



**Pupil Premium Review
and
Strategy Report
2019-2020**

What is Pupil Premium?

The Government has allocated a specific grant to every school which is known as Pupil Premium. This first began in 2011-12. The Government believes that the Pupil Premium, which is additional to main school funding, is the best and most effective way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and those who aren't by ensuring that funding reaches the pupils who need it the most.

Why is there a Pupil Premium?

Students who have been eligible for Free School Meals at any point in their school career according to National trends have consistently lower educational attainment than those who have never been eligible.

To address the national trends and barriers to learning that disadvantaged children at Honeywell Infant School may face, an annual Pupil Premium Strategy & Review is implemented.

Children for whom we receive pupil premium funding for are referred to as 'disadvantaged' by the government and this funding is provided to close the achievement gap between this group and their peers.

In 2018/19 5.2% of the school population were in receipt of Pupil Premium funding. In 2019/20 the figure is 5.5% placing the school in the lowest quintile of schools nationally for children eligible for the funding.

What barriers to educational achievement do the disadvantaged children face?

At Honeywell we recognise that not all children may follow the national trend. Regardless of children's economic well-being we support all children to reach their full potential. We are aware that not all children from disadvantaged backgrounds face barriers to learning, however some barriers to learning that experience tells us that disadvantaged children at our school may face are:

- delay in speech and language development
- complex emotional needs
- limited parental support at home to extend learning opportunities for example not being heard to read at home regularly or not completing home activities
- lack of confidence and self-belief in their own abilities
- having additional special educational needs

How will the impact of the Pupil Premium funding be measured?

We recognise that quality first teaching is the best provision we can make to raise achievement and this is closely monitored using a triangulation monitoring process through scrutiny of data, lesson observations and book scrutiny for our pupil premium children on a regular basis. Every teacher is aware of the disadvantaged children in their class in receipt of the Pupil Premium funding and takes responsibility for accelerating their progress and is held accountable for their achievements. Performance Management Targets are specifically set in relation to disadvantaged children's achievement and progress.

The impact of the pupil premium funding is closely monitored throughout the academic year and at half termly progress reviews. Impact is measured based on the triangulation process. Teachers will present evidence of the impact that the Pupil Premium Strategy targets have had on children's learning.

Pupil premium provision maps are used in the monitoring process to evaluate the cost effectiveness of interventions given to disadvantaged pupils. Support is personalised to each child which is reviewed each half term.

When is the date of the next Pupil Premium Strategy Review?

The date of the next full Pupil Premium Strategy Review will be September 2021, with termly reviews recorded on the individual pupil premium maps.

Pupil Premium Grant Expenditure Review: 2018/19

Overview of the school in September 2018 Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	330
Total number of pupils eligible for PPG	13FSM(6) 2 Early Years PP 4 Post LAC
Amount of PPG received per pupil	£1320 per primary pupil £300 per EYPP £2300 per Post LAC
Total amount of PPG received	£26,960

Performance Data

Reception EYFSP	Performance of disadvantaged pupils		
	2017 (3 children)	2018 (5 children)	2019 (5 children)
% of pupils achieving Expected+ in Reading	100%	66.7%	80%
% of pupils achieving Expected+ in Writing	33.3%	33.3%	80%
% of pupils achieving Expected+ in Maths	66.7%	50%	60%

All but one child achieved the expected standard in Reading and Writing and 3 out of the 5 achieved the expected standard in maths. This is an increase on the figures from last year in all areas; these children will continue to receive support to reach the standards in Yr 1. Although the group is very small it is important that these children get the best start in the education.

Yr 1 Phonics	Performance of disadvantaged pupils		
	2017 (5 children)	2018 (4 children)	2019 (7 children)
% of pupils meeting phonic threshold	60%	100%	86%

Six of the 7 Disadvantaged children achieved the threshold in phonics compared to 96% of all children.

Yr 2 End KS1 Assessments	Performance of disadvantaged pupils		
	2017 (7 children)	2018 (7 children)	2019 (5 children)
% of disadvantaged pupils achieving ARE+ in Reading	100%	57.1%	100%
% of disadvantaged pupils achieving ARE+ in Writing	57.1%	42.9%	80%
% of disadvantaged pupils achieving ARE+ in Maths	85.7%	42.9%	80%

Comparative Performance of PPG pupils in Year 2 2019

Full details of the termly progress and support given can be found in the individual Pupil Premium provision Maps.

Reading

The attainment for disadvantaged children this year was very positive. All children achieved the expected standard in Reading with 2 children achieving Greater Depth. The PPG group made greater progress than the all group.

Reading					
Group	Below ARE	@ ARE	GD	ARE+	Progress
All HW (90)	4.4%	44.4%	51.1%	95.6%	6.5
PPG HW (5)	0.0%	60.0%	40.0%	100%	6.6
PPG Wandsworth	31.9%	48.9%	16.9%	68.1%	NA
All National 2018	24.2%	49.9%	25.6%	75.5%	NA

Writing

All but one child achieved the expected standard in writing. The PPG group made greater progress than the all group.

Writing					
Group	Below ARE	@ ARE	GD	ARE+	Progress
All HW (90)	11.1%	62.2%	26.7%	88.9%	6.3
PPG HW (5)	20.0%	80.0%	0.0%	80.0%	6.4
PPG Wandsworth	37.3%	52.6%	10.1%	62.7%	NA
All National 2018	29.8%	54.1%	15.8%	69.9%	NA

Maths

All but one child achieved the expected standard in maths and one PPG child achieved greater depth. The PPG group overall made expected progress, but this was slightly less progress than the all group.

Maths					
Group	Below ARE	@ ARE	GD	ARE+	Progress
All HW (90)	5.6%	45.6%	48.9%	94.4%	6.5
PPG HW (5)	20.0%	60.0	20.0%	80.0%	6.0
PPG Wandsworth	32.2%	54.8%	13.0%	67.8%	NA
All National 2018	23.6%	54.3%	21.8%	76.1%	NA

It is

difficult to make direct comparisons as the group of disadvantaged children are very small. There is still some work to be done to close the gap between the achievement of disadvantaged children at Honeywell and that of all children nationally. It is positive that some disadvantaged children achieved greater depth in reading and maths.

Summary of PPG spending 2018/19

Objectives in spending PPG:

To enable all PPG children to meet age related attainment targets in Reading, Writing, and Maths.

To increase the rate of progress made by PPG children.

To raise attainment of PPG children including the more able.

To narrow the achievement gap of PPG and non PPG children.

Summary of spending and actions taken:

Children are entitled to quality first teaching in the first instance. The school policy of regularly monitoring teaching and learning and developing all teachers to be outstanding play a big part in the children's attainment. In addition we support learning interventions for children falling behind age related expectations from nursery to Yr 2 with a mixture of in class and withdrawal group support by Teaching Assistants.

Record of PPG spending by item/project 2018/19

Item/project	Cost	Provision	Outcome
Continuation of a Place2Be service at Honeywell to offer emotional and behaviour support	50% of overall funding £5,000	Emotional and therapeutic services building children's resilience through talking, creative work and play.	Analysis of PPG children's overall needs often identifies emotional and self esteem issues. This service was be prioritised for children eligible for PPG funding. 5/8 children allocated the one to one sessions were eligible for PPG funding. Parent counselling offered to 2 parents eligible for PPG.
Early Years Support 7 children (2 nursery+ 5 Reception)	FT TA £20899 25% of cost £5225	Blending group Sight word group Daily Maths support Social Skills Group Explore and Talk Reading Partners S& L group 1-1 in class support	Improved literacy and numeracy skills & overall social development of the Reception children. Of the 5 Reception children all had support to meet their targets in R, W & N.

			Reading 80.% expected Writing 80% expected Maths 60% expected
Year 1 support Children (7 children)	FT TA £20899 25% of cost £5225 Teacher conferencing 0.1 £4590 3x 0.5 hrs per day £5226	Writing Group Numeracy group support Fine Motor Skills group Phonics Support Lunchtime Clubs Homework Club Pupil Conferencing lit and numeracy Reading Partners Talk 4 Maths input Lego Group Early Bird Club	43% children achieved their targets in reading, 86% writing and 86% Maths. 86% children achieved the phonics threshold of 32 marks. Children who regularly attended made greater progress than those who did not.
Year 2 Support (5 children)	FT TA £20899 25% of cost £5225 Teacher conferencing 0.05 £2295	In class targeted support Direct phonics One to one literacy Individual conferencing lit and numeracy Social Skills Homework Club Reading Partners	The majority of PPG children achieved ARE and a small number of children achieved greater depth. See table above.
General	£1319 £777 £911	Subsidies for trips and clubs Homework Club Materials and staffing Storytime Subscription and Curriculum Books for the year	Inclusion and self esteem raised in all children. Pre learning and access to wider range of literacy.

Total PPG received	£26,960
Total PPG expenditure	£30,567
PPG remaining	0.00

Funding Allocation 2019-2020

The table below shows the total amount of pupil premium funding that is estimated to be allocated to Honeywell School in the academic year 2019-2020 based on the autumn 2019 Census.

Last year we spent over £4000 more on PPG interventions than we received in income. The number of children eligible for PPG in the school is broadly the same as last year but we will need to monitor the range of provision and cost throughout the year.

We will continue to run all the interventions undertaken last year. Although both attainment and progress were strong last year, disadvantaged provision and support are included as part of the SIP to ensure all children make accelerated progress.

Pupil Premium	Cost Per Pupil	Number of children entitled to funding	Total
Free School Meals Ever 6	£1320	14	£18480
CLA or children have left LA care through adoption or special guardianship order	£2300	4	£9200
Service Premium Funding	£300	0	£0
Early Years Pupil Premium	£300	0	£0
Total		17	£27,680

How does Honeywell Infant School intend to use this additional funding in 2019-2020?

Please see the action plan below to see a breakdown of how we intend to fully utilise this funding in 2018-19 to support pupil progress for disadvantaged pupils.

ACTION PLAN for Pupil Premium Children 2019-2020 Total number of pupil premium children for this academic year is 18.		
Targets	Cost implications	Reasons for the approaches we have chosen to address barriers.
To ensure maximum impact on learning through small group teaching and targeted in class support. Early intervention programmes will be implemented to ensure children achieve their individual half termly targets. Half termly reviews where class teachers will present evidence of what impact early intervention has had an impact on the children's progress.	Additional TA time: £7757	We recognise that Quality first teaching is the most effective provision for supporting children who have barriers to learning. However for a few children they require additional intervention to ensure they make at least expected progress. Many of the interventions implemented are personalised or research based to have the best possible impact on achievement.
To give additional feedback to children about their work through 1-1 Pupil Conferencing with a teacher. To further embed and teach children strategies for self-reflection and pupil voice in order to make improvements to their own learning.	Additional teacher time: £4590	Research Evidence from the Education Endowment Foundation is used to inform the provision that we make. Research demonstrates that high quality feedback, from a teacher has consistently high levels of impact. Our own experience also backs this up.
To ensure additional individualised English learning support is provided through the use of additional phonic groups, additional	Additional TA time. £5225	Research the language gap between disadvantaged and non disadvantaged children is significant when children start school.

reading support and additional writing support.		Therefore a focus for our spending will continue to develop the support we provide disadvantaged pupils in language, reading, writing and phonics.
To ensure the majority of pupil premium children achieve national expectations at end of FS and KS1, through rigorous and effective staff training in the mastery and language approaches.	Training costs: £1000	Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework so that they can reach the expected level. Research Evidence from the Education Endowment Foundation highlights that mastery learning approaches are effective, leading to an additional five months progress over the course of a school year compared to traditional approaches. Our own experience this year, particularly in maths supports this approach.
To implement early intervention for speech and language strategies and early literacy in EYFS.	Additional TA time and materials. £2000	Previous cohorts year on year are entering nursery and reception with a lower starting point of expressive speech. Research by the Communication Trust shows that children eligible for FSM are 2.3 times more likely to be identified as having speech, language and communication needs. We will continue to focus on speech intervention will support pupils in the EYFS with developing language. Programmes developed last year will be continued.
Continuation of a Place2Be service at Honeywell to offer emotional and therapeutic services building children's resilience through talking, creative work and play.	Proportion of overall funding £5,000	Analysis of PPG children's overall needs often identifies emotional and self esteem issues. This service will be prioritised for children eligible for PPG funding. And will engage their parents as part of the process.
To train and introduce ELSA role to provide additional emotional and well being support to a wider range of pupils, with a focus on supporting the parents as well as the child	Proportion of overall funding £1,000	Research by the EEF shows that social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.
To develop our relationship with Pupil Premium parents, so they are actively involved in their child's education: providing information to support their child to reach their targets.	Additional teacher time £500	Research by the EEF shows that parental engagement is consistently associated with pupil's success at school. NFER research has highlighted that more successful schools talked to parents about the importance of learning and aspirations sharing with parents the curriculum and ways to support their child.
To further develop our Early Bird before school reading provision	Additional TA time £6000	Following the success of Early Bird Club last year this is a provision we want to continue and develop, increasing the provision to reach more children. This was very successful last year in term of pupil progress and engagement with parents. We will introduce Yr 2 Early Bird

		Club and continue with year 1.
Support for Clubs including Homework Club	Materials and subsidies £2000	Support is offered to enable PPG children to participate in the extracurricular life of the school our evidence suggests these children are unlikely to attend a club if this is not the case. Inclusion in enrichment activities develops confidence and self esteem. Homework club enables children to feel included and have additional small group tuition after school.
Reading packs of key texts for each PPG child	Books £900	Access to high quality reading material is paramount to develop literacy skills. Children to receive all key texts for the year so children have access to pre learning and review of materials.
Total	£35,472	

To be reviewed September 2020.