

# Pupil Premium Report and Strategy Plan

## Main barriers faced by our pupils

At Bournes Green Infant School children we have a small number of children who receive the PP for a variety of reasons. These barriers include:

- readiness to learn
- behavioural or emotional difficulties
- specific academic need
- lack of resources to assist learning

## How the grant will be spent to address those barriers and the reasoning behind this strategy

As the needs of our children are diverse we consider each child's needs individually. The grant is then spent to allow every child to achieve.

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<b>Review of the 2017-18 academic year</b>		<b>Total pupil premium allocation for 2017- 2018: £10762</b>
<b>Summary of objectives</b>	<b>Summary of expenditure</b>	<b>Impact on progress and attainment of eligible pupils</b>
To ensure each child achieves their academic potential through personal targets.	One to one qualified teacher employed to work on individualized targets.	All children made progress from their individual starting points. Targets were reviewed half termly to ensure progression.
To develop speech and language of pupils	Employment of Speech and Language teacher.	Records and report from specialist teacher demonstrate progress for each of the children.
To enable children to achieve through addressing emotional and social wellbeing.	Play therapist	Positive progress reports from our Play Therapist. Children demonstrated improved emotional and social wellbeing through daily interactions.

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<p>To provide pastoral support for families and children in a range of ways e.g. clothing, clubs, school equipment, trips.</p>	<p>Funding provided for clubs, trips and uniform.</p>	<p>Children were all able participate as their peers.</p>
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**Pupil premium objectives for 2018-19**

**Total pupil premium allocation for 2018-19: £18100**

Due to our small number of pupil premium eligible children we aim to provide bespoke support for each child.

1. To ensure each child achieves their academic potential through personal targets.
  2. To develop speech and language of pupils
  3. To enable children to achieve through addressing emotional and social wellbeing.
  4. To enable children to access learning through appropriate behaviour support.
  5. To use targeted questioning to develop the learning experience and progress of children.
  6. To provide feedback to children about their learning.
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**Objective 1:** To ensure each child achieves their academic potential through personal targets.

<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>Cost/resource implications</b>
Each child to receive personal academic targets.	Progress on targets as recorded in intervention file	Half termly interventions for support or boost	Class Teacher One to one teacher	One to one teacher
Additional adult support in class	Children to achieve lesson learning objectives	Daily	Class Teacher HLTA	HLTA in-class support

**Objective 2:** To develop speech and language of pupils

<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>Cost/resource implications</b>
Children will receive speech and language support.	Progress to targets	Termly reviews	Class teacher Speech and language teacher	Speech and language teacher

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**Objective 3:** To enable children to achieve through addressing emotional and social wellbeing.

<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>Cost/resource implications</b>
Social interventions provides in small groups.	Confident settled children	Half termly	Class teacher SEN TA	SEN TA
Child will attend sessions with play therapist	Improved wellbeing –	Termly	Class teacher Play therapist	Play therapist

**Objective 4:** To enable children to access learning through appropriate behaviour support.

<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>Cost/resource implications</b>
Child will attend sessions with play therapist	Improved behaviour	Termly	Class teacher Play therapist	Play therapist

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**Objective 5:** To use targeted questioning to develop the learning experience and progress of children.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Teacher/HLTA will target additional questions towards child to ensure understanding and develop learning and progress.	Child to make faster progress	Daily	Class teacher/HLTA	CPD

**Objective 6:** To provide feedback to children about their learning.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Teacher will provide feedback with the child about their learning in class. Additional to normal practice.	Child will have a greater understanding of their learning.	Weekly	Class teacher	HLTA for class to allow teacher opportunities to work one to one

*Our strategy is reviewed annually to begin in each new academic year.*