

## Pupil premium strategy statement – Turnfurlong Infant School

1. Summary information					
<b>School</b>	Turnfurlong Infant School				
<b>Financial Year</b>	2018/19	<b>Total PP budget</b>	£28,320	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	270	<b>Number of pupils eligible for PP</b>	25	<b>Date for next internal review of this strategy</b>	Feb 2019

2. Attainment for 17/18				
	<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>	33.3%	66.7%		
<p>There were nine children entitled to EYPP in this cohort. Three out of the nine 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 of the children achieved the expected standard in all areas other than writing.</p>				
<b>% Year 1 achieving expected standard in Phonics Screening</b>	37.5% (3)	91.5%		
<p>There were 8 children entitled to Pupil Premium funding in this cohort. Three passed the phonics check in 2018. We expect 80% of the remaining five children to pass when they resit in Year 2 in 2019.</p>				
<b>% achieving Age Related Expectations in Reading (2 expected)</b>	66.7% (2)	83%		
<b>% achieving Age Related Expectations in Writing (2 expected)</b>	33.3% (1)	78%		
<b>% achieving Age Related Expectations in Maths (2 expected)</b>	66.7% (2)	83%		
<p>There were three children entitled to Pupil Premium in this cohort. Two children made expected progress from the end of the Early Years Foundation Stage (Reception) in reading, writing and maths. The third child made expected progress in reading and maths.</p>				

<b>3. Barriers to future attainment (for pupils eligible for PP)</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>	Engaging parents and carers with their child's learning	
<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>	Low attendance	
<b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Personal Social and Emotional development activities offered in small groups and individually	Children will have small group work to support the development of their PSHCE skills across the year. Children will have more self-confidence and resilience. Nurture group will be run to help build self-esteem, confidence and social skills, such as turn taking.
<b>B.</b>	Additional support in school for reading/ phonics/ handwriting/ maths Targeted support, guidance and advice for parents to access, both in and out of school	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.  Parents will be able to access resources and information to aid them in supporting their children at home and attend school events such as parent involvement events, parent's evenings where layered targets are given out, EYFS workshops on phonics and reading and specific workshops on the Year 1 Phonics check and Year 2 SATs. School website will include links to activities and ideas for home learning.
<b>C.</b>	Children will be able to self-regulate their behaviour by making appropriate behaviour choices when interacting with their peers.	Behaviour within playtimes and lesson times has improved to allow for more quality learning. Golden rules at playtime integrated and reinforced with positive praise. The number of incidents of poor behaviour choices has reduced significantly.
<b>D.</b>	Parents have access to support and advice that supports them in their role as parents and enables them to engage with school	Parents are able to access the Buckinghamshire Family Information Service via school newsletters and the school website. Parents are able to access agencies appropriate to their needs. Parents attend parental involvement mornings, workshops and parent evenings to enable them to support their child at home.

## 5. Planned expenditure

Financial Year 2018-2019

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?
Teachers to identify and address the needs of each individual child in their class.	Quality first teaching, INSET on Spirals, Read Write Inc phonics, annual safeguarding and PREVENT training. Focus on Pupil Asset tracking using progress ladders.	Staff training focussed on QFT and ensuring teachers address all the different needs in their class before allocating interventions and T/TA support. With the growing number of behaviour and some learning needs e.g. speech and language across the school it is important to remember every child has the right to QFT by a class teacher.	Follow up staff training to build on QFT September 18. Learning walks will focus on QFT in all classes. Intervention targets, data and support folders to be monitored to ensure they build on QFT and are directed by the class teacher.	RO/JG	Performance Management observations Autumn and Spring term review Learning walks throughout the year.
Consistent Behaviour Management used across the school by all staff	Mindfulness staff training in place with how to influence positive choices within school environments. Golden rules for playtime introduced and reinforced daily.	The school is identifying a need for additional training and support for positive behaviour management. Pathways School have supported the school well with supporting specific children. We identified the need to consolidate consistent behaviour management. School nursing has also had referrals 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 review. Application of policy will be monitored during all learning walks through the year.
<b>Total budgeted cost</b>					Positive playtimes training for MMS £300 Spirals CPD for TAs £300 Group work £50 x 1hr session

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?
Specialist services bought in to support teaching, learning and development e.g. play therapy, Educational Psychologist	Small group work with children or 1:1 where appropriate	The school is identifying an increasing number of children with speech, language and communication needs who require additional support to enable them to make good progress in all aspects of literacy 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.	1:1 support from an adult to focus on these areas. Small group intervention.	A review of children who were previously looked after highlighted the needs 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 play therapist 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 PRU meetings and targets.
Children will access support for their behaviour needs and learning at home.	1:1 adult support to access curriculum and support learning at home.	Signpost parents to resources and services available via the Buckinghamshire Family Information Service	Allocate TAs to work alongside children for their time in school for consistency. Specific interventions monitored with entry and exit data and specific targets. Progress scrutinised.	RO/JG	Termly review 1:1 TA feedback weekly
<b>Total budgeted cost</b>			1 x TA salary for 5 mornings for the year: £3,500 2 x TA salary for 5 full days for the year: £ 9000 1 x specialist TA for nurture group 2x pm for the year £1000		

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?
Children and parents to have access to a space to support personal, social and emotional needs	Develop modular building in courtyard.	The school have identified an increasing number of children with social, emotional and mental health needs	All stakeholders will be involved in developing and using the space effectively.	RO/JG	Summer 2019
Parents and children have support for their emotional needs at crucial times.	Staff available to speak to and assist parents.	The school have identified an increasing number of children with social, emotional and mental health needs. Teaching Assistants are used to support the needs of these children in school.	RO/JG to line manage all issues around behaviour to ensure immediate and targeted support can be accessed by families when needed.	RO/JG	Summer 2019
<b>Total budgeted cost</b>			Development of rooms £200,000 TA salary £13.59 per hour as needed		

6. Review of expenditure				
Previous Financial Year 2017-2018				
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
Children are supported in class to make progress in line with their peers.	TA support in classes to access curriculum and learning.	In 2017/2018, 33% of pupils receiving Pupil Premium met the expected standard in reading, writing and maths. 67% of pupils receiving Pupil Premium in Year 2 met the expected standard in reading and maths.  There were three children entitled to Pupil Premium in this cohort. Two children made expected progress from the end of the Early Years Foundation Stage (Reception) in reading, writing	All children who need support in their learning will receive the teaching they need to ensure they can make progress in line with their peers. Targeted support is provided for all children.	£16K TA hours

		and maths. The third child made expected progress in reading and maths.		
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Dedicated TA provided to support children and families as needed.	TAs provided to work with children and families in need.	TA was released from classroom position to support children with specific needs and those with identified personal, emotional or social needs. Children were supported across the school.	Support was very successful and has developed in 2018/2019 into a 'nurture TA' role.	£1000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Children have access to resources to support their learning.	Specific resources purchased for individual children with no specific identified needs.	Books purchased for World Poetry Day, the reading scheme and other creative resources sent home 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.	£1500
Families where children are entitled to Pupil Premium are financially supported for specific curriculum events.	Pupil Premium funding is used to support trips and extra curricula activities/clubs.	All children had access to additional funds to support their parents paying for activities.	£200 was made available to families requiring support to purchase school uniform. £200 was made available to enable children to access clubs to provide experiences beyond the curriculum, £2000 was made available to support the development of the play therapy role.	Uniform £200 Clubs £200 Open toy box £2000