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## **Pupil Premium Strategy Statement Pound Hill Infant Academy**

### **What is the pupil premium?**

- The pupil premium is a sum of money given to schools each year to support:
  - Raising the attainment of disadvantaged pupils of all abilities to reach their potential
  - Children and young people with parents in the regular armed forces

### **Why do schools receive this?**

- Research shows that children who are in low income families do less well than those who are not. They sometimes face challenges such as poor language skills, less family support and issues with attendance and punctuality. The extra funding is intended to directly benefit those pupils who are eligible.

### **Your child is eligible if he or she:**

- Has qualified for free school meals at any point in the last six years
- Has been looked after under local authority care for more than one day, been adopted from care or has left care
- Has a parent in the regular armed forces

### **How is it spent?**

- Academies can choose how to spend the money for the educational benefit of the pupils of the academy
- Schools are accountable for how they spend the money and Ofsted will report on the attainment and progress of disadvantaged children who attract the pupil premium during an inspection



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**How do we ensure that our spending is effective?**

- Through regular monitoring of student data
- By evaluating and reviewing our strategy
- By keeping abreast of research and developments and being proactive in our approach to implementing new strategies
- By not being afraid to change a strategy that isn't working

**Note:**

- All children in Reception, Year 1 and year 2 now have free school meals, but may not be eligible for the pupil premium funding unless they qualify under low income-based criteria



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**Pupil Premium Strategy Statement:**

Summary Information: Current					
Academy: Pound Hill Infant Academy					
Academic Year	2018/19	Total PP budget	33000	Date of most recent PP review	December 2018
Total number of pupils	270			Date of next review	July 2019
		Number of pupils eligible for PP	25		

2. Barriers to future achievement
<ul style="list-style-type: none"> <li>Historically the vast majority of pupils eligible for Pupil Premium funding enter the academy with very low starting points and below age related expectations overall. A proportion of children enter significantly below their peers in all core subjects.</li> <li>Speech and language development continues to be a priority with children entering with low language acquisition.</li> <li>Social skills including self-esteem, managing conflict, making and sustaining friendships, focus and attention and understanding appropriate behaviour around others</li> </ul>

**3. How we will spend the funding and why:**

What will we spend it on?	Why:	How will we know we are successful?
<p><b>Academic Intervention and Support</b> The provision of additional staffing in English to provide high quality focused interventions to close the attainment gap between</p>	Historically attainment on entry into Early years for children entitled to Pupil Premium funding is judged below and often significantly below expected for Communication, language and literacy.	The progress and attainment of children eligible for Pupil Premium funding will have risen to reduce the attainment gap across all three year groups



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What will we spend it on?	Why:	How will we know we are successful?
<p>children eligible for the Pupil Premium Grant and their peers</p> <ul style="list-style-type: none"> <li>Additional in-class and small group support for reading, phonics and writing development across the academy (Inclusive of the development of fine motor skills where appropriate)</li> </ul> <p>39% of total budget</p>	<p>Year one phonics outcomes for 2017-18 for children entitled to Pupil Premium funding was below that of all pupils.</p>	<ul style="list-style-type: none"> <li>In Year 1 and Year 2, the gap between the percentage of children eligible for Pupil Premium funding passing the phonics screening and the percentage of all children will be narrowed when compared to 2017/18 data.</li> <li>At the end of Key Stage One, the gap between the percentage of children eligible for Pupil Premium funding meeting the expected standard in reading and writing and the percentage of all children will be narrowed when compared to 2017/18 data.</li> </ul>
<p><b><u>Academic Intervention and Support</u></b> The provision of additional staffing in mathematics to provide high quality focused interventions to close the attainment gap between children eligible for the Pupil Premium Grant and their peers</p> <p>36% of total budget</p>	<p>Historically attainment on entry into Early Years for children entitled to Pupil Premium funding is judged below and often significantly below expected for mathematics.</p> <p>The percentage of children entitled to Pupil Premium funding meeting the end of Key Stage expectations in maths was lower than all pupils</p>	<p>The progress and attainment of children eligible for Pupil Premium funding will have risen to reduce the attainment gap across all three year groups</p> <ul style="list-style-type: none"> <li>At the end of Key Stage One, the gap between the percentage of children eligible for Pupil Premium funding meeting the expected standard in mathematics and the percentage of all children will be narrowed when compared to 2017/18 data.</li> </ul>



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<b>What will we spend it on?</b>	<b>Why:</b>	<b>How will we know we are successful?</b>
<p><b><u>Staffing of Nurture Provision</u></b> Implementation of a nurture group at lunchtimes for children in all year groups</p> <p>10% of total budget</p>	<p>A number of children identified as being eligible for Pupil Premium funding require support in one of the following ways:</p> <ul style="list-style-type: none"><li>• Support in managing their behaviour at lunchtimes</li><li>• Support in developing their social skills and widening their circle of friends</li><li>• Support in growing in confidence and self-esteem</li><li>• Support in development of language skills and interaction with others</li></ul>	<p>Individual impact questionnaires show that the children attending the lunchtime group have grown in their confidence and self-esteem, have a wider circle of friends and behaviour is improved.</p> <p>Behaviour tracking illustrates less incidents of challenging behaviour at lunchtimes and breaktimes and during learning</p> <p>Improved engagement in lesson times</p>
<p><b><u>Welfare Support</u></b> Additional staffing and intervention to provide 1:1 and small group support for children eligible for the Pupil Premium funding</p> <p>15% of total budget</p>	<p>A number of children identified as being eligible for Pupil Premium funding require support in one of the following ways:</p> <ul style="list-style-type: none"><li>• Support in managing their behaviour at lunchtimes</li><li>• Support in developing their social skills and widening their circle of friends</li><li>• Support in growing in confidence and self-esteem</li><li>• Support in development of language skills and interaction with others</li></ul>	<p>Individual impact questionnaires show that the children attending the lunchtime group have grown in their confidence and self-esteem, have a wider circle of friends and behaviour is improved.</p> <p>Behaviour tracking illustrates less incidents of challenging behaviour at lunchtimes and breaktimes and during learning</p> <p>Improved engagement in lesson times</p>



4. Review of the impact of funding for 2017/18

Academic Year	2017/18	Total PP budget	40920
Total number of pupils	270		
		Number of pupils eligible for PP	31

What we spent the funding on and why

What we spent it on?	Why:	Impact:
<p><b><u>Academic Intervention and Support</u></b>            The provision of additional staffing in English to provide high quality focused interventions to close the attainment gap between children eligible for the Pupil Premium Grant and their peers</p> <p>This included additional in-class, small group and 1:1 support for reading</p> <ul style="list-style-type: none"> <li>• Phonic/ reading intervention sessions in EYFS, Year 1 and Year 2</li> <li>• 1:1 phonic/ reading tutoring sessions</li> </ul> <p>65% of total budget</p>	<p>Attainment on entry into Early Years for children eligible for Pupil Premium funding is judged below and often significantly below expected for Communication, language and literacy.</p> <p>Previous interventions of this type have proved successful in closing the gap in reading.</p>	<p><b>Phonics:</b>            100% of children identified as receiving Pupil Premium passed the phonics screening at the end of Year Two. (This is compared to 93% of all pupils)</p> <p><b>Reading:</b>            75% of children identified as being entitled to Pupil Premium funding met the end of year expectations at the end of the Key Stage. This is broadly in line with all pupils (79%)</p> <p>25% of children identified as being entitled to Pupil Premium funding met the end of year expectations in Greater Depth at the end of the Key Stage. This is broadly in line with all pupils (30%)</p>



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What we spent it on?	Why:	Impact:
<p><b><u>Academic Intervention and Support</u></b>            The provision of additional staffing in mathematics to provide high quality focused interventions to close the attainment gap between children eligible for the Pupil Premium Grant and their peers</p> <p>This included additional in-class and small group support for mathematics</p> <p>35% of total budget</p>	<p>Attainment on entry into Early Years for children eligible for Pupil Premium funding is judged below and often significantly below expected for mathematics.</p> <p>Previous interventions of this type have proved successful in closing the gap.</p>	<p>Mathematics:</p> <p>58% of children identified as being entitled to Pupil Premium funding met the end of year expectations at the end of the Key Stage. This is lower than all pupils (69%)</p> <p>However after removing two children with complex needs this data increases to 70% (7 children out of 10)</p> <p>25% of children identified as being entitled to Pupil Premium funding met the end of year expectations in Greater Depth at the end of the Key Stage. This is in line with all pupils (26%)</p>

### Outcomes: 2017/18

End Key Stage 1:		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP – national</i>
% reaching expected standard Reading	75%	79%
% reaching expected standard Writing	75%	72%
% reaching expected standard Maths	58%	72%



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End Key Stage 1 Progress from EYFS to the end of KS1:	
	<i>Pupils eligible for PP</i>
Reading: Making expected or exceeding progress	100%
Writing: Making expected or exceeding progress	100%
Mathematics: Making expected or exceeding progress	80%

End EYFS:		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP – national</i>
% reaching Good level of Development: GLD	60%	67.9%

Attendance:		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP – national (primary)</i>
Academic year 2017-18	95.34%	95.65%