

## **How Kiveton Park Infant School will use Pupil Premium and Early Years Premium September 2017 to July 2018**

### ***Pupil Premium Strategy***

*As a school we look at the needs of the individual children eligible for the Pupil Premium Grant. Through research and discussion with teachers, LSAs and parents we then find common needs and barriers that we believe could impact on a child's chances to meet their potential. The following suite of intervention and support is then devised and children offered access to those elements appropriate to their needs.*

### **What is Pupil Premium?**

The Pupil Premium grant gives schools extra funding to raise the attainment of disadvantaged pupils from Reception to Year 11. The Pupil Premium is paid to schools as they are best placed to assess what additional provision their pupils need.

Ofsted inspections report on how schools' use of the funding affects the attainment of their disadvantaged pupils.

We also hold schools to account through performance tables, which include data on:

- the attainment of the pupils who attract the funding
- the progress made by these pupils
- the gap in attainment between disadvantaged pupils and their peers

### **Who can receive Pupil Premium?**

- every child currently registered as eligible for free school meals
- children who have been looked after for 6 months or longer
- all children eligible for free school meals at any point in the past 6 years

### **How much is Pupil Premium?**

Schools are receiving:

- £1,400 per pupil of primary-school age
- £935 per pupil of secondary-school age
- £1,900 per pupil for looked-after children who:
  - have been looked after for 1 day or more
  - are adopted
  - leave care under a Special Guardianship Order or a Residence Order

### **What is Early Years Premium?**

Like Pupil Premium Early Years Premium is additional funding which can be used to improve your child's learning experiences to help them make good progress and be ready for school. It is available for families in receipt of certain benefits to cover children over ages 3 and 4 years. The sum of money the received for each child is £310 per year. As with Pupil Premium, it is to be used in whatever way school feels will best support the child's progress and make them ready for school.

## **How much Pupil Premium and Early Years Premium has been allocated to Kiveton Park Infant School?**

- As a school we have been allocated **£44,140**

## **What processes are followed to ensure the clarity of allocating this funding to the best provision?**

The spending outlined below has been based on;

1. the evaluation of the impact of last year's Pupil Premium spending plans
2. analysis of pupil underachievement
3. the use of findings from national case studies, research and recommendations made by OfSTED, Children's Services Network and Oxford University Press, which identify successful factors in the spending of Pupil Premium to best impact on children.

The information above has then been shared with a variety of stakeholders, who have all had an input into the final spending plan. They include;

1. The Head and Senior Leadership Team
2. Middle Leaders
3. Teachers and Support staff
4. Governors
5. Parents of children eligible for Pupil Premium

## **How is Pupil Premium & Early Years Premium being spent?**

### Achievement & Attainment

**Research suggestion:** ensure that all day to day teaching meets the needs of each learner  
*CSN Policy Briefing*

### **How much will be allocated?**

£5000 has been allocated.

### **Is this a new or continued activity?**

Continued

### **What action/activity will be taken?**

£5000 has been allocated to the purchase of the Rotherham School Improvement Service CPD offer.

### **What is/are the specific intended outcome/s?**

Qualitative measure - Teachers reflect on how their practice meet the needs of each learner, improve their delivery to our Disadvantaged children groups and share best practice across or beyond the School.

Quantitative measure – the existing gap between Disadvantaged pupils and Other pupils will be reduced.

### **How will this activity be monitored?**

The impact of this activity on changes in practice will be highlighted by the school's on-going monitoring processes of the quality of teaching (Teacher on a Page). In turn, the impact on progress and attainment will be monitored 4 times a year at Pupil Progress Meetings.

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**Research suggestion:** Allocate the best teachers to teach intervention groups

### ***CSN Policy Briefing***

**How much will be allocated?**

£4000

**Is this a new or continued activity?**

Continued

**What action/activity will take place?**

Devolved into the budget to support the cost of the teaching staff which are experienced, highly skilled and delivering quality first teaching to all children including those eligible for Pupil Premium on a day to day basis. The overall impact of experienced staff shows overtime as the gap between the children eligible for Pupil Premium and their peers is reducing year on year by the time the children leave KPI.

**What is/are the specific intended outcome/s?**

Qualitative measure - Teachers reflect on how their practice meet the needs of each learner, improve their delivery to our Disadvantaged children groups and share best practice across or beyond the School.

Quantitative measure – the existing gap between Disadvantaged pupils and Other pupils will be reduced.

**How will this activity be monitored?**

The impact of this activity on changes in practice will be highlighted by the school's on-going monitoring processes of the quality of teaching (Teacher on a Page). In turn, the impact on progress and attainment will be monitored 4 times a year at Pupil Progress Meetings.

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**Research suggestion:** make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping children to achieve

### ***CSN Policy Briefing***

**How much will be allocated?**

£4,500

**Is this a new or continued activity?**

Continued

**What action/activity will be taken?**

A £4,500 'float' has been created within the Support Staff budget centre to enable LSAs to claim additional hours when they take part in out of hours training sessions.

**What is/are the specific intended outcome/s?**

Qualitative measure – LSAs subject knowledge and professional skills will be enhanced to meet the needs of each learner and improve their delivery to our Disadvantaged children.

Quantitative measure – the existing gap between Disadvantaged pupils and Other pupils will be reduced.

**How will this activity be monitored?**

SLT and MLT members will monitor LSA practice as part of their subject monitoring and evaluation schedules. Changes in practice and their impact of progress and attainment will be monitored 4 times a year at Pupil Progress Meetings.

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**Research suggestions:**

Focus on supporting disadvantaged children to achieve the highest possible levels

Through analysis of pupil underachievement, particularly in English and Math, drawing on research evidence and evidence from their own experience to allocate funding where it is most likely to have an impact on achievement

*CSN Policy Briefing*

**How much will be allocated?**

£13,500

**Is this a new or continued activity?**

Continued

**What action/activity will be taken?**

Fund additional Learning Support Assistant hours. This will enable 24 hours (4 LSAs having 6 additional hours each) per week. In this time LSA and class teachers can run 'closing the gap' interventions. These sessions are tailored to the needs of the children to which they are delivered. They can be delivered to small groups at a time or on a one to one basis, dependent on the type of intervention and needs of the children.

**What is/are the specific intended outcome/s?**

Quantitative measure – the existing gap between Disadvantaged pupils and Other pupils will be reduced.

**How will this activity be monitored?**

SLT and MLT members will monitor LSA practice as part of their subject monitoring and evaluation schedules. Changes in practice and their impact of progress and attainment will be monitored 4 times a year at Pupil Progress Meetings.

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**Research suggestion:** provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a child's learning

*CSN Policy Briefing*

**How much will be allocated?**

£10100

**Is this a new or continued activity?**

Continued

**What action/activity will be taken?**

Employ a Family Support Worker to develop links with families of Disadvantaged children.

**What is/are the specific intended outcome/s?**

Qualitative measure – Having completed 2 years of Achievement for All, we have concluded that parental engagement is the key determining factor that creates the difference between our children who achieve well and those that achieve less well. The Family Support Worker will be tasked with offering bespoke support to all Disadvantaged families currently receiving Pupil Premium and Early Years Premium.

Quantitative measure – the existing gap between Disadvantaged pupils and Other pupils will be reduced by either; percentage terms at the expected level at the end of FS1, FS2 or Y1 and in Average Point Score terms for Y2.

**How will this activity be monitored?**

The Family Support Worker will work as part of the new Inclusion Team, initially being monitored at weekly meeting with the Head or Head of School to discuss actions and outcomes.

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**Research suggestion:** through analysis of pupil underachievement, particularly in English and Math, drawing on research evidence and evidence from their own experience to allocate funding where it is most likely to have an impact on achievement

***CSN Policy Briefing*****How much will be allocated?**

£5,000

**Is this a new or continued activity?**

Continued

**What action/activity will be taken?**

Part funding of an enhanced Speech & Language Therapy package in order to offer targeted support for Disadvantaged children identified with language delay. Having used part of our SEND funding to employ our own Speech Therapist a day per week we identified, through FS1 screening, that a large proportion of our children enter Nursery with poor speech intelligibility and low levels of vocabulary development (language delay). Many of these children go on to become eligible for Pupil Premium during their FS2 year.

**What is/are the specific intended outcome/s?**

Qualitative measure – in the short term children will show accelerated development in their language and vocabulary, using measures within the CLL aspects of Development Matters.

Quantitative measure – the existing gap between Disadvantaged pupils and Other pupils will be reduced by either; percentage terms at the expected level at the end of FS1, FS2 in CLL or Y1 and Y2 Speaking & Listening outcomes.

**How will this activity be monitored?**

SLT and MLT members will monitor LSA practice as part of their subject monitoring and evaluation schedules. The impact of this activity of changes in practice and their impact of progress and attainment will be monitored 4 times a year at Pupil Progress Meetings.

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## Enjoyment & Engagement

**Research suggestion:** any pastoral work must focus on the desired outcomes for pupils

### ***CSN Policy Briefing***

#### **How much will be allocated?**

£2000 (based on half a day's cover per week)

#### **Is this a new or continued activity?**

New

#### **What action/activity will be taken?**

As part of the Rotherham South SEMH Partnership, school staff will have unlimited access to a year-long suite of training focused on up-skilling staff in areas related to Social, Emotional Mental Health. This training will focus on developing a school-wide awareness, from SMSAs to SLT and Admin staff to teachers, of how children's SEMH can be supported through our every interaction with children. All though the training will be free, the cost of cover to release staff has to be budgeted for.

#### **What is/are the specific intended outcome/s?**

The children's ability to access a mainstream curriculum will be improved. Any existing gap between Disadvantaged pupils and Other pupils will be reduced in either; percentage terms at the expected level at the end of FS1, FS2 or Y1 and in Average Point Score terms for Y2.

#### **How will this activity be monitored?**

At the beginning of the year identified children will be assessed using. Groups of children with a common need will then be supported through a therapeutic approach using activities that will develop their Social, Emotional, Mental Health (SEMH). After a programme children will be reassessed to ascertain the impact of the programme and then return to their full mainstream afternoon curriculum.

**The specific spending outlined above comes to a total £44,100**