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Tuel Lane Infant School Pupil Premium plan 2017-18

The Pupil Premium is funding provided to schools which is additional to main school funding.

It is allocated according to the number of pupils on roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years (Ever 6)

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are held accountable for how they have used the additional funding to support pupils from low-income families. Many disadvantaged pupils also face vulnerabilities which are a barrier to good achievement. At Tuel Lane we therefore deploy pupil premium to plan and promote effective intervention and additional support in order to overcome these barriers and accelerate pupil progress.

Objectives of Pupil Premium Spending

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for disadvantaged children can be less support at home, language and communication difficulties, lack of confidence, social and emotional difficulties and possibly behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

As a school we have a good track record of ensuring that pupils make good progress, but historically levels of attainment have been lower for disadvantaged pupils - this is also a national trend.

Through targeted interventions we are working to remove any barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make good or accelerated progress in order to reach age related expectations as they move through the school. We have identified some key principles which we believe will maximise the impact of our pupil premium spending.

Key Principles

We will ensure that:

- ✓ ALL staff are aware of who disadvantaged children are
- ✓ ALL eligible children benefit from the funding
- ✓ Underachievement at all levels is targeted (not just lower attaining pupils)
- ✓ Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if . . ."

Building Belief

We will offer an inclusive culture where:

- ✓ Staff believe in ALL children
- ✓ There are "no excuses" made for underperformance
- ✓ Staff adopt a "solution-focused" approach to overcoming barriers

Analysis of Data

We will ensure that:

- ✓ Our data collection is thorough and detailed

- ✓ All staff are involved in the analysis of data and understand the systems so that they are fully aware of strengths and weaknesses across the school

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive good teaching, with more examples of outstanding teaching achieved by using our leadership team to:

- ✓ Set high expectations
- ✓ Ensure consistent implementation of our learning and teaching policies
- ✓ Share good practice within the school and within the cluster and draw on external expertise ✓
Provide high quality CPD
- ✓ Improve assessment through moderation

Increasing learning time

We will maximise the time children have to “catch up” through:

- ✓ Improving attendance and punctuality
- ✓ Providing earlier intervention particularly in EYFS

Individual Support

We will ensure that the additional support we provide is effective by:

- ✓ Considering the individual needs of each child and identifying their barriers to learning
- ✓ Ensuring support staff and class teachers communicate regularly
- ✓ Matching the skills of the support staff to the interventions they provide
- ✓ Providing advice for parents to support the children’s learning within the curriculum
- ✓ Tailoring interventions to the needs of the child, extending the range of intervention programmes to match their needs.

Pupil Premium received 2017-18 £50,300

Funding Priorities

We have identified the following challenges and barriers to overcome in order to ensure maximum impact on learning outcomes:

Language development- richness of vocabulary, structure of spoken language/ grammar

Physical development- particularly fine motor skills impacting later on handwriting

PSED: self-regulation, listening and attention, self-help and independence

Lack of opportunity/ access to cultural experiences impacting on knowledge and understanding of the world

More complex and specific difficulties and the need for supporting agencies e.g. Educational Psychology

Staff training in speech and language difficulties, spelling, grammar and punctuation

Attendance of disadvantaged pupils

Lack of parental confidence to engage in their children’s learning

We are determine to ensure that the percentage of children working at age related expectations and above increases at KSI and in the EYFS.

PUPIL PREMIUM: ACTION AND SPENDING PLAN

Pupil premium provision 2017-18	Total cost of provision	% from pupil premium	Cost from pupil premium	Monitoring/evidence of impact
Teaching Assistant Support We have significantly extended the working hours and contracts of teaching assistants from May 2017. They work from 8.15am-4.30pm to ensure they are fully involved in planning for groups and individual pupils, assessment and feedback, have access to and time for training and can be 100% fully engaged with pupils during teaching hours.	14,000	80%	11,200	Observations of learning and teaching Intervention impact Work analysis Comparative attainment and progress data for disadvantaged children v non
Early Years Support: Additional TA hours in EYFS classroom, 12.5 hrs per week to raise the pupil: adult ratio allowing teacher or TA time to focus on specific groups Accelerating progress from low starting points to raise attainment for PP Pupils The highest number of disadvantaged pupils are in YR (15/40 pupils Sept 17)	4,906	100%	4,906	Termly report to governors Progress towards prime and specific ELG's Progress towards GLD
Pastoral/ welfare support+ out of class intervention/ SEND support Ensuring that lessons almost always flow smoothly and children are able to access learning free from discomfort/ distraction	13,431	100%	13,431	Reduction in disruption to lessons Reduction in incidents Reduction in use of 'team teach' strategies CPOMS analysis
Better Reading/ additional guided reading for disadvantaged pupils of all abilities and pupils not reading regularly at home	8.26 per hr 12 hours per week	100%	3700	Record kept and considered in termly progress meetings
SENCo support SENCo on maternity leave May 17-18. Headteacher covering the role with support from experienced SENCo and current practitioner from neighbouring school.	2400	60%	1440	Termly report to governors C&PS

Emergency Provision: as required <ul style="list-style-type: none"> • Counselling –Noah’s Ark • Behaviour support Angie Hook £80 per hour • Family support e.g. wraparound care 	2000	100%	2000	Report to C&PS
EWO Needs analysis identified many PP children not attending school often enough or being punctual enough.	800	80%	640	Termly analysis, HT report
Educational Psychology Service	500 pa	100%	500	Report to C&PS
Enrichment/ access/ inclusion School clubs Music/ singing tuition Subsidised trips e.g., Termly Theatre trips	5000	100%	5000	Termly progress meetings
Additional Lunchtime Supervisor Based on a needs analysis of PP children, support with social and emotional aspects of play especially at lunchtime is critical to help develop skills of sharing, problem solving and co-operating	2581	100%	2581	Ongoing
Resources: Directly supporting learning in: with focus on oracy, knowledge and understanding (resourcing topics) physical/ fine motor and reading	2500	100%	2500	Impact observed through ongoing evaluations of teaching, learning and provision
Effective tracking of pupil progress, subscription to SPTO We need to continue to track the performance of PP children more closely as a discrete group so that we can keep regular checks on progress.	1274	50%	637	Ongoing
Total Grant allocated £50300 Total Projected Spend 2017-18 Academic Year: £48,535 Contingency £1765				