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| Summary Information |
| School | Haddenham Community Infant School |
| Financial Year  | 2019-2020 | Total PP Budget | £3,960 |
| Total Number of Pupils | 90 | Number of Pupils eligible for PP | 3 | Date of next review of strategy | March 2021 |

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| Current Attainment |
| Data from Summer Term 2019 | *Pupils eligible for PP* | *Pupils not eligible for PP* | *Pupils eligible for PP**(Bucks)* | *Pupils not eligible for PP (Bucks)* |
| % achieving Good Level of Development in EYFS | 0% | 87% | 53% | 77% |
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| % Year 1 achieving expected standard in Phonics Screening | 0% | 86% | 65% | 84% |
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| % Year 2 achieving Age Related Expectations in Reading  | 100%% | 82% | 58% | 81% |
| % Year 2 achieving Age Related Expectations in Writing  | 0% | 73% | 48% | 74% |
| % Year 2 achieving Age Related Expectations in Maths  | 100%% | 83% | 55% | 79% |
| There was 1 disadvantaged child in this cohort. They were in receipt of individualised interventions in reading, phonics, writing and maths throughout the year. |

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| Barriers to Learning: |
| In school barriers (social, communication skills) |
| 1 | Emotional needs and self confidence/esteem support |
| 2 | Support from home with their learning |
| External Barriers (also requiring action such as lower attendance) |
| 3 | Single parenting, vulnerable families, parental engagement, attendance issues |
| 4 | Access to social clubs and extra curricular opportunities |

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| Desired Outcomes  | Success Criteria |
| 1 | * Personal, Social and Emotional activities offered in small groups and individually.
 | * Children will have small group work to aid development of their personal and emotional skills across the year.
* Children will have more self-confidence and belief in themselves.
* Interventions focus on well-being e.g. yoga and confidence building
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| 2 | * Additional support in school for identified areas of need.
* Monitoring of progress to ensure we continue to meet the children’s individual needs.
 | * Continual monitoring highlights needs as they arise which are addressed immediately.
* Children will have had additional intervention work across the year to support their individual needs. Monitoring and Evaluation takes place on a half-termly basis
* Children will progress in line with their peers.
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| 3 | * Parents have access to support with parenting, health and emotional support
 | * Parents attend workshops or have access to all extra resources via website links
* Parents utilise support from SENDCO/Head teacher as well as health professionals in school when needed
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| 4 | * Pupils have access to WASPs for extra support with social and friendships
* Pupils have access to develop interests through clubs and extra curricular activities
 | * Pupils engage and have more self confidence and belief in themselves
* Pupils able to develop interests and skills further through dance, craft
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| Planned Expenditure |
| Financial Year  | 2020-2021 |
| The areas highlighted below demonstrate how the Pupil Premium funding improves classroom teaching, provide targeted support and support whole school strategies |
| 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? |
| Children make expected or better than expected progress in their learning. | Quality First Teaching Including targeted Feedback  | Quality Feedback is one of the most effective strategies to increase progress and attainment. Precise, directed quality first teaching will help meet the needs of individual children to ensure they achieve in line with their peers. | Staff training on end of key stage expectations and the necessity of having high expectations of all children. Monitoring and Evaluation is conducted throughout the term, examining impact and evidence of learning. Year 1 1:1TA supporting children in the classroom, Year 2 TA supporting children in the classroom, both TAs providing further support with: precision teaching, Direct Phonics and individualised support. | HT/ Yr2 Moderator | Termly formal reviews |
| 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? |
| Children’s individual needs are quickly identified and addressed to ensure they make expected or better than expected progress in their learning | Quality Interventions led by teachers and Teaching Assistants. | Timely interventions offered at key times can support the children to continue to achieve expected or better than expected progress. Support for children required from a variety of staff to meet individual needs | Teachers are fully aware of children’s needs and the interventions available to support these. Staff training to reinforce the identification needs and purpose of interventions.Provision Mapping in place across SENDAll adults working in the school are aware of vulnerable groups of children and what their identified need is. Pupil Progress meetings regularly (at least termly)Regular learning walks, monitoring and evaluation of strategies implemented, book looks to ensure high quality provision and outcomes. | HT/SENDCo | At least termly |
| 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? |
| Parents and children have support for their emotional needs at crucial times. | Play therapy available for children as needed and health support from nursing team | Number of children with emotional needs increasing through the school. | Support adapted as required for each individual child. Closely work with Family Resilience to provide support for families with the school. Links with Educational Psychologist and Play Therapist. | SENDCO/HT | Half termly reviews |
| Total budgeted cost | £3,960 |
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| Additional detail |
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