

Greenfields Federation

Littlehaven Infant School and Northolmes Junior School



Pupil Premium Strategy Statement: Littlehaven

School overview

Metric	Data
School name	Littlehaven Infant School
Pupils in school	112
Proportion of disadvantaged pupils	17% (19/112)
Pupil premium allocation this academic year	£25,080
Academic year or years covered by statement	2019-2022
Publish date	October 2019
Review date	July 2020
Agreed by	Resources Committee (October 2019)
Pupil premium lead	Lyndsay Woodland
Governor lead	Kate Leyshon

Disadvantaged data for last academic year

	<i>Expected Progress</i>	<i>Age Related Expectation</i>
EYFS (6 children)		
GLD	83% (5/6)	50% (3/6)
Year 1 (5 children)		
Reading	100% (5/5)	0
Writing	100% (5/5)	0
Maths	100% (5/5)	20% (1/5)
Year 2 (3 children)		
Reading	33% (1/3)	0
Writing	33% (1/3)	0
Maths	0	0

Strategy aims for disadvantaged pupils

Priority 1: *To raise the attainment and progress of disadvantaged children in Maths to ensure 100% of these children make at least expected progress.*

Priority 2: *To improve the attendance of Pupil Premium children so that it is in line with the attendance of all children (2018-2019: All children: 96.2%, Pupil Premium children: 90%).*

Priority 3: *To ensure our children describe and experience our learning environment as safe, trusting and positive, with pupil well-being at the centre of all we do.*

Priority 1: <i>To raise the attainment and progress of disadvantaged children in Maths to ensure 100% of these children make at least expected progress</i>	
Barriers to learning these priorities address	In 2018-2019, only 62% (5/8) children in Key Stage 1 made expected progress in Maths and 12% (1/8) achieved age related expectations. Expectation is that 100% of children make at least expected progress in Maths. SLT and Maths lead has identified need to focus on Maths fluency and filling gaps from prior learning. Change of intervention from Snap on Maths to interventions based on addressing gaps in learning using class planning.
All children	New maths lead to focus on fluency and times tables across the Federation. Half termly work sampling to discuss appropriate challenge and support for all children. Termly pupil progress meeting to track progress of all children and identify any children not making expected progress.
Targeted children	Maths intervention for targeted children to fill gaps identified through class learning.
Projected spending	Maths intervention teacher: £6,964 Resources to support: £200 Total: £7,164

Priority 2: <i>To improve the attendance of Pupil Premium children so that it is in line with the attendance of all children (2018-2019: All children: 96.2%, Pupil Premium children: 90%).</i>	
Barriers to learning these priorities address	Attendance of PP children has historically been lower than attendance of all children. Missing school impacts on these children's academic learning and social development.
All children	AHT to monitor attendance of all children every 3 weeks and identify any children whose attendance is below 90%. Identify reasons for this and speak with parents where absence is a concern. New attendance assemblies and display to encourage this with the children - the winning class each week earns a marble which then contributes to an end of term reward for the class with the most marbles.
Targeted children	Family link worker to work with targeted families to provide appropriate support and resources.
Projected spending	Family link support: £5,024 Resources: £200 Total: £5,224

Priority 3: <i>To ensure our children describe and experience our learning environment as safe, trusting and positive, with pupil well-being at the centre of all we do.</i>	
Barriers to learning these priorities address	Children with low emotional well-being are not fulfilling their full academic or social potential.
All children	Jigsaw PSHE programme focuses on well-being and mindfulness for all children, including circle time each week. Weekly Jigsaw assemblies to reinforce this for all children. Opportunities for outdoor learning for all children, founded in evidence relating to improving well-being Forest school session once a week with Forest School lead.
Targeted children	Learning Mentor support for targeted children to support with emotional well-being. Small nurture and social skills groups run for targeted children to improve confidence and self-esteem. Extra-curricular activities such as clubs and trips funded to provide a range of opportunities for all children. Parent Course: You and Your child, Transition sessions.
Projected spending	Learning Mentor: £2,568 Nurture group support: £3,700 Resources: £200 Extra-curricular activities: £200 Outdoor learning resources: £300 Parent courses: £100 Forest schools training and resources: £5,624 Total: £12,692