

**Pupil Premium Information 2019-20**  
**Albert Pritchard Infants School**

The pupil premium grant is delegated to schools from the Government. The grant, which is additional to the main school funding, is seen by the Government as the best way to address the current underlying inequalities between children eligible for free school meals, (FSM) by ensuring that funding to tackle disadvantage reaches pupils who need it most. Schools can decide how the Pupil Premium is best spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

The Government are not dictating how schools should spend this money, but are clear that they must employ strategies and interventions that they know will support pupils to reach their potential and raise attainment levels. Schools will therefore be accountable for 'narrowing the gap' and school performance tables/data will reflect and show the attainment of pupils who receive the pupil premium compared with their peers.

At Albert Pritchard Infants and Wood Green Junior Federated Schools, we support all our pupils. We do this by providing high quality classroom teaching supplemented with interventions to support vulnerable learners as and when required. The school Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium.

**Context of the Albert Pritchard Infants**

The school is three forms of entry, larger than most other infant schools. An above-average proportion of the pupils are eligible for the pupil premium, which provides additional funding for pupils who are in local authority care or known to be eligible for free school meals.

10.6% of children are entitled to free school meals

13.9% of children were receiving SEN support

0.32% of children received an EHCP

**Barriers to educational achievement at Albert Pritchard Infants and Wood Green Junior Federated Schools**

The main educational barriers that prevent our pupils from achieving are related to reading. These include; spelling words correctly, comprehension, vocabulary and meaning. We strongly believe that if we can tackle this area of the curriculum in particular, it will improve pupils' writing, reading and mathematical understanding. By targeting these specific areas, we are confident that we can further improve outcomes for our pupils at the end of Key Stage 1. In addition, we feel that it is very important that

our pupils benefit from experiential learning opportunities, so that they can write from experience and are more confident to express themselves.

### **Focus of Pupil Premium Spending**

The school will continue to target its pupil premium spending on those children who are at risk of falling behind and/or not making expected progress in reading, writing and mathematics. Targeted intervention groups will help to secure the necessary progress and a qualified teacher and/or HLTA/LSP will continue to support specific groups of pupils, specifically with skills related to reading and writing.

To further accelerate learning, the school in 2019-20 will ensure that the most skilled and qualified teachers work alongside those pupils who require the most support, so that they benefit from high quality teaching. This will maintain standards at the end of EYFS (GLD) and will improve standards at the end of KS1.

To further improve attendance and to reduce the amount of persistent absenteeism, particularly for those pupils who are in receipt of pupil premium. We want pupils to realise the importance of regular attendance and the impact that coming into school can have their progress and life chances.

To ensure that pupils make accelerated progress so that they are at age related expectations when they leave KS1, we provide small group interventions. This will provide pupils with additional support and challenge, whilst ensuring that their gaps in learning are quickly targeted and addressed.

Promote extra-curricular activities and fund opportunities for experiential learning, art and music so that pupils have an enhanced, enriched and engaging schooling. This will encourage motivation and enjoyment.

To further ensure small group and/or small class sizes where there is a need because not all pupils are making expected progress.

We will target some of the funding at pupils in EYFS, so that we can address quickly speech and language problems on entry. A Speech and language therapist will be employed for half a day per week to improve provision and our long term capacity.

The impact of our pupil premium spending will be measured by end of year attainment and progress results, in addition to questioning pupils and parents on standards.

## Measuring Impact of Pupil Premium Grant Spending 2018 – 19

EYFS – 73% of pupils achieved a ‘good level of development’ (GLD).

Progress of 3.0 is ‘Expected Progress’ using our internal assessment system.

Year 1 Progress			
	Reading	Writing	Maths
Boys (55)	3.7	3.3	3.6
Girls (37)	3.7	3.5	3.8
EAL (15)	3.6	2.9	3.8
SEND (14)	3.6	3.5	3.1
More Able	3.7	3.7	3.9
Pupil Premium (21)	3.9	3.4	3.4
Overall (92)	3.7	3.4	3.7

Year 2 Progress			
	Reading	Writing	Maths
Boys (47)	2.1	1.9	2.4
Girls (44)	2.8	2.5	2.6
EAL (16)	2.1	1.8	2.5
SEND (13)	2.6	1.3	2.0
More Able	3.2	3.0	2.4
Pupil Premium (16)	2.4	2.1	2.5
Overall (91)	2.4	2.2	2.5

### Percentage of Pupils passing the Year 1 Phonics test

76% of all pupils passed the Year 1 phonics test in 2018.

### Year 2 ‘Expected standards’- End of year Results 2018

	School	National
Reading	66%	75%
Writing	60%	69%
Mathematics	74%	76%

**Reviewed:** September 2019

**Date of next review:** September 2020