

Crawley Ridge Infant School



Pupil Premium Strategy 2019 - 20 (Planned Provision)

Summary Information					
Academic Year	2019 - 20	Total PP Budget	£15,460	Date of most recent Pupil Premium Review	Nov 2019
Total number of Pupils currently on roll	175 (as at 5.11.19)	Total number of PP Pupils currently on roll (including LAC and service children)	13 (as at 5.11.19)	Date of next strategy review	Jan 2020

Barriers to future attainment of pupils eligible for Pupil Premium Funding & Desired Outcomes		
Barriers	Desired Outcomes	Success Criteria
Lower speech and language skills to express oneself	To communicate clearly and effectively, with increasing confidence.	PP pupils will be better able to express themselves and communicate with others through spoken language
Lack of experiences outside daily life	To develop a greater understanding of the wider world	PP pupils will have the opportunity to immerse themselves in real-life experiences which can help to support their understanding of the world and about the topics they study in school
Lower confidence/ self- esteem	To develop greater self-awareness and confidence, with the ability to recognise and express their emotions and communicate their needs.	PP pupils will be able to recognise their own emotions and communicate their feelings and needs to others

Lower reading and writing skills (including phonics knowledge)	To meet the expected standards in Reading and Writing for the relevant Year Group. To recognise and use taught phonemes and graphemes to blend (read) and segment (spell) words confidently. To communicate through writing, using a cursive style. To demonstrate understanding of the grammar and punctuation expected for the relevant Year Group. To understand what they read.	PP pupils will make at least expected progress in Reading and Writing and will meet the expected standard for their Year Group
Lower skills in number and maths	To meet the expected standards in Maths for the relevant Year Group. To read, write and count numbers relevant to the year group. To have a secure understanding of number and calculations relevant to their year group. To develop mathematical reasoning skills, relevant to their Year Group	PP pupils will make at least expected progress in Maths and will meet the expected standard for their Year Group

Planned Provision				
Desired Outcome	Provision	Budget allocated	Monitoring	Planned Impact
To communicate clearly and effectively, with increasing confidence.	TA – weekly sessions, playing board games to encourage effective communication and interaction with others Class Teachers/ TA – daily sessions “time to talk” TA/ HLTA – support using “Colourful Semantics” resources to encourage	£1500	Tracking of curriculum standards by class teachers, English Subject Leader and the Senior Leadership Team	PP pupils will be more effectively engaged in class activities and lessons through spoken interaction with adults and peers.

	clear and effective sentence structure			
To develop greater self-awareness and confidence, with the ability to recognise and express their emotions and communicate their needs.	Funding of after school club sessions for 1 pupil for 3 terms	£165	Class teachers/ SLT will monitor progress and attainment. Emotional Behaviour is recorded as part of Behaviour Tracking (online Excel grids)	Pupil will be more confident in understanding and communicating their needs and this will have a positive impact on curriculum standards for this pupil
To enable all pupils to participate in opportunities to enhance their learning through first hand experiences	Off-site visits	£150	Class teachers will ensure PP pupils are supported in experiences away from the school site	PP pupils will be able to access first hand learning experiences, unhindered by cost
To develop gross and fine motor skills in order to support other areas of the curriculum (eg handwriting)	TA - weekly individual/ small group sessions	£500	Class teachers/ SLT will monitor progress and attainment.	PP pupils will show greater physical control, which will have a positive impact on fine motor skills and self-esteem
To meet the expected standards in Reading and Writing for the relevant Year Group. To recognise and use taught phonemes and graphemes to blend (read) and segment (spell) words confidently. To communicate through writing, using a cursive	Extra individual phonics and reading sessions with Class teachers/ TAs Individual sessions with HLTA (with specialist training in "Reading Recovery") to embed phonics and practise reading skills.	£6345	Year group leaders/ Subject Leader/ SLT/ HT will monitor progress, attainment and provision & data will be reported to Governors	PP pupils will make at least expected progress and their attainment for will be at the expected level for their relevant year group

style. To understand what they read.	Small group sessions with HLTA using “Colourful Semantics” to help children formulate sentences using appropriate grammatical structures			
To meet the expected standards in Maths for the relevant Year Group. To read, write and count numbers relevant to the year group. To have a secure understanding of number and calculations relevant to their year group.	Small group sessions with TA using the “First Class @ Number” intervention scheme and also the “White Rose Hub” Maths Intervention Programme	£2300	Year group leaders/ Subject Leader/ SLT/ HT will monitor progress, attainment and provision & data will be reported to Governors	PP pupils will make at least expected progress and their attainment for will be at the expected level for their relevant year group
To enable all pupils to access the curriculum	Support to access learning opportunities in EYFS through development of language	£4500	EYFS Leader/ Class Teacher/ TAs to model and encourage effective communication with adults and peers to maximise learning opportunities for PP children in EYFS	PP pupils will have equal access to the curriculum and learning opportunities in school and will make progress against the Early Years Foundation Stage Profile