

Pupil Premium funding is delegated to the school to help Disadvantaged pupils to perform better and close the gap between them and their peers. It also provides funding for pupils who have been adopted or are looked after and the children of service personnel.

This report details how West Hove Infants has used its Pupil Premium allocation for the academic year 2019 / 2020 and the impact of that spending.

1. Summary information					
School	West Hove Infant School				
Academic Year	2019-20	Total PP budget	£101,449	Date of most recent PP Review	09/10/20
Total number of pupils	528	Number of pupils eligible for PP	84 (15.9%)	Date for next internal review of this strategy	September 2021

The information below is based on the attainment of Disadvantaged Pupils in the KS1 assessments 2019. In 2018-19 there were 31 Disadvantaged (DA) Pupils in Year 2. Provision for these pupils was tailored individually according to need using Pupil Premium funding to tackle their barriers to learning and in doing so improve their well-being and achievement in order to enhance their life chances.

2. Current attainment (End of KS1 July 2019) (End of 2020 data unavailable)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% attaining ARE in reading	65	78
% attaining ARE in writing	52	73
% attaining ARE in maths	68	79

3. Attendance			
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>Gap</i>
2016-17	95%	96.26%	-1.26
2017-18	94.3%	96.47%	-2.17
2018-19	95.52%	96.88%	-1.36
2019-20 (up to March)	94.41%	95.79%	-1.38

4. Barriers to attainment (for pupils eligible for PP, including high ability)		
In-school barriers		Possible Consequences
A.	High number of pupils are being identified with social and relationship difficulties and emotional and well-being issues which impact on their learning in the classroom	Friendship difficulties, isolation, problems at playtimes / less structured times, not engaging positively with other children. Lack of confidence, anxiety, lack of engagement in learning, isolation, potential longer term mental health issues
B.	DA pupils low on-entry data for understanding and speaking and slightly below non-DA for listening. 2019: Listening DA pupils 66.7% ARE, Non-DA 68.8% ARE Understanding DA pupils 53.3% ARE, Non-DA 69.4% ARE Speaking DA pupils 53.3% ARE, Non-DA 67.5% ARE	Disadvantaged life chances, low self-esteem, inability to access the wider curriculum and subsequent impact on attainment and progress
C.	Gap in attainment in reading, writing and maths between DA pupils in our school and other pupils nationally (see 2019 attainment data above)	Disadvantaged life chances, low self-esteem, inability to access the wider curriculum
External barriers		
D.	Attendance rates for DA pupils are 94.41% – this is below the attendance rate of other pupils at WHI at 95.79%	Reduced access to the curriculum, failure to reach full potential, impact on social relationships, insecurity and anxiety
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Support and address social, emotional and behavioural difficulties and ensure well-being	Fewer behaviour incidents recorded on these pupils. Children are more confident to participate in class
B.	Additional provision in place to support DA pupils in relation to development of speech, language and vocabulary	DA pupils making good progress in relation to speech and language development
C.	Improved attainment in reading, writing and maths for DA pupils	DA pupils attaining closer to other pupils nationally in reading, writing and maths
D.	Improved attendance rates for DA pupils	Overall attendance for DA pupils improves from 95.52% to over 96%

6. Review of expenditure

Academic Year 2019-20

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>DA pupils are well supported during lessons to ensure they are focused and engaged at all times</p>	<p>Classroom strategies agreed and shared with all staff</p>	<p>Targeted pupil conferencing time carried out in all classes. Dedicated time and support given to all DA children.</p> <p>All staff aware of the DA children in their classes.</p> <p>DA champions had an overview and were able to feed back to SLT.</p> <p>DA working party continually reviews provision across the school</p> <p>Support staff to be given opportunities to know DA pupils better from the start of the year e.g. through pupil conferencing and planned small group work</p> <p>DA pupils observed during learning walks as being on task and focused</p> <p>Following pupil conferencing, teachers are more in tune with the needs of the DA pupils in class. DA pupils are given specific and individual feedback regarding learning and progress.</p> <p>DA case studies focussed discussions about support for these children in Pupil Progress Meeting (PPM) discussions.</p>	<p>We will continue this approach, with adaptations due to Covid.</p> <p>Classroom strategies to continue and to be further refined following feedback from teachers and the DA working party.</p> <p>Supporting DA groups in class will be more difficult due to Covid-safe seating arrangements. Teachers and TAs will need to carry out more individual – as opposed to group – support in the classrooms and to consider DA children when renewing Challenge Partner seating.</p> <p>DA/vulnerable children case studies to continue and to be reviewed at PPMs.</p>	<p>TA and INA support for DA pupils: £16,896</p>
<p>'Word gap' specifically targeted in QFT through planned support for vocabulary and language development across all subject areas</p>	<p>Classroom strategies for explicitly teaching and supporting vocabulary and language develop agreed and shared with all staff</p>	<p>SLT to monitor planning and provision for language development as per school key priorities plan</p> <p>Vocabulary-building strategies tested successfully in Y2 in 2018/19 were shared across the school, including While You're Waiting tasks at the beginning of every writing lesson and increased vocabulary focus in reading, writing, science and foundation lessons, which now incorporate 'key</p>	<p>Continue with all of the current vocabulary-building work in class and look for further opportunities to embed topic and adventurous vocabulary.</p>	

		<p>vocab' boxes at the top of worksheets and an increased celebration of vocabulary throughout each lesson.</p> <p>In discussion and in children's work, there was a discernible desire to use more challenging and exciting vocabulary.</p>		
Provision for DA pupils is tailored to meet individual needs	<p>Individual action plans agreed for DA pupils at PPMs and DA Spotlight meetings</p> <p>DA Champions to monitor provision and track so that DA pupils are not missing out on the breath of the curriculum (as per school key priorities)</p>	<p>DA champion appointed at each site to oversee QTS and provision for all DA pupils</p> <p>DA Case Studies reviewed at PPMs and actions allocated.</p> <p>SEN Management meetings to highlight pupils who are also DA</p> <p>Able DA pupils to be tracked as a group and progress carefully monitored</p> <p>DA champion at both sites have overseen provision and progress of DA pupils throughout the year (Evidence: DA champion files)</p> <p>All teachers and TAs know DA pupils (as evidenced in lesson observations)</p> <p>DA pupils with SEN needs identified by class teacher and SENCO (10 pupils out of 31) and appropriate provision put in place – see SEND Action plans</p>	<p>Recognised by all that DA pupils are not a homogeneous group and can present with a wide range of individual needs.</p> <p>Case studies provided a focus for PPM discussion. These were very useful and will continue to be used moving forward.</p> <p>DA Champion role has proved successful in implementing new strategies and approaches (e.g. pupil conferencing for DA pupils).</p> <p>DA working party made up of a range of school staff and governors – has successfully discussed provision and led to the revised focus on the 'word gap' and broadening DA pupils' experiences.</p>	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

To ensure good or better progress for DA pupils in literacy	'Read to Write' programme	<p>(2019 data): Y2 SR DA: 100% expected, 50% accelerated Non-DA: 91% expected, 27% accelerated</p> <p>Y1 SR DA: 67% expected, 33% accelerated Non-DA: 85% expected, 50% accelerated</p>	<p>Y2 CR DA: 63% expected, 38% accelerated Non-DA: 91% expected, 65% accelerated</p> <p>Y1 CR DA 100% expected, 50% accelerated Non-DA 96% expected, 59% accelerated</p>	<p>Pupils made good progress on this intervention and teachers are confident with the format, which reflects the skills and strategies taught in Guided Reading sessions in the classroom.</p> <p>Intervention teachers spent time in the classrooms and discussing their groups with class teachers, which gave them an increased understanding of the barriers that children were facing.</p> <p>Intervention leads are both TAs in year group bubbles so will be able to visit classes in line with COVID risk assessments.</p> <p>Intervention leads will work with two classes from each year group on a half-termly rotation to reduce the risk of cross-contamination. New intervention health and safety guidelines are outlines in the school's risk assessment and shared with</p>	Read 2 Write: £28,020
To ensure good or better progress for DA pupils in mathematics	First Class at Number Summer term Y1 and throughout Y2	<p>(2019 data) SR: DA: 100% expected, 86% accelerated Non-DA: 86% expected, 29% accelerated</p> <p>CR: DA: 80% expected, 63% accelerated Non-DA: 83% expected, 75% accelerated</p>		<p>Pupils consistently make very good progress on this intervention. Maths framework exemplification questions have been introduced to the sessions, which enabled teachers to integrate the program with the assessment framework and supported children to apply their intervention learning in class.</p> <p>Intervention teachers now have more time discuss progress and strategies for the children with teachers. They will be spending a morning in class (adhering to agreed COVID safety measures) with the children they work with each half-term and teachers will meet intervention teachers half-termly in PPA sessions.</p>	Staffing: £14,010 Resources & Training: £300
To actively support the needs of vulnerable pupils with social and emotional and behavioural issues in order to ensure inclusion	Inclusion Key Workers run a range of interventions - Social Use of Language, Sensory Circuits, Nurture groups, tailored support for attachment needs, 'Aim High and Smile' Club	<p>Inclusion Key Workers (IKWs) are employed on both sites. The focus of their support is to work in a pro-active way to support the needs of vulnerable pupils.</p> <p>All supported pupils made progress with their Learning Behaviours. Teachers and parents reported good progress and improvement across the year.</p> <p>The Inclusion Key Workers have provided valuable support to colleagues working with vulnerable pupils in the classroom.</p> <p>See separate report on the Impact of the work of IKWs</p>		<p>Social, emotional and relationship issues remain a barrier for pupils and therefore we continue to focus our spending on this area. The IKW role is flexible to the individual needs of the pupils. Our IKWs are also Attachment Leads and work directly with our adopted and looked after children.</p> <p>In the light of COVID-19 and class/year group bubbles, the deployment of IKWs will need to change significantly in 2020-21. See below for further details.</p>	£55,709 + training £300
To ensure additional provision for DA pupils in	School Start (Reception) +	Reception Teaching assistants trained to deliver School Start Language and Phonics groups. Pupils		School Start to continue as teachers report the positive impact of this on their children's listening, attention and phonics skills. This	School Start: £2,015

relation to development of speech and language	Individual speech and language programmes where appropriate	<p>make good progress and staff report increased confidence in class.</p> <p>(2019 data): SR – Expected progress: 67% DA 63%</p> <p>CR – Expected progress: 35% DA 40%</p> <p>Speech and Language programmes delivered by TAs / INAs. Pupils make good progress with Speech and Language targets. Impact recorded against SEND targets.</p>	<p>will need slight adjustment due to COVID-19. TAs delivering the programme are going to draw on the experience of Y1 this year and look at ways to match the school start programme closer to the EYFS curriculum. EYFS leader to share practice across sites to ensure consistency.</p> <p>Additional support to be continued for DA pupils who have individual speech and language programmes to ensure these are delivered effectively in class.</p>	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
DA pupils to have access to a range of books to support language development and literacy	Each DA pupil to receive a free book once a term	<p>Books bought and delivered in Autumn Term.</p> <p>There was surprisingly little feedback or comment about the books.</p> <p>A variety of reading resources and activities were shared with all children throughout lockdown.</p>	<p>A variety of different books were purchased within each year group. The varying sizes and weights of the books made the organisation and cost of postage quite prohibitive. It also made it harder and more time consuming for teachers to create the book inserts.</p> <p>It was decided to buy the same books across each year group and to be aware of the size of the books to ensure that postage was affordable. Unfortunately, lockdown occurred before the end of Spring term.</p> <p>We will be buying into a reading scheme for children to use at home and looking at different strategies to share more reading material with DA children.</p>	£305
To ensure DA pupils have the opportunity to attend a range of extra-curricular activities and clubs	<p>Free places at after school clubs for DA pupils</p> <p>Identified pupils with gifts or talents have access to extension activities</p>	<p>SR: 23 out of 28 free places at clubs were taken up by DA children in Autumn 2019 (82%)</p> <p>CR: 20 out of 26 free places at clubs were taken up by DA children in Autumn 2019 (77%)</p> <p>2019: SR: 49 free places at clubs were taken up by DA children over 2018-19</p> <p>CR: 56 free places at clubs were taken up by DA children over 2018-19</p>	Clubs will not be running at the beginning of the year due to COVID-related restrictions. This strategy will be continued when clubs re-open.	£140

Support for DA pupils to attend trips/ visits/ swimming etc.	Pupil Premium used to subsidise these activities where needed	School trips subsidised for DA pupils	The school will continue to subsidise DA pupils where necessary for school trips and visits. (This will be affected by COVID-19.)	£50
To ensure DA pupils have access to free breakfast and mid-morning milk where needed	Pupil Premium used to subsidise these where needed	Free milk provided to DA pupils	The school will continue to provide free milk to DA pupils	£648
DA pupils to have access to equipment and resources to support home learning	Pupil Premium used to provide home learning packs	DA pupils better enabled to carry out home learning tasks by the provision of equipment and support materials Maths packs were sent to all children in KS1.	Maths packs being sent out to all pupils in KS1. DA children to receive further home-learning support. DA children to be prioritised (after children with social worker involvement and EHCPs) for extra technology where needed.	£500
Total Cost				£118,893

7. Planned expenditure					
Academic Year 2020-21					
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?
DA pupils are well supported during lessons to ensure they are focused and engaged at all times	Classroom strategies agreed and shared with all staff	<p>Pupils need careful monitoring to ensure they are focused and have understood the learning.</p> <p>Important that class teachers 'touch base' regularly to ensure they are focused and on task</p>	<p>Class teachers to ensure time is regularly given to conferencing.</p> <p>DA champion appointed at each site to oversee pupil conferencing at each site</p> <p>DA working party continually reviews provision across the school</p> <p>Support staff to be given opportunities to know DA pupils better from the start of the year e.g. through pupil conferencing and planned small group work</p> <p>DA case studies shared and discussed at Pupil Progress Meetings (PPMs) to monitor and offer support.</p>	<p>Class Teachers</p> <p>Year Group leaders</p> <p>DA co-ordinators DA working party</p> <p>PPM leaders</p>	To be reviewed termly at SLT and evaluated July 2021
DA pupils to be supported in blended learning scenarios	DA children who are isolating or off school for covid-related reasons or during a lockdown to receive extra support	DA pupils low on-entry data for speaking and understanding (see data above)	Class teachers will monitor absence and priorities support for these children.	<p>Class teachers</p> <p>HoS</p>	To be reviewed termly by SR AHT (part of sustained and substantial target)
'Word gap' specifically targeted through planned support for vocabulary and language development across all subject areas	Classroom strategies for explicitly teaching and supporting vocabulary and language develop agreed and shared with all staff	DA pupils low on-entry data for speaking and understanding (see data above)	<p>SLT to monitor planning and provision for language development as per school key priorities plan</p> <p>Continue to be a focus for DA working party and PPM DA Case Study discussion.</p>	<p>SLT</p> <p>DA Champions</p> <p>DA working party</p>	To be reviewed and evaluated by DA working party

Provision for DA pupils is tailored to meet individual needs	Individual actions agreed for DA pupils at PPMs following DA case study review DA Champions to monitor provision and track so that DA pupils are not missing out on the breath of the curriculum	Around 16% of the school are DA pupils but this group is not homogeneous and needs vary greatly within it – SEN, EAL, Able etc. It is important that provision is tailored to support individual needs. This is made more challenging by potential increases in gaps due to lockdown.	DA champion appointed at each site to oversee planning and provision for all DA pupils SEN Management meetings to highlight pupils who are also DA Continue to be a focus for DA working party and PPM DA Case Study discussion.	LH at SR AS at CR	To be reviewed termly at SLT and evaluated July 2021
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?
To ensure good or better progress for DA pupils in literacy.	'Read to Write' programme	Gap in attainment in reading and writing between DA pupils and other pupils nationally Need for pupils to have continuous additional reading and writing support in Y2 to ensure good progress	Overseen by member of SLT at each site	SL at CR BM at SR	Progress reviewed half-termly at PPMs
To ensure good or better progress for DA pupils in mathematics.	First Class at Number Summer term Y1 and throughout Y2	Evidence of accelerated progress for pupils on 1 st class @ number	Overseen by member of SLT at each site	SL at CR BM at SR	Progress reviewed half-termly at PPMs
To support DA children to catch up on missed learning in their reading and phonics	Catch-up phonics and reading interventions in Y1 and Y2 from Autumn 2	Gaps evident in learning from over the lockdown period. DA and vulnerable children targeted for catch-up intervention. Gaps in learning will be identified and taught.	Overseen by Year Group leads at each site and KS1 Assessment lead	AS and SL at CR CL, SH and BM at SR	Progress reviewed half-termly at PPMs
To actively support the needs of vulnerable pupils with social and emotional and behavioural issues in order to ensure inclusion	Inclusion Key Workers run a range of interventions - Social Use of Language, Sensory Circuits, Nurture groups, tailored support for attachment needs, 'Aim High and Smile' Club	Higher numbers of LAC and adopted children and children presenting with attachment difficulties. High number of DA pupils presenting with a range of social and emotional needs	This will be disrupted by COVID bubbles and staffing issues and IKW support will need to be targeted in different ways. Work of IKWs overseen by SENCo and in liaison with Heads of School	LS at CR BM at SR + BP (SENCo)	Progress reviewed half-termly at PPMs

			Headteacher to monitor impact of the work of IKWs (see separate report)		
To ensure additional provision for DA pupils in relation to development of speech and language	School Start (Reception) + Individual speech and language programmes where appropriate	High number of DA pupils identified with speech and language delays / difficulties	Speech and Language interventions and programmes delivered by identified TAs and overseen by BP Language work to be more closely linked to curriculum topics	BP	Programmes and progress of pupils reviewed at SEND management meetings half-termly
iii. Other approaches					
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?
DA pupils to have access to a range of resources to support language development and literacy	School buying into online reading scheme	Gap in attainment of DA pupils in language and literature	To be overseen by Year Group Leads and DA champions on each site	LH at SR AS at CR	Provision monitored by Year Group Leads and DA champions
DA pupils to receive further opportunities to access reading experiences	Intervention-related outings and events	Gap in attainment of DA pupils in language and literature Cultural capital evidence	HoS to support intervention teachers to plan and carry out trips and experiences.	BM at SR LS at CR	Feedback following trips PPM discussions
To ensure DA pupils have the opportunity to attend a range of extra-curricular activities and clubs	Free places at breakfast (SR only) and after school clubs for DA pupils Identified pupils with gifts or talents have access to extension activities	Ensures DA pupils have the same wider opportunities as other pupils	This will be disrupted by COVID safety issues and will resume as soon as possible Overseen by clubs co-ordinator	CL at SR RS at CR	Office staff
Support for DA pupils to attend trips/ visits, etc.	Pupil Premium used to subsidise these activities where needed	Ensures DA pupils have the same wider opportunities as other pupils	This will be disrupted by COVID safety issues and will resume as soon as possible Overseen by admin/ finance staff	Admin/ finance staff at each site	Provision monitored by DA co-ordinators - termly
To ensure DA pupils have access to free breakfast and mid-morning milk where needed	Pupil Premium used to subsidise these where needed	Children learn better and remain more focused in class when they have had breakfast / snack	Overseen by admin/ finance staff	Admin/ finance staff at each site	Provision monitored by DA co-ordinators- termly
DA pupils to have access to equipment and resources to support home learning	Pupil Premium used to provide home learning packs	DA pupils better enabled to carry out home learning tasks by the provision of equipment and support materials	Overseen by DA co-ordinators at both sites	DA co-ordinators	Termly
Total budgeted cost					£90,000