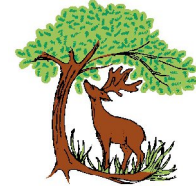


## Hethersett Woodside Infant & Nursery School

### Pupil Premium Statement 2017-18



For the Financial Year 2017-18 Hethersett Woodside Infant & Nursery School has been allocated £38 500 Pupil Premium funding. Primary schools receive £1,320 for each child registered as eligible to receive Free School Meals at any point in the last 6 years. Primary Schools receive £1900 for Children who are Looked After.

#### **Summary of the barriers to learning:**

**Deprivation** – 13.9% of children are eligible for free school meals (ever 6). The school is situated in the 20% least deprived areas of the country, however areas of Hethersett are in the 50% most deprived areas of the country. Deprivation Factor for Hethersett is 0.1 compared to the National figure of 0.2.

**Start Points** – Assessment on entry to the foundation stage, show some children have poorly developed communication skills, and some children have poor personal, social and emotional development. Attainment is the same as developmental milestones for the majority of children.

<b>1. Attendance - Planned expenditure: £9000 (including leadership time)</b>					
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?
For attendance to be in line with national average or better	<p>Update attendance Policy</p> <p>Ensure first day calling</p> <p>Meet with parents to offer support</p>	<p>To work with parents and carers to improve the punctuality and attendance of children, particularly those from vulnerable groups. Also support families to promote early engagement with the school and their children's learning. We have chosen this approach as we can't improve outcomes for children if they are not attending school regularly.</p>	<p>Line management meetings to ensure early identification of children with attendance issues</p> <p>Systematic calling for children who have not attended school</p> <p>Workshops and parent meetings to promote attendance</p>	<p>AJ &amp; JA</p> <p>JO</p>	Jan 2018

<b>2. Emotional wellbeing - Planned expenditure: £20 000</b>					
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?
For children with emotional and behavioural difficulties to receive targeted interventions to reduce behavioural incidents and to ensure that they make progress in their learning.	To Continue to have a full-time Thrive Practitioner to develop and support children's emotional, social and behavioural needs and to support the children through difficult times, e.g. transition or family difficulties. The Thrive Practitioner develops targeted behavioural interventions for identified students.	<p>The work of the THRIVE practitioner has significantly reduced the number of behavioural incidents in school.</p> <p>The Thrive programme suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>Progress meetings to ensure early identification of children with behavioural issues.</p> <p>Whole class assessments to identify levels of development</p> <p>Observations of learning and behaviour of pupils through learning walks</p> <p>Case Studies of pupils</p> <p>Regular liaison with external agencies</p> <p>Continued updated training for THRIVE manager</p>	Thrive Manager SLT	Jan 2018

<b>3. Writing development - Planned expenditure:£4 200 (plus INSET time)</b>					
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?
For children's progress and attainment in writing to be at national average and better	To enhance the teaching of writing in the school all staff have undergone training with the Primary Writing Project. The project group will ensure that teachers and teaching assistants are well trained and deployed effectively to accelerate children's progress. They will also assist in creating personalised intervention programmes to best support children's needs.	The progress measures in writing for 2016-2017 were less than reading and maths. The demands of the new curriculum in writing means that we need to invest in high quality first teaching of reading and outstanding interventions will promote this.	<p>Small group interventions to support writing following progress meetings</p> <p>Regular learning walks of writing across the school.</p> <p>Parent workshops on phonics.</p>	Literacy Lead/SLT SENCo	July 2018

<b>4. Engagement in learning - Planned expenditure: £5 500</b>					
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?
To encourage children to engage in learning and to develop self-motivation and confidence	The use of the outdoor learning environment to encourage and inspire individuals of any age through an approach to outdoor play and learning in a woodland environment	Outdoor Learning – provides access to learning opportunities to support different learning styles and abilities.	A lead person in school to oversee all nurture interventions.  Time for small groups throughout the school to ensure all children are given similar opportunities but also extra time given to children who may need this.	SENCo SW	Termly review to ensure greatest impact.
	Drama coach to lead activities to raise self-esteem & confidence	Children with raised self-esteem are more resilient and will take risks with learning. This programme has run for several years and the children return to the classroom more confident and are more likely to have a go.	Investment in resources to support outdoor learning Coaches employed from “Set Your Sights”  Group reviewed termly at progress meetings	SENCo	Termly at progress meetings
<b>Total expected spend for Financial Year 2017/18 is £38 700</b>					