

Fetcham Village Infant School's Strategy for Pupil Premium

Planned Pupil Premium Expenditure 19-20 Academic Year

Amount of Pupil Premium Funding received:

£22,685

Desired outcomes:

Progress and achievement of all children continues to be at least in line with the rest of the cohort from their starting points as well as meet or exceed expected standards for their age nationally across the curriculum.

Identified barriers to educational achievement:

Medical, social, emotional barriers preventing children from making at least expected progress from their starting points. Higher percentage of children starting school needing Speech and Language support and support to develop their fine motor skills. Higher percentage of children in receipt of Pupil Premium who have special educational needs.

Summary of planned expenditure:

Action/approach selected	Rationale for this choice	Intended Impact
1. One to one Precision teaching and resources	An individual pupil is given intensive, regular sessions targeted at their need to close the gap over a short period of time.	Pupils will progress and achieve in line with the rest of the cohort as well as meet or exceed expected standards for their age nationally ↓
2. Targeted intervention groups and resources to support and extend pupils	A small group of pupils are given short, regular sessions targeted at their need – e.g. Speaking and Listening group/ SNAP maths intervention/Early Literacy Support/Phonics intervention/Handwriting session/Individual or Paired reading sessions/ Finger Gym.	
3. Support from Home School Link Worker	The Home School Link Worker provides support to families as needed and ensures access to outside agencies.	
4. Holiday Club	The ELP confederation runs holiday based provision in all major holiday periods, which are a mixture of educational and leisure based activities and a safe place to be. Pupil	

	Premium targeted pupils are offered free sessions during each holiday period to impact on well-being.	
5. Subsidy or payment for extra-curricular activities	In order that all pupils have equal access to extra- curricular activities the subsidy of school trips and after school clubs is available.	
6. Professional Development	A range of training for all staff is provided to impact on learning of all pupils- including training to deliver intervention/ support programmes as well as emotion coaching.	
7. ELSA sessions	The Emotional Literacy Support Assistant (ELSA) supports targeted children to develop their emotional well-being.	
8. Full-time equivalent TA in every class (subsidised by school budget- as funding allows)	To support class teacher to deliver high quality, inclusive teaching for all.	

The effect of the expenditure: Attainment 2018/19:

End of KS1 results: Year 2 (8 children)

5/8 62% achieved at least working towards the expected standard in reading, 6/8 75% in writing and 7/8 87% in maths.

4/8 50% achieved the expected standard in reading, writing and maths.

1/8 12% achieved greater depth in reading, writing and maths

5/8 62% have made at least expected progress across KS1 using their EYFS results as a measure for their starting point in reading, 6/8 75% in writing and maths.

These achievements are judged against the higher expectations of the new Assessment Framework for KS1. **Please be aware the children eligible for Pupil Premium funding has changed throughout KS1 and therefore it is very hard to track the impact of the funding.**

End of EYFS results: (3 children):

2/3 67% achieved a Good Level of Development.

2/3 67% achieved at least the expected standard in reading, writing and maths.

100% have made at least expected progress in reading, writing and maths.

The impact will be continuously reviewed