

Stonehouse Park Infant School: Evaluating the Impact of Pupil Premium Funding 2018-2019

What do we provide to reduce the gap in attainment between disadvantaged children and their peers?	Why do we do this?	How much does this cost?	What is the impact of our provision?
Home visits and Getting to Know You meetings.	To establish positive parent and teacher relationships at the beginning of the school year & to ensure teachers have a good understanding of the child's background & home life.	5 days cover by a teacher £770.00	Excellent relationships are formed between parents and teachers. 100% of parents say they feel confident about talking with their child's teacher, raising any concerns & asking for support. (Data March, July & November 2018 & 2019 from Parent Feedback Questionnaires)
Talk Boost Language Intervention Group Nursery and YR	To improve children's communication and language development. Focus on children who have entered school and nursery with development below their chronological age in this area	TA led intervention. 20 minutes x 3 times a week for 10 weeks x 3 £2,520	Talk Boost Intervention groups running in school and in nursery. Early intervention for children with language delay. September 2019, more children entering school with communication development in line with their chronological age. (Data from Baseline Assessments YR October 2019)
Nurture group for nursery children & their parents to play together & development friendships.	To provide informal parenting advice & support & for parents to understand about child development & play.	Half a day a week of of nursery leader time and half a day of TA. £4,889	Positive feedback from parents & professionals. Parents establish own support network & gain ideas about play activities at home. Greater parent engagement observed in YR e.g. attendance at parent and teacher meetings.
Nursery early intervention, 1 to 1 support.	To identify difficulties & barriers to learning early & provide early intervention	One day a week of EY SENCO time. £2,653	Early identification & intervention & early referral onto specialist agencies. More children enter school with My Plan+ & EHCP already in place.

			These children then make a positive start to school in YR and their learning journey is continuous.
YR 1 to 1 and small group intervention.	To identify barriers to learning & provide targeted intervention.	Teaching Assistant 3 days a week to lead intervention groups/ provide cover for teachers to lead intervention programmes. Focus on the Prime Areas. Weekly PSED, Physical & Communication intervention programmes. £16,380	Children make excellent progress from their starting points in the prime areas: Baseline Com & Lang: 14% End of YR Com & Lang: 74.5% Baseline PD: 29% End of YR PD: 74.5% Baseline PSED: 21% End of YR PSED: 68.6%
Y1 1 to 1 and small group intervention	To identify barriers to learning & provide targeted intervention.	Teaching assistants x 2 5 afternoons a week to lead 1 to 1 and small group intervention programmes/ provide cover for teachers & TAs to lead intervention programmes. Focus on PSED, fine and gross motor skills, communication & language, reading, spelling, sentence work, number skills. £13,650	Children make excellent progress during Y1. 80% pass the Y1 phonics screening test compared to 81% nationally. Baseline Y1 Reading: 43% End of Y1 Reading: 64% Baseline Y1 Writing: 43% End of Y1 Writing: 58% Baseline Y1 Maths: 43% End of Y1 Maths: 63%
Y2 1 to 1 and small group intervention	To identify barriers to learning & provide targeted intervention. Groups run include Fizzy, Handwriting, Spelling, Number Skills, Pre-teaching vocabulary	Teaching assistant every afternoon to lead 1 to 1 and small group intervention programmes/ provide cover for teachers & TAs to lead intervention programmes. £6,825	The reduction in TA support to Y2 as part of the 3 year budget plan to address a deficit budget did have a negative impact on the number of children achieving ARE in all subject areas. We were unable to provide the full range of intervention programmes to the

			'just below' group of children and as a result of this only 22% of this group achieved ARE for writing (2/9) and 33% reading (2/6) and the same for maths. This group of children is a focus group for 19-20 re tracking and monitoring.
Additional daily reading support.	To ensure the group of children who are just below the Age Expected Outcomes & who do not receive support with reading at home have daily practice in school.	15 mins a day extra daily reading support for each class from their lunchtime supervisor. £14,205	This group of children make better than expected progress in all year groups e.g. 5 reading bands in 3 months. 80% of children passed the Y1 phonics screening. When this group of children entered YR only 21% had development in reading in line with their CA.
Cover for teachers to have structured conversations with parents and children where children are cause for concern in terms of their progress, well-being and/or behaviour.	To ensure a holistic approach by working in partnership with parents to explore difficulties & jointly plan to overcome these difficulties at home & at home.	18 days cover provided by a teacher. £1924	Parents & teachers share information about children & jointly set targets & agree strategies to address difficulties at home and in school to ensure a holistic approach. Children are involved in this process and they can reflect on their strengths, what helps them in school and what they want to improve on and how. Children can be reflective & evaluate their learning.
Communication and language intervention programmes for YR & Y1	To identify early communication difficulties & provide targeted support. To ensure joint working with speech & language therapy service.	Experienced SEND specialist TA 2 mornings a week. £3,276	Targets set & strategies advised by Speech & Language therapists are incorporated into YR & Y1 provision. Children make accelerated progress & most achieve My Plan targets. Quality record keeping informs My Plan+ &

			EHCPs.
Play therapy for children in Y1 with social & emotional difficulties who did not achieve a Good Level of Development at the end of YR because they did not achieve the PSED Early Learning Goals .	To improve emotional well-being & resilience in order to improve attitudes to learning.	Play Therapist one day a week £6,750	SDQ questionnaires are completed by parents & teachers at the before play therapy commences. This assessment is repeated at the mid point & the end of therapy. Scores show progress in all areas. Parents & staff report on improved behaviour, improved social relationships & improved attitudes to learning.
Sensory play & social for children in Y1 & Y2 who are not making expected progress because of low levels of emotional well-being	To improve emotional well-being & so raise self- confidence & improve self- image.	Community Family Worker 2 mornings a week. £3,276	SDQ questionnaires are completed by parents & teachers at the before sensory play sessions commence. This assessment is repeated at the mid point & the end of therapy. Scores show progress in all areas. Parents & staff report on improved behaviour, improved social relationships & improved attitudes to learning.
Parent support for parents/carers finding it difficult to manage behaviour at home & where children have poor emotional well-being and or high anxiety levels on school	To improve parent's confidence in establishing positive routines and positive strategies for managing behaviour at home. Parents increase their knowledge and understanding of child development and why children may behave in a certain way	Community Family Worker 1 morning a week. £1638	Positive feedback from parents . Improved SDQ scores for children.
Access to Solihull Parenting Programme on-line.	To provide parenting advice on a 1 to 1 , flexible basis so parents can access an evidence based parenting course & complete it at home in their own time.	On line parenting course. £30 per family.	Parents tell us they prefer this way of completing a parenting course as they can fit this around work and family commitments. It means a couple can

			complete this together to ensure consistent approaches to parenting at home.
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