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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	July 2018
Total number of pupils	270			Date of next review	December 2018
		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 PPG enter school 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> </ul>

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

What will we spend it on?	Why:	How will we know we are successful?
Additional in-class and small group support for reading and phonics <ul style="list-style-type: none"> <li>Phonic/ reading intervention sessions in EYFS, Year 1 and Year 2</li> </ul>	Historically attainment on entry into Early years for PPG pupils is judged below and often significantly below expected for Communication, language and literacy.	The gap between all pupils and those eligible for Pupil Premium is reduced. A greater number of pupils eligible for Pupil Premium achieve as expected by the end KS1.



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	Year one phonics outcomes for 2017-18 for children entitled to PPG was below that of all pupils.	A greater number of pupils eligible for Pupil Premium meet the end of year expectations for phonics in year one.
Additional in-class and small group support for mathematics	Historically attainment on entry into Early Years for PPG pupils is judged below and often significantly below expected for mathematics. The percentage of children entitled to PPG meeting the end of Key Stage expectations in maths was lower than all pupils Previous interventions of this type have proved successful in closing the gap.	The gap between all pupils and those eligible for Pupil Premium is reduced. A greater number of pupils eligible for Pupil Premium achieve as expected by the end KS1.
Implementation of a nurture group at lunchtimes for children in all year groups	A number of children identified as being eligible for PPG require support in one of the following ways: <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></ul>	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.



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>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>Attainment on entry into Early Years for PPG pupils 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%) 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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Additional in-class/ small group support for mathematics	Attainment on entry into Early Years for PPG pupils is judged below and often significantly below expected for mathematics. Previous interventions of this type have proved successful in closing the gap.	<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%) 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>
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### 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%

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%



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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%