EYFS</b>	49%	75%		
There were seven children entitled to EYPP in this cohort. 42% (three out of the seven) of the children in the cohort achieved a Good Level of Development (GLD). The GLD is achieved when a child reaches the expected level of development in Communication and Language, Personal Social and Emotional Development, Physical Development, Literacy (Reading and Writing) and Maths (Number and Shape, space and measure). Of the children who did not achieve GLD, three have SLCN as their identified area of special educational needs.				
<b>% Year 1 achieving expected standard in Phonics Screening</b>	89%	91%		
There were 9 children entitled to Pupil Premium funding in this cohort. Eight passed the phonics check. We expect the remaining child to pass when they resit in Year 2 in 2020. Of the PP children who re-sat the check in Year 2, seven out of the eight children passed.				
<b>% achieving Age Related Expectations in Reading (2 expected)</b>	22% (2)	89%		
<b>% achieving Age Related Expectations in Writing (2 expected)</b>	11% (1)	84%		
<b>% achieving Age Related Expectations in Maths (2 expected)</b>	44% (4)	88%		
There were nine children entitled to Pupil Premium in this cohort. One child made expected progress from the end of the Early Years Foundation Stage (Reception) in reading, writing and maths. They were a 2 at the end of EYFS. One children made expected progress in reading. They were 2 for reading at the end of EYFS. Three children made expected progress in maths. They were 1 and 2's at the end of EYFS. Four children with multiple barriers to learning were Working Towards the expected standard across English and Maths at the end of KS1. They came up as 1's from EYFS.				

<b>3. Barriers to future attainment (for pupils eligible for PP) 2019-20</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Supporting children with their social, emotional and personal development - building capacity for resilience
<b>B.</b>	Children who have SEND and/ or EAL as well as being pupil premium
<b>C.</b>	Supporting children to develop their ability to self-regulate their behaviour, making good choices
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Lower than expected attendance or punctuality
<b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>	<b>Success criteria</b>
<b>A.</b>	<p>Personal, social and emotional development activities offered in small groups and individually.</p> <p>Children will have small group intervention to support the development of their personal, social and emotional skills across the year, in addition to timetabled PSHCE, science and RE. Children will build self-confidence, self-esteem and resilience. A nurture group will be run with a Teaching Assistant to help build emotional resilience, confidence and social skills, such as listening and sharing.</p>
<b>B.</b>	<p>Children identified with additional needs alongside being pupil premium will receive additional support in school for reading, phonics, English, handwriting and maths. Specific targeted support linked to support plans and EAL interventions will have SMART targets and be reviewed half termly.</p> <p>Children will have additional intervention across the year with the teacher and teaching assistant to support their individual needs. Children will progress in line with their peers. Entry, progress and exit data will be kept to monitor and track targets. The new school website will include links to activities and ideas for home learning to enable parents to further support pupils at home.</p>
<b>C.</b>	<p>Children will be able to self-regulate their behaviour by making appropriate behaviour choices when interacting with their peers.</p> <p>Behaviour at social times and lesson times has improved. Children listen attentively for a given period of time and are rewarded for this. Golden rules at playtime integrated and reinforced with positive praise. The number of incidents of poor behaviour will have reduced significantly.</p>
<b>D.</b>	<p>Parents have access to support and advice that supports them in their role as parents and enables them to engage with school.</p> <p>Parents are able to access the Buckinghamshire Family Information Service via school newsletters and the school website. School will signpost parents to agencies appropriate to their needs and ensure early help is obtained. Parents attend parent involvement mornings, workshops and parent evenings to enable them to support their child at home.</p>

## 5. Planned expenditure

Financial Year 2019-2020

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

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?
Teachers to identify and address the needs of each individual child in their class.	<ul style="list-style-type: none"> <li>- Whole school 'Storytelling school' INSET linked to School Improvement Plan to improve outcomes in writing</li> <li>- Phonics targeted support groups - Read Write Inc</li> <li>- Staff training on attachment</li> <li>- Speechlink</li> <li>- Spirals</li> </ul>	<p>Whole school 'Storytelling' INSET and SIP focus shared with Turnfurlong Junior School supports transition from KS1 to KS2</p> <p>Teachers assess in Autumn Term 1 to identify relevant interventions for individuals in discussion with Year lead and SENDco</p> <p>Increasing number of PP children requiring support with social and emotional development</p> <p>Increasing number of PP children identified as requiring support with speech, language and communication development</p> <p>Staff training focussed on OFSTED's three I's (Intent, Implementation, Impact) under the new framework.</p>	<p>Storytelling INSET in November and January, peer to peer observation, book trawls</p> <p>Observation of targeted intervention groups</p> <p>Standardised progress monitoring tools to be introduced to measure impact of interventions.</p> <p>Individual targets, entry and exit data and support folders to be monitored. Provision maps show scope of support given and impact of this.</p>	RO/JG	<p>Performance Management observations Autumn and Spring term review</p> <p>Learning walks throughout the year.</p>

Consistent strategies to manage behaviour used by all staff	New staff inducted robustly with the school's behaviour policy, golden rules and safeguarding procedures.	Team teach training in place with a follow up refresher booked for September 2019. We identified the need to consolidate consistent behaviour management, particularly of challenging behaviour. Referrals made to school nursing to support children and families.	School knows the person leading the training and respects their approach. The same person will lead the training for teachers and support staff so that key messages are consistent.	RO/JG	Behaviour policy reviewed. Application of policy will be monitored during all learning walks through the year.
<b>Total budgeted cost</b>			Team teach training £500 Storytelling Schools INSET x3 £4000 Speechlink programme to support SALT £500 Language link assessment tool to help monitor progress £400		
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Specialist services bought in to support teaching, learning and development e.g. Educational Psychologist	Small group work with children or 1:1 where appropriate	The school has identified a large number of children with speech, language and communication needs who require additional support to enable them to make good progress in all aspects of English and across the curriculum	Monitoring of weekly programmes, targets recorded and reviewed. Progress data scrutinised, children diminishing the difference with their peers.	RO/JG	Termly review with SENDCo
Children are able to self-regulate their behaviour and outcomes for learning are improved.	Small group intervention, TA leading social skills at playtime	A review of post adoption children (previously looked after) has highlighted the need for support in school in this area. Observations of children show that effective behaviour management and support is a priority for the health, safety and well-being of children and staff.	Nurture group TA and other interventions to work with children on specific emotional and behavioural concerns; self - esteem, feeling safe, transition. Ensure appropriate activities provided and consistent approaches used.	RO/JG	Termly review meetings and targets linked to SEMH support plans

<b>Total budgeted cost</b>	1 x TA salary for 5 mornings for the year: £3,500 (Reception) 2 x TA salary for 5 full days for the year: £ 9000 (Reception and Year 1) 1 x specialist TA for nurture group 1x Tue am for the year £1000 Psychology 4 All services (Ed Psyc) £500 a term Speechlink as above.
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6. Review of expenditure				
Previous Financial Year 2018-2019				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Children are supported in class to make progress in line with their peers.	TA support (1:1 in two cases) in class to help access curriculum and learning.	In 2018/2019, 78% of pupils receiving Pupil Premium in Year 1 met the expected standard in reading, writing and maths. 44% of pupils receiving Pupil Premium in Year 2 met the expected standard in maths and 22% in reading.	Despite multiple interventions and good progress, multiple barriers to learning, including safeguarding concerns meant pupils did not make expected levels at the end of Year 2. They did however, make good progress from their starting points. 1:1 TA support will not continue in Year 2.	£16K TA hours
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Dedicated 'nurture' TA employed to support children and families as needed.	TA employed to work with children and families as needed.	TA was employed specifically to work with children with specific emotional needs and those with identified personal, emotional or social needs. Children were supported in groups across KS1.	Support was very successful and has developed further for the 2019/2020 'nurture group intervention'.  We are measuring impact in 2019/2020 using Boxhall Profile tool	£1000

iii. Other approaches				
Desired outcome		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
Children have access to resources to support their learning.	Specific resources purchased for individual children with no specific identified needs.	Books purchased for the new reading scheme, role play and props purchased for storytelling school (19/20) and other creative resources to support the learning of children whilst at school, as identified by their class teachers.	Some children who are entitled to Pupil Premium have no specific learning needs and therefore further opportunities to enhance and extend learning have been identified.	£3500
Parents are engaged with their child's learning at home.	Writing packs containing RWI flashcards given to all PP children.	Links to improved outcomes in reading, writing and phonics check results.	It would prove beneficial to do this again as the children thoroughly enjoyed using them at home. Feedback from parents very positive.	£300
Families where children are entitled to Pupil Premium are financially supported for specific needs.	Pupil Premium funding used to support curriculum trips and wrap around care.	Pupil premium children accessed additional funds to support paying for trip voluntary contributions, sports festivals, breakfast club, school uniform and shoes/wellington boots.	This needs to continue on a case by case basis to ensure children have their needs met. Appropriate footwear through the autumn term is essential. Trips out of school are essential to support curriculum learning.	£250 trip payments £370 breakfast club £15 wellies