

Pupil premium strategy statement

Review 2019-2020

1. Summary information 2019-2020					
School	Busbridge Infant School				
Academic Year	2019-2020	Total PP budget (financial year 19-20) (financial year 20-21)	£15,680 £13,070	Date of Review	April 2021
Total number of pupils	180	Number of pupils eligible for PP	8		

2. Attainment data 2019-2020 for End of EYFS and KS1 plus Phonic Check for Year R (2) Year 1 (3) Year 2 (4) pupils eligible for Pupil Premium	
	<i>BIS - Pupils eligible for PP Performance based on end of spring (pre lockdown) data/predictions</i>
For at least 2 (50%) of PP pupils in Y2 to achieve expected+ in maths For at least 1 (25%) PP pupil in Year 2 to achieve expected+ in reading and writing	Target exceeded – 3 (75%) achieved expected+ in maths Target met – 1 (25%) achieved expected+ in reading and writing
For all 3 PP pupils in Year 1 to achieve threshold for Phonic Check (100%)	Target met (when this cohort had a delayed phonic check in autumn term of Y2)
For the 1 PP (post LAC) pupil in YR to achieve GLD (100%)	Target met

Strategy and Targets 2020-2021

1. Summary information 2020-2021					
School	Busbridge Infant School				
Academic Year	2020-2021	Total PP budget (financial year 20-21) (financial year 21-22)	£13,145 £13,070	Date of Review	Autumn 2021
Total number of pupils	174	Number of pupils eligible for PP	9		

2. Targets 2020-2021		
For PP pupils to have a good level of attendance (95%+)	For end of year attainment for PP pupils to be at least in line with national expectation	For PP pupils to have good emotional wellbeing

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Early identification of additional and/or special educational learning needs in PP pupils</p> <p>Enhanced progress resulting in eliminating attainment gap with non PP peers</p> <p>For PP children to acquire and apply necessary phonic skills in order to secure successful reading and writing</p>	<p>SENCO release time</p> <p>Targeted TA support</p> <p>Targeted TA support</p>	<p>Data analysis shows that early identification and support plays a key role in improving the learning outcomes for attainment and progress for PP pupils in RWM and phonics.</p> <p>This is monitored by the school's SENCO and Bursar through the school's Provision Management tool. Identification and quality of support monitored by SENCO</p> <p>Analysis of performance by PP children demonstrates that transcription skills impact negatively on overall performance. Additional TA time to support implementation of programme and effective application/outcomes</p>	SENCO	Half termly
Total budgeted cost				£9,963
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice? How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To reduce potential impact of social and emotional difficulties on educational performance	<p>Opportunities to work individually with HSLW.</p> <p>HSLW to support families to improve attendance where appropriate.</p> <p>ELSA to run social group</p> <p>Autism lead practitioner in school</p>	<p>Children unable to reach potential if experiencing difficulties with their social/emotional wellbeing. Opportunities to understand and deal with their own emotions are key to enabling individuals concerned to grow and develop in all areas</p> <p>HLSW and ELSA all experienced and in receipt of appropriate supervision</p> <p>Lead practitioner to support and up skill colleagues as well as support parents and individuals within school setting</p>	HT and SENCO	Termly following formative assessments
Total budgeted cost				£4,665
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice? How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For PP and other disadvantaged children	Discretionary fund to support PP and other	Providing PP children with the same opportunities as their peers to access enrichment experiences has multiple benefits, for example with regard to emotional/social	HT	Termly

to benefit from enrichment opportunities.	disadvantaged children access opportunities/resources they wouldn't otherwise be able to	development and positive self-image. These benefit impact positively on teaching and learning. High quality coaches or current teaching staff used for sports clubs. Frequent liaison between these and HT/class teacher for PP children concerned to assess impact.		
Total budgeted cost				£1,200