

Rothwell Haigh Road Infant School

PUPIL PREMIUM SPENDING PLANS 2019-2020 with evaluation: note that there was no end of year assessment for the vast majority of children and significant learning time was lost due to the COvid-19 pandemic

£67,580 (49 pupils)

41 x FSM =£54,120

3 ever 6 =£3,960





1 service = £300








1 LAC = £2,300




1 SGO =£2,300



2 adopted from care £4,600)






(39% of the *current* cohort are entitled to PP funding)

Presenting issue	Action	Proposed Cost	Projected impact	Evaluation
<p><i>Many children would not have a nutritious breakfast to start the school day.</i></p> <p><i>All PP children receive free breakfast if they attend breakfast club.</i></p>	<ul style="list-style-type: none">  <i>Opportunity for 8 children attending free from September 2019.</i>  <i>PP parents made aware of free provision.</i>  <i>Monitor attendance of PP at the end of each half term.</i> 	<p><i>£2 x 5 = £10 per week per pupil</i></p> <p><i>£80 x 38 weeks (approx)</i></p> <p><i>£3,040</i></p>	<p><i>Children will start the school day having eaten breakfast in a nurturing and caring environment, preparing these children for a positive start to the day.</i></p> <p> <i>Track RWM attainment trends.</i></p>	<p>The children identified attended breakfast provision as planned, whilst school was open to all children. The positive start to their day had a significant impact on their ‘readiness to learn’. Once lockdown began, these families were supported through additional food provision as well as attending school as vulnerable.</p>
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<p><i>Pupil Premium pupils to read with identified Teaching Assistants twice a week – reading scheme book.</i></p> <p><i>Experience a range of free choice books in the school library area and in lunchtime book club.</i></p>	<ul style="list-style-type: none">  <i>Identified Teaching Assistants to support children on intervention list.</i>  <i>Develop range of books available in the school lending libraries –Early Years and Key Stage One.</i> 	<p><i>£500 resource supplementation – books and lending sacks.</i></p> <p><i>£2,872 support assistant (lunchtime – MN)</i></p> <p><i>£2,872 support assistant (lunchtime – MW)</i></p>	<p><i>Close the gap in English reading skills through developing an enjoyment of reading and improvement of reading skills.</i></p> <ul style="list-style-type: none">  <i>Track RWM attainment trends through pupil progress meetings.</i> 	<p>The lending of library books was maintained throughout the year, in spite of lockdown. Throughout the Autumn and early Spring terms, intervention was targeted and children’s attainment increased.</p> <p><i>Next steps: intervention needs to be more incisive, with teachers giving specific objectives for improvement to enable precision teaching in these sessions.</i></p>
<p><i>Identified gaps in Pupil Premium learning supported through Teaching Assistant timetabling.</i></p>	<ul style="list-style-type: none">  <i>Social and academic needs of Pupil Premium learners identified by SLT and Class Teachers.</i>  <i>Learning groups constructed to close identified gaps.</i>  <i>Consideration towards meta-cognition of learning needs – preparing learners to learn strategies.</i> 	<p><i>£12,377 support assistant (MN)</i></p> <p><i>£ 6,205 support assistant (MW)</i></p> <p><i>£500 club resource provision</i></p>	<p><i>Effective and efficient collaborative work.</i></p> <p><i>Thoughtful competition groups used to support effective working together.</i></p> <p><i>Lower achieving pupils to talk and articulate thinking to ensure full benefit of experience.</i></p> <p><i>Close the gap in key skills through support and guidance.</i></p> <ul style="list-style-type: none">  <i>Track RWM attainment trends through pupil progress meetings.</i> 	<p>Additional Teaching assistants provide more bespoke support to children with both academic and social, emotional and mental health needs. Through lockdown, support staff were able to enable children, often 1-1, as they accessed school having been identified as vulnerable children.</p> <p><i>Next steps: stem sentences to be introduced, initially via maths and English to improve oracy.</i></p>

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<p><i>Some children do not have creative and social opportunities beyond school requiring an enrichment in school from after school clubs / specialist experts.</i></p>	<ul style="list-style-type: none">  <i>Pupils to attend weekly music sessions in schools.</i>  <i>Funded after school places in music club.</i> 	<p><i>£30 music session X14 (Autumn) X14 (Spring) X14 (Summer)</i></p> <p><i>£1,260</i></p>	<p><i>Extended <u>music</u> provision for pupil premium learners in Reception and Key Stage One. Quality music provision to provide a variety of musical experiences for children in Early Years and Key Stage One. Improved confidence, relationships and self-belief.</i></p> <ul style="list-style-type: none">  <i>Consider well-being impact / teacher lead discussion/ participation and enjoyment.</i> 	<p>Provision maintained to March 2020 then suspended due to Covid-19 pandemic and subsequent closure of school to the majority of pupils. The lessons had a positive impact of the confidence and resilience of identified pupils.</p> <p><i>Next steps: explore programmes/strategies that improve the life skills, experiences and resilience of all pupils.</i></p>

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<p><i>Some children do not have creative and social opportunities beyond school requiring an enrichment in school from after school clubs / specialist experts.</i></p>	<ul style="list-style-type: none">  <i>Pupils to attend weekly sport sessions in schools.</i>  <i>Funded after school places in HFA / Football club.</i> 	<p><i>Provision for 14 pupils</i></p> <p><i>£12 sports session X14 x2 (Autumn)</i></p> <p><i>X14 x2 (Spring)</i></p> <p><i>X14 x2 (Summer)</i></p> <p><i>£1008</i></p>	<p><i>Extended <u>curriculum</u> provision for pupil premium learners in Reception and Key Stage One. Development of social and academic skills.</i></p>	<p>Provision maintained to March 2020 then suspended due to Covid-19 pandemic and subsequent closure of school to the majority of pupils. The lessons and after school sessions had a positive impact of the confidence and resilience of identified pupils.</p> <p><i>Next steps: review once there has been a removal of pandemic restrictions.</i></p>
		<p><i>Lego club x 6 pupils x 14 x 3 terms</i></p> <p><i>£504</i></p>		<p>Provision maintained to March 2020 then suspended due to Covid-19 pandemic and subsequent closure of school to the majority of pupils. The club had a positive impact of the confidence and resilience of identified pupils.</p>

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<p><i>Some Pupil Premium learners do not access a breadth of extra curriculum experiences.</i></p>	<p> <i>KS1 curriculum trip experience.</i></p>	<p><i>Approx £10 per PP pupil per trip (transport contribution and trip entrance fee) X 2 trips per year (approx) 49 pupils x £10 x 2 = £1000</i></p>	<p> <i>Support and monitor curriculum engagement.</i></p>	<p>Theatre trip funded and experienced by all children.</p> <p><i>Next steps: review once there has been a removal of pandemic restrictions.</i></p>
<p><i>Some Pupil Premium Learners display delayed speech and language skills on entry into school and throughout school – acquisition and comprehension.</i></p>	<p> <i>Pupils to have an accelerated Speech and Language assessment.</i></p> <p> <i>Programme of supported work crafted to support identified pupils.</i></p>	<p><i>£2,500 Interaction Speech Therapy</i></p>	<p><i>Speech and language Therapy Assessments at the end of Speech and language programmes show the target children have made progress in their speech and language development.</i></p> <p><i>To support provision of Language Therapist (full day every other week) to assess and provide Speech & Language programmes for all children on entry to school & for children throughout school exhibiting Speech and Language difficulties.</i></p> <p> <i>Monitor progress through pupil progress discussion, S and L discussion, group observations.</i></p>	<p>Children identified and assessed, with learning plans provided by the SALT.</p> <p>Provision maintained to March 2020 when restrictions meant that the therapist could not be in school and the majority of children stopped attending.</p> <p><i>Next steps: early identification of children requiring speech therapy and referral to NHS speech therapy service.</i></p>