



Pupil premium strategy statement:

1. Summary information					
School	Farnborough Grange Nursery and Infant Community School.				
Academic Year	2019/20	Total PP budget	£43,560	Date of most recent PP Review	20/04/20
Total number of pupils	218	Number of pupils eligible for PP	47 (21.6%)	Date for next internal review of this strategy	05/10/20

2. Current attainment						
Attainment for: Spring term 2019 Whole school	Pupils eligible for PP					Pupils not eligible for PP
	W/S	N2	YrR	Yr1	Yr2	W/S
% (on track) achieving expected standard or above in reading, writing and maths	46%	57%	53% (combined av 74%)	69% (100% Non SEN)	58%	50%
% (on track) achieving expected standard or above in reading	57%	57%	63%	69%	58%	60%
% (on track) achieving expected standard or above in writing	48%	57%	53%	69%	65%	53%
% (on track) achieving expected standard or above in maths	59%	57%	74%	69%	71%	63%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Emotional Understanding and Resilience, Attachment issues and Sense of Self.
B.	Poor Attention and Listening.
C.	Poor development of Independence.
D.	Lack of Cultural capital- limited life experiences leading to diminished cultural capital.

External barriers (issues which also *require* action outside school, such as low attendance rates)

D.	Children of Concern (60%) (Social Services involvement, EHH, SGO, or low attendance, within the last 12 months).	
E.	Attendance (Academic year 2018-2019) 34% below 90% 64% below 95%	Spring Term 2020 attendance- 35% below 90% 53% below 95%

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	90% of PP children will be attending school more than 90% of the time during the Spring Term and beyond. Attendance Data.	School data (on PA) will show that attendance for all children on PP will have increased and that 90% are attending more than 90% of the time by the Summer term.
B.	All staff will have a better understanding of Attachment issues and Emotion Coaching, using emotion and resilience strategies as appropriate.	Staff will have attended CPD in Attachment and Emotion-Coaching, and will be seen using appropriate strategies in learning walks and observations.
C.	All classes will use attention and listening strategies as appropriate.	Evidence of Attention and Listening strategies will be noted in learning walks and observations.
D.	All classes will use strategies to develop independence as appropriate.	Children's books and assessments will show that they have worked independently an increased percentage of times by the end of the Summer term compared to the Autumn term.
E.	All PP children will have the opportunity to access a range of trips, events and clubs to expand their experience, within the school programme and will be encouraged to take advantage of them.	Records will show that at least 50% of PP children have accessed one of the clubs and all children on PP have been on the trips and events offered by the school.

5. Planned expenditure

Academic year	2019/ 20
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

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>B Children will be able to identify and label their own emotions, talking about how they feel.</p>	<p>1) Emotion charts will be fully established and being used every day in each class. 2) Emotion coaching by staff</p>	<p>Supporting children to name and understand their emotions is key to beginning to independently control their feelings.</p>	<p>Learning Walks Observations</p>	<p>CL/ HH JH/ HH</p>	<p>Feb half-term. Beginning of Summer Term</p>
<p>Children will have improved self-regulation.</p>	<p>1) SCARF will be actively employed for PSED across the school. 2) Self-regulation strategies</p>	<p>This will provide a secure and consistent message for safety and values (such as resilience and achieving) across the school. Sense of belonging</p>	<p>Planning Observations</p>	<p>PSED Coordinator JH/ HH</p>	<p>Summer Term</p>
<p>C Children will be able to show that they are ready to learn before each lesson.</p>	<p>1) Ready to learn charts will be established and being used in every class before each lesson. 2) Visual timetables and visual reminders of what ready looks like will be in each class and used as reminders of what will be happening next. 3) Timers will be used to check that children know how much time they have to complete an activity.</p>	<p>Children need to be clear of what to expect and what is expected of them in order to make the most of their learning time.</p>	<p>Learning Walks Observations</p>	<p>MT/ HH HH HH</p>	<p>Spring 1 Autumn 2 Autumn 2</p>

<p>D Children will be able to show that they are developing skills associated with being independent, e.g. getting themselves organised to start a task or completing the end of a task independently after help to start.</p>	<p>1)Effective TA support to build independence skills e.g. backward chaining. 2)Metacognition and self-regulated learning strategies. E.g. Growth Mindset.</p>	<p>Teaching children appropriate strategies for independence will support them to understand what it means to be independent. In turn, this will support their problem-solving and self-help skills.</p>	<p>Learning Walks Observations Book Looks</p>	<p>SLT/ HH SLT/ HH</p>	<p>Spring 1</p>
<p>C</p>	<p>Attention and listening strategies - movement breaks (jobs e.g. rub board off). -different instructional strategies every 15/ 20 mins. -special zone out signals - leverage interests. -seat away from distractions -break tasks into chunks.</p>	<p>Teaching children appropriate strategies for Attention and Listening will support them to understand what it means to be focused. In turn, this will support their problem-solving and self-help skills.</p>	<p>Learning Walks Observations</p>	<p>HH</p>	<p>Spring 2</p>
<p>E</p>	<p>A wide range of Trips, events and experiences will be planned into the Curriculum for all PP children in order to extend Cultural Capital.</p>	<p>Building on children’s own Cultural Capital, to help them understand a wider range of experiences, will support their aspirations for the future.</p>	<p>School Data</p>	<p>SLT</p>	<p>Summer Term</p>
<p>E</p>	<p>A wide range of clubs, free and/ or paid with PP funding will be provided for PP children to build on their Cultural Capital.</p>	<p>Building on children’s own Cultural Capital, to help them understand a wider range of experiences, will support their aspirations for the future.</p>	<p>School Data</p>	<p>SLT</p>	<p>Summer Term</p>

ii. Targeted support					
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?
A Attendance	Free/ subsidised wraparound care (Before and After School Club)	Encouraging parents to bring children to school at beginning and end of day is key to ensuring attendance and therefore children's increased opportunity to learn.	School Data	JH	Spring 2
A Attendance	Pastoral Care Worker	Parental Engagement is key to ensuring attendance and therefore children's increased opportunity to learn.	Meetings	SLT/ HH	Autumn 1
B Social relationship building (Attachment) and Cultural Capital	After-School Activity Clubs- Library, Dance, Gym, Multi-Sports, Papercraft etc.	Encouraging children to learn the less formal rules for building up social relationships in a supervised entertaining activity is important for dealing with some attachment issues. This will build opportunities for extending experience of Cultural Capital.	School Data	SLT	Spring 2
B	Behaviour Support, including Lunchtime support for vulnerable pupils and those with behaviour support to reduce incidents in the playground.	This will provide a safe space for learning social rules in a calm and supervised environment, designed for the children's well-being.	Notes and observations Meetings	SLT	Spring 2
B	ELSA intervention and support/ SNA Emotional intervention and Socially- Speaking Group, Lego Therapy. interventions.	Emotional support and learning social rules in a safe and supervised environment and in a way that utilises the child's interests.	Intervention notes and observations	JH/ SLT/ HH	Spring 2
B, C, D	LSA support- For targeted children to raise attainment and support children with cognitive, attention, language, organisational and attachment	Focused group work in class with adult support where necessary will help children to access the curriculum in an appropriate way.	Book Looks Observations	CT/ SLT	Spring 1

B, C, D	Interventions- personalised learning, Reading Support, Max's Marvellous Maths, ELS, Phonics, Precision Teaching.	Focused 1-1 or group work in class with adult support where necessary will help children to access the curriculum in an appropriate way.	Book Looks- has the LO been carried over into class work? Intervention notes Observations	CT/ SLT/ HH	Spring 1
C	Listening and Attention interventions, such as Lycra or Bucket Time.	Focused group work with adult support will help children learn to access the curriculum in an appropriate way.	Observations, Intervention Notes.	HH	Autumn 2

Summary of Review – September 2020

In September, the school appointed a Pastoral Care Worker. Attendance strategies were in place, parent interviews, support offered etc. Although the percentage of children attending below 90% of the time stayed roughly the same up until Lockdown, the percentage attending below 95% was improved. Some children were able to use the Before and After School Facility with PP funding, and they were able to achieve a much improved attendance rate, as part of a package of measures. Unfortunately, the Lockdown put a hold on the improvements.

Children were able to access a number of clubs run after school by teaching staff, (such as Library Club and Construction Club) until March, which allowed those attending to build up their skills in the activity, their cultural capital, and their relationships with other children and teachers (sharing, turn-taking, listening etc.)

Daily opportunities for children to identify their emotions on charts was in action. Across the school, teachers used 'Ready to Learn' charts with class promises chosen by the children. The children have responded well to these in observations. Visual timetables were used in each class, with visual sequence of 'ready to listen', as reminders of what was expected. The SCARF (PSED programme) was started in September, but the impact was limited due to Lockdown. This needs to be embedded as a consistent quality of approach to the aspects of PSED that are most required by PP children and those who have struggled with the consequences of the Lockdown restrictions.

ELSA support and Lego Therapy was used successfully for individual children. Playtime nurturing groups were fully in place. Fewer playground incidents were noted, but improvements will be implemented to its effectiveness.

Teachers employed strategies to encourage independence in the school. There is evidence in books that children were more likely to work independently in the Spring than the Autumn term. Focussed Group Work and learning interventions had begun to show some progress, but this stalled due to the Lockdown.

CPD in Attachment and Emotion-Coaching was cancelled due to Lockdown, as were most trips and events. It will be important to consider how the school can provide opportunities to improve cultural capital within the confines of Covid-19 guidelines/ law.

As a response to the Lockdown, Welfare calls were made to all children twice a week, and an extra call was made to vulnerable and low-income families to ensure the family and child's welfare, as well as supporting the child's home-schooling opportunities and the mental health of the family and child. Home visits were made to ensure the engagement of vulnerable and low-income families to ensure they got the support they needed for Welfare, home-schooling and Mental Health. ELSA and SEMH visits were made as part of this package of support.

65 Food parcels were arranged for families struggling with low incomes or the consequences of furlough or losing their jobs. 5 computers were arranged for disadvantaged families from the Lions charity organisation.

The most vulnerable children were allocated places in the school, during the Lockdown, to continue schooling and provide support for families.

Many of these measures have an unknown cost to the school.

