

This plan should be read in conjunction with the following documents:

- **Stonehouse Park Infant School Diminishing the Difference Strategy**
- **Stonehouse Park Infant School Pupil Premium Statement for 2019-2020**
- **Stonehouse Park Infant School Improvement Plan 2019-2020**

School Key Information	
Number of children in the school (YR, Y1, Y2)	145
Number of children in the nursery	59 (18 Acorns & 41 Conkers)
Number & % of children in the school who qualify for Pupil Premium funding.	29 = 20% (35 predicted= 24%)
Number & % of children in the nursery (3s and 4s) who qualify for Early Years Pupil Premium	14= 34%
Number & % of children in the nursery who qualify for 2 year old funded places	8=44%
Number & % of children in school who are identified as vulnerable (due to potential barriers to learning- refer to Appendix 1)	92= 63%
Number & % of children in the nursery who are identified as vulnerable (due to potential barriers to learning- refer to Appendix 1)	34=58%
Pupil Premium allocation for this academic year.	£37,700 (£45,500 predicted)
Early Years Pupil Premium allocation for this academic year.	£4340.70 (predicted)
Publish date	December 2019
Review date	November 2020
Pupil Premium Lead	Rachel Edwards
Governor Lead	Narrowing the Gap Committee: Chair: Sue Jones Vice Chair: Vicky Culver Members: Carol Wilkins, Chris Taylor, Martyn Price

Disadvantaged children progress and attainment for the last academic year:

YR							
% of disadvantaged children entering YR with development in line with CA	Com & Lang	Physical	PSED	Literacy	Maths	UTW	AED
	10%	20%	10%	0%	10%	0%	10%
% of disadvantaged children ending YR meeting the ELGs	Com & Lang	Physical	PSED	Literacy	Maths	UTW	AED
	33%	30%	30%	20%	25%	30%	40%
% of disadvantaged children achieving a GLD	20%						
Y1							
% of disadvantaged children ending Y1 meeting ARE	Reading		Writing		Maths		
	35%		30%		42%		
% of disadvantaged children passing the Y1 phonics screening	61%						
Y2							
% of disadvantaged children achieving ARE and above at the end of Y2	Reading		Writing		Maths		
	32%		28%		39%		
% of disadvantaged children passing the phonics screening test in Y2 who failed in Y1	50%						

Strategy aims for disadvantaged children 2019-2020:

Priority 1:	Ensure staff in school and in the nursery identify potential barriers to learning early and working in partnership with parents, plan, deliver and evaluate the impact of intervention strategies
Key Actions:	<ul style="list-style-type: none"> Establish termly Teacher & TA meetings in school and Early Years Practitioner & leader & SENCO meetings in nursery to share information and assessments, plan and review intervention programmes. Arrange structured conversations with parents where their child's progress is a cause for concern three times a year to share information & agree intervention strategies & support for home and school Provide TA support in YR 5 afternoons a week to run daily intervention groups. Provide TA support in Y1 for 3 days a week to run intervention groups and individual support Provide TA support in Y2 for an hour a week every day to run intervention groups and individual support. Provide additional teacher time in y2 for a half a day a week for teacher led intervention Provide TA support for 5 mornings a week to focus on

	<p>individual reading interventions for KS1</p> <ul style="list-style-type: none"> • Provide SEN TA support for 2 mornings a week to focus on language and communication development in YR & Y1 • Provide SENCO time for 2 sessions a week in nursery to role model and work directly with children • Provide a nurture group for vulnerable families led by the nursery leading and an early years practitioner. • Provide 15 minutes a day lunchtime supervisor time for additional 1 to 1 reading support for children who are not supported with reading at home. • Provide Play Therapy for the equivalent of 0.5 a week for children in Y1 & Y2 who are at risk of not making progress due to their low emotional well-being. • Provide weekly learning & play session for parents and their children in YR with low PSED & Communication and Language Development baseline scores. • Establish a lunchtime club for children who are unable to cope with the unstructured lunchtime to socialise and be safe in school with a higher adult/child ratio.
Barriers to learning this priority addresses	<ul style="list-style-type: none"> • Children entering nursery & school with communication & Language development below their chronological ages. • Children in Y1 & Y2 whose speaking & listening difficulties are having a negative impact on their progress and attainment and their behaviour. • Children entering nursery and school with PSED below that of their chronological ages. • Children in KS1 whose low self-esteem, low levels of emotional well-being and poor behaviour are having a negative impact on their progress and attainment. • Children who have poor relationships with their parents, where there are attachment issues. • Parents who lack confidence in supporting learning at home. • Parents who lack confidence in managing behaviour difficulties at home.
Projected Spending	£22,000
Monitoring	<ul style="list-style-type: none"> • Termly reporting to Narrowing the Gap committee • Termly pupil progress review meetings to monitor children's progress and attainment. • Termly monitoring of intervention programmes
Priority 2:	Ensure staff in school and nursery prioritise the acquisition of communication and language skills in order to ensure positive emotional well-being and raise attainment across the curriculum.
Key Actions	<ul style="list-style-type: none"> • Talk boost, Time to Talk, Language for Thinking and Language support in place across the school and nursery from term 2 • Talk Boost training for 2 further staff Term 3- LINCS project • Communication Friendly Spaces In-Set for all staff Term 3> Audit & action plan. • Play Therapy in place for Y1 & Y2 children who are not meeting their potential due to poor emotional well-being. • Learning & Playing Together sessions for YR children with low PSED & Communication Development baseline scores from Term 3- LINCS project • Prompt referrals to Speech & Language Therapy. • TA & Teacher termly meetings to plan interventions- nursery

	<ul style="list-style-type: none"> • & school • Pre-teaching of all new vocabulary- nursery and school • SLT monitoring of adult-child interaction- nursery & YR • Additional TA post in YR to support language development during child- initiated play- term 2 >
Barriers to learning this priority addresses	<ul style="list-style-type: none"> • Children entering nursery & school with communication & Language development below their chronological ages. • Children in Y1 & Y2 whose speaking & listening difficulties are having a negative impact on their progress and attainment. • Children entering nursery and school with PSED below that of their chronological ages. • Children in KS1 whose low self-esteem, low levels of emotional well-being and poor behaviour are having a negative impact on their progress and attainment. • Children who have poor relationships with their parents.
Projected Spending	£19,500
Monitoring	<ul style="list-style-type: none"> • Termly reporting to Narrowing the Gap committee • Termly pupil progress review meetings to monitor children's progress and attainment. • Termly monitoring of intervention programmes

Teaching priorities for the current academic year:

EYFS	All children to make excellent progress from their individual starting points in the nursery and in school. Ensure more children enter YR school ready and the % of children achieving a GLD rises from 35% in 2019 to 48% In 2020 (based on baseline & Term 2 assessment data)
Key Stage 1	All children to make excellent progress from their individual starting points in Y1 & Y2 Ensure the % of children passing the phonics screening test in Y1 & Y2 is at least in line with local and national figures. Ensure attainment at the end of Y2 is in line with local and national figures.
Other	Improve the learning journeys for all children by developing a whole site transition strategy and implement through partnership working with Park Junior School so all children make a successful transition.