PUPIL PREMIUM STRATEGY

What is the Pupil Premium Grant?

The Pupil Premium (including Pupil Premium Plus) is a grant allocated to schools in addition to the main school budget. It is awarded based on the number of children eligible for Free School Meals (FSM) or who have been in receipt of Free School Meals in the last six years (FSM Ever 6), children looked after by Local Authority (CLAs), children who have been adopted from care , and children from families working in the services. The funding is seen by the government as a way to address the current inequalities between children eligible for Pupil Premium and their peers, by ensuring that funding supports the pupils who need it most.

Schools are free to spend the Pupil Premium as they see best, but are accountable for how the additional funds are used to support children who are eligible. Schools are required to publish online information about how the Pupil Premium is used. This is to ensure parents and other stakeholders are made fully aware of the progress and attainment of pupils covered by the Pupil Premium.

How do we support pupils in receipt of funding?

Children from low-income families may face some barriers to educational achievement. These include lower starting point at school entry, speech and language issues such as low vocabulary, poor attendance, housing issues such as temporary housing or overcrowded housing that impacts on learning. At Thomas A' Becket Infant School, we are committed to ensuring maximum progress for all groups of children and we strive to overcome these barriers and reduce any difference in achievement. We actively promote equality of opportunity as part of our school philosophy.

We have a clear, strategic approach to how we spend the Pupil Premium and our plans are integrated into the wider school development plan, and monitoring system. Regular monitoring and evaluation by the leadership team and governors, ensures that support is targeted effectively and leads to improved outcomes for this group of children. Our Pupil Premium Strategy is reviewed midyear to ensure our spending is in line with needs and priorities.

We are very supportive of developing all children's emotional literacy but in particular, those eligible for Pupil Premium and Pupil Premium Plus, to promote self-esteem and positive learning behaviours.

Note: Although Pupil Premium is allocated by the financial year, funding and expenditure is shown for the academic year.

Academic Year	Pupils eligible for Pupil Premium	No. of children looked after/services	Funding received *Based on 5/12 of 2018-19 allocation plus 7/12 of 2017-18 allocation plus balance carried forward as at 31/3/17 £1.4k*
2017-2018	43	1	£ 69,600
Action	**Amount**	**Intended Outcome**	**Impact**
Early screening for pre-phonics/numeracy abilities on entry to school to support interventions to improve reading, writing, maths. Small groups taught by qualified Teaching Assistants and one teacher. Support in and out of class as appropriate to the individuals/cohorts.	Class TA support £ 34,700 Bespoke 1:1 support from TAs £3,000 Maths Booster sessions (teacher led) £800	Accelerated learning for targeted children throughout the year to close the gap between disadvantaged pupils and their peers, and raise achievement.	Gap narrowed between children in receipt of pupil premium and their peers. Levels of progress in maths have improved compared with previous year. Excellent progress results in reading at the end of KS1.
Support for emotional and behavioural issues through a programme of Nurture groups (Rainbow Time), emotional literacy (Turtle Time) and social and communication (Toast Time, Lego Therapy.)	£ 17,400	Improved attitude to learning and ability to access the curriculum. Raised self-esteem, promoting confidence and increased motivation that results in improved progress and achievement.	Our monitoring systems indicated that children who attended support groups showed increased self esteem and confidence which led to improved progress and engagement for these children.
Part funding of Learning Mentor support for individual children and their families.	£ 7,700	Improved attendance, punctuality and wellbeing. Focussed work with families improves parent and community partnership.	Improved parent partnership, with a high level of engagement in school community such as parents' evenings and events.
Play therapist who works with targeted children and offers parental support.	£ 2,000	Raised self-esteem, promoting confidence and increased motivation	Children able to access learning in class, increased confidence and self

Holistic approach to ensure the engagement with school.		that results in improved progress and achievement.	esteem. School and families working consistently towards same goals.
After school clubs, educational trips and events. School uniform vouchers.	£ 2,900	Reduce financial barriers to learning so that children can develop social skills and enjoyment of school.	Children have increased enjoyment of school. Positive impact on attendance. Parents have also reported a positive impact on social skills, friendship groups and general well being.
Support for boys with low self-esteem, poor speaking and listening skills, attachment and emotional needs. A programme called Time to Play (Change for Life Club) that models skills how to play, incorporating sharing, turn taking, co-operation and group work.	£ 900	Address low baseline on entry. Improved outcomes in reaching Early Learning Goals at the end of reception. Particular improvement on personal, social and emotional strand of Early Years curriculum.	Children enjoyed calm and fun sessions at lunchtimes and other key times in the day. Skills transferred to classroom' learning time and other social settings. Teachers report children are more settled in the afternoons.
Sensory resources (e.g. weighted blankets, fiddle toys, balls, foam etc.)	£ 200	Support learning for targeted children throughout the year to close the gap between disadvantaged pupils and their peers, and raise achievement.	Increased focus, concentration and improved behaviour which has a positive impact on learning .

Academic Year	Pupils eligible for Pupil Premium	No. of children looked after/services	Anticipated Funding
2018-19	54	1	£71,960

Action Plan for use of the proposed Pupil Premium for the 2018-19 academic year

Action	Amount	Intended Outcome	Impact
Early screening for pre-phonics/numeracy abilities on entry to school to support interventions to improve reading, writing, maths. Small groups taught by qualified Teaching Assistants. Support in and out of class as appropriate to the individuals/cohorts.	£ 37,700	Accelerated learning for targeted children throughout the year to close the gap between disadvantaged pupils and their peers, and raise achievement. This will be measured for progress and attainment using the school assessment tool.	
Support for emotional and behavioural difficulties through a programme of Nurture groups (Rainbow Time), emotional literacy (Turtle Time) and social and communication groups.	£ 17,800	Improved attitude to learning and ability to access the curriculum. Raised self esteem, promoting confidence and increased motivation that results in improved progress and achievement. This will be measured using Boxhall Profile, pupil voice and teacher and parent feedback.	
Part funding of Learning Mentor support for individual children and their families.	£ 7,900	Improved attendance, punctuality and well being. Focussed work with families improves parent and community partnership. This will be measured through attendance levels, parent questionnaires and reduction in behaviour incidents.	
After school clubs, educational trips and events. School uniform vouchers.	£ 3,000	Reduce financial barriers to learning so that children can develop social skills and	

		enjoyment of school. This will be measured through pupil voice and parent feedback.	
Weekly maths and writing workshops for targeted children.	£ 1650	Accelerated learning for targeted children throughout the year to close the gap between disadvantaged pupils and their peers, and raise achievement. This will be measured through progress and attainment levels.	
Training costs	£500	Improve teaching and learning through initiatives that target disadvantaged children.	
Sensory resources (e.g. weighted blankets, balls, foam etc.)	£ 500	Accelerated learning for targeted children throughout the year to close the gap between disadvantaged pupils and their peers, and raise achievement.	
Intervention and coaching programmes to support teaching and learning for targeted children.	£2900	Accelerated learning for targeted children throughout the year to close the gap between disadvantaged pupils and their peers, and raise achievement. This will be measured through progress and attainment data.	

Reviewed and updated 1/3/19 CT and NLM