

## Hethersett Woodside Infant & Nursery School

### Pupil Premium Statement 2019 - 20



For the Financial Year 2019 - 20 Hethersett Woodside Infant & Nursery School has been allocated £45 140 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 £2300 for Children who are Looked After and £300 for children of service families.

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

**Deprivation** – 10.3% 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.

**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.

1. Planned expenditure: £9000 (including leadership time)  
This needs to continue to embed for 2019/20

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>Ensure first day calling</p> <p>Meet with parents to offer support</p> <p>Continue to reward 100% attendance each term and highest class attendance</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>	<p>On going</p> <p>Termly</p>

2. Planned expenditure: £20 000 + £500 + £2000 (daily Sensory circuits)

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?
<p>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.</p>	<p>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>	<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>	<p>Thrive Manager SLT</p> <p>SENCo</p>	<p>termly</p>

	Sensory circuits implemented for children who need this	By increasing children's sensory processing skills this enables them to support cognitive development	Knowledgeable staff ensure planning is in place to support sensory needs		
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3. Planned expenditure:£5000 (plus INSET time)

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?
<p>For children's progress and attainment in reading, writing and phonics to be at national average and better</p>	<p>Support from English Hub to support teaching of phonics to ensure reading and writing levels are at National.</p> <p>English Lead to observe and support all staff with the teaching &amp; learning of phonics</p> <p>Support from Ann Keen (VNET) to support monitor and evaluate English provision</p> <p>CPD to follow English moderation/evaluation to support each subject lead to carry out full evaluation of subject.</p>	<p>Attainment levels for reading and writing for 2017-2018 are on a downward trend compared to maths. Phonics levels are below national. 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>	<p>First quality teaching in phonics, reading &amp; writing apparent</p> <p>Regular learning walks of phonics across the school.</p> <p>Parent workshops on phonics.</p>	<p>English Lead/SLT SENCo</p>	<p>Summer term 2020</p>

	Investment in early reading books that are phonologically decodable.		New resources ordered	English lead/SLT	Autumn term 2019
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4. Planned expenditure:£2600 (plus INSET time)					
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 number/maths to be at national average and better	Support from Maths to support teaching of Early Number to foundations for building on.  Maths Lead to continue to be involved in maths hub as Maths Mastery Lead	Attainment levels for Maths for 2017-2018 are at expected.  PP children	First quality teaching in Maths through improved subject knowledge  Regular learning walks of phonics across the school.  Parent workshops on Maths.	Maths Lead/SLT	Dec 2019
	Investment in Power Maths to support Maths teaching throughout school.		New resources ordered	English lead/SLT	Summer term 2019

5. Planned expenditure: £750

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?
<p>To increase opportunities for learning outside the classroom</p>	<p>To pay for Afterschool clubs and facilities that would be otherwise inaccessible</p> <p>To subsidise schooltrips so all children have equal access.</p> <p>Vouchers for school uniform</p>	<p>Extended school activities allow children to develop skills beyond the classroom</p>	<p>Parents knowledge of facility</p> <p>Ensuring information passed to families needing extra support</p>	<p>HT/SLT JA office</p>	<p>Termly review to ensure greatest impact.</p>

6. Planned expenditure: £5 500

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?
<p>To encourage children to engage in learning and to develop self-motivation and confidence</p>	<p>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</p>	<p>Outdoor Learning – provides access to learning opportunities to support different learning styles and abilities.</p> <p>Children with raised self-esteem are more resilient and will take risks with learning.</p>	<p>A lead person in school to oversee all nurture interventions.</p> <p>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.</p> <p>Group reviewed termly at progress meetings</p>	<p>SENCo SW</p> <p>SENCo</p>	<p>Termly review to ensure greatest impact.</p> <p>Termly at progress meetings</p>