

## **Pupil premium:**

The government introduced the Pupil Premium Grant in April 2011. This grant is additional to the main school funding budget. The Pupil Premium Grant is allocated directly to schools and is based upon the number of children who are entitled to free school meals because their parents/carers are in receipt of the following benefits:

- Income support
- Income Based Job seekers allowance
- Income Related Employment and Support Allowance
- Child Tax Credit but who are not entitled to Working Tax Credit and have an annual income of £16,190 or less

Each school must decide how best to use the Pupil Premium to make sure that all children, what ever their needs or home backgrounds, achieve well and make good progress.

At Stonehouse Park Infant School we strive to make sure that every child has then best start to their education. We do this by providing high quality teaching, care and guidance supplemented by intervention programmes to support vulnerable learners, as and when required.

The nursery provision on our school site is now managed by our governing body. Therefore we work closely with the nursery staff team to create a seamless service for children and their families from 2 to 7 years. We begin to get to know our families and establish good relationships with them way forward they start in our YR classes. Our headteacher holds termly progress meetings with our nursery leader and our nursery SENCO and we attend multi agency meetings. We hold individual meetings with families before they start school and our staff visit every child & their family at home. We are therefore able to identify concerns and potential barriers to learning early and are then able to provide early intervention firstly through the use of Early Years Pupil Premium and then continue this approach on into school using our Pupil Premium.

We have identified that our children at Stonehouse Park may experience the following potential barriers to learning:

- They live in a home where there is domestic violence, drug and/or alcohol abuse.
- Their parent or a sibling has a mental health or physical health problem.
- They enter the nursery and school with development that is significantly below that expected of their chronological age e.g. still in nappies, speech and language delay.
- Their attendance is below our school target of at least 95%.
- They arrive at school late on a regular basis.
- They have complex social and emotional difficulties

Our school leaders and governors monitor the impact of all spending and all intervention programmes, including Pupil Premium

We carefully monitor the progress of all individual children. Where we have concerns about a child's progress we work with parents to plan additional support and intervention. Please refer to the table below to see the intervention programmes we run which are funded by pupil premium.

As a result of this approach all children make very good progress from their individual starting points.

The children who enter our school in YR with development in line with the age expected levels make excellent progress. All achieve a good level of development at the end of their first year in school and many exceed this. They pass the Y1 phonics test and at the end of Y2 exceed the age expected levels.

Many children come into our reception classes with development which is below the expected levels for children of that age. The majority of those children make excellent progress so by the time they leave us at the end of Y2 they have achieved the age expected levels and some exceed them.

Every year a group of children enter school with development significantly below the expected levels for their age, over 2 years below. Again the majority of these children make accelerated progress during their time here. Some will have achieved the age expected levels for the end of Y2 and others will leave our school at the end of Y2 only just below, 3 months behind, the expected level. Many of these children have Special Educational Needs and/or Disabilities. Review of their My Plan, My Plan+ and EHCP targets shows the huge amount of progress they make from their individual starting points.

We are continuing to provide the additional support and enhanced teaching through the strategies outlined above. In order for all children to make excellent progress and achieve their full potential we know we need to:

- Ensure every child has positive emotional well-being and good mental health as they are unable to learn unless they are resilient and have good self-esteem.
- Ensure every child is able to self-regulate their behaviour and manage their emotions.
- Ensure every child understands what it is to be a good learner and talk about what they can do well and what they need to do next.
- Ensure every child is a good communicator and can listen well as these are the foundations for all learning.
- Ensure every child is a confident reader because once a child can read this unlocks learning in all other areas of the curriculum
- Ensure every parent is able to support learning at home because the children who make most progress in school are those who are well supported at home.

To achieve these fundamental elements for every child we currently run the following intervention programmes, funded by pupil premium and our SEND budget.

<b>Intervention</b>	<b>Intended Outcome</b>	<b>Facilitated by</b>
Parent and family support	Increased parent confidence and parent well-being	Community Family Worker
Solihull Parenting 1 to 1 programme.	Increased parent confidence and understanding of child development	Community Family Worker
Extra Forest School	Improved emotional well-being and social skills	Year Group TAs
Therapeutic Play	Improved emotional well-being	Community Family Worker
Play Therapy	Improved emotional well-being	Play therapist
Time to Talk	Improved emotional well-being and language development	Year Group TAs
Language for Thinking	Improved language development	Year Group TAs
Speech and Language group	Improved language and speech development	SEN TA
Communication in Print	Improved reading and writing	SEN TA, Year Group TAs
Home Visits, getting to Know You meetings and Structured Conversations	For teachers and parents to meet regularly to review progress and jointly plan next steps and support programme	Class Teachers
Dancing Bears	Improved reading	Support TA, Year Group TAs & Lunchtime team
Individual extra reading	Improved reading	Volunteers, Year Group TAs & Lunchtime Team
Number Crunchers	Improved Number skills	Year Group TAs
Play Based Maths	Improved Number skills	Teachers
Sentence work	Improved Writing	Year Group TAs
Fizzy	Improved Motor Skills	Year Group TAs
Squiggles	Improved Motor Skills	Year Group TAs
Individual Behaviour System	Improved behaviour	All staff
Individual timetable	Improved behaviour	All staff

Pupil premium is also used to support individual children and families. Because we have excellent, trusting relationships with parents they feel able to come and talk to us when they are experiencing difficulty. We have used pupil premium during 18-19 to fund transport to enable parents and child to attend medical appointments, to fund breakfast and after school club provision to enable parents to attend important appointments, to subsidise the cost of school trips and swimming.

Please refer to the Impact and Evaluation Report for a break down of costs and the impact of each intervention strategy. You can download this report [here](#).

You can download our plan for 19-20 [here](#).

If you would like to find out more about Pupil Premium please talk to Mrs. Edwards.

If you think you may be entitled to free school meals please talk to your child's teacher or staff in the school office.