

Alwyn Infant School Pupil Premium Strategy Statement 2020 - 2021

1. Summary information					
Academic Period	2020-2021	Total PP budget	£28,021.00		
Total number of pupils	249	Number of pupils eligible for PP	23	Date for next internal review of this strategy	July 2021

2. Current attainment (2020 baseline attainment data)		
<i>All Pupils (our school)</i>	<i>Pupils eligible for PP (our school)</i>	<i>'All other' pupils nationally reaching the expected standard 2019</i>
26% achieving 'expected' or above in reading <i>(Year 2 – Sep/Oct 2020 teacher assessment data)</i>	0%	78% (Free School Meals children nationally – 60%)
34% achieving 'expected' or above in writing <i>(Year 2 – Sep/Oct 2020 teacher assessment data)</i>	0%	72% (Free School Meals children nationally – 53%)
36% achieving 'expected' or above in maths <i>(Year 2 – Sep/Oct 2020 teacher assessment data)</i>	11%	78% (Free School Meals children nationally – 61%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	SEN – a significant number of our current KS1 Pupil Premium children are also on the SEN register.
B.	ATTENDANCE – a significant number of our current KS1 Pupil Premium children had poor attendance last academic year.
C.	PROGRESS - Impact of Pupil Premium children strategies that had been implemented was reducing the gap but these are likely to have increased again due to school closures for COVID-19 and differences in access and support with home learning.
D.	CORONAVIRUS – all children have experienced unprecedented disruption to their education as a result of coronavirus
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	ATTAINMENT ON ENTRY is often lower for our Pupil Premium children than our non-Pupil Premium children.
F.	Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons. Covid-19 also means an extensive period of time where the disadvantaged children and families were isolated at home, therefore learning behaviours may be compromised
G.	Social, emotional and behaviour issues may impede learning due to COVID-19, isolation and the current uncertainty
4. Desired outcomes	
Success Criteria	

To be relentless in securing improved outcomes for children identified as Pupil Premium.	Diminished the gap between pupil premium and other children nationally in the core subjects. (data).
Ensure that cohorts of Pupil Premium pupils continue to make rapid progress.	Provision evaluated termly to ensure positive impact and recorded on individual provision grids.
To ensure the targeted provision is having a positive impact on pupil outcomes.	<p>Children display positive learning behaviours (perseverance, resilience, independence, problem solvers)</p> <p>Teaching will incorporate mastery techniques, higher order thinking and skills based learning.</p> <p>Lessons/Interventions will involve modelling and teaching of metacognitive strategies to allow pupils to discover the learning strategies that help them the most. Pupil premium children will be fully engaged in all parts of their lessons using their personalised strategies.</p> <p>Monitoring of teaching through lesson observation weeks and learning will show consistently good or better teaching across the school.</p> <p>Internal data used to track children's achievements and discussed at PPM meetings, enabling accelerated progress in order to close the attainment gap.</p>
To improve the learning behaviours of the children identified as Pupil Premium.	<p>Children display positive learning behaviours (perseverance, resilience, independence, problem solvers). Teaching will incorporate mastery techniques, higher order thinking and skills based learning.</p> <p>Lessons/Interventions will involve modelling and teaching of metacognitive strategies to allow pupils to discover the learning strategies that help them the most. Pupil premium children will be fully engaged in all parts of their lessons using their personalised strategies.</p>
To enable vulnerable children to develop strategies that support their emotional and social needs.	Children successfully use strategies learned through PSHE sessions to support emotional and social needs. Staff having a greater understanding of barriers our vulnerable children face.
To ensure Pupil Premium pupils have equal access to opportunities	Good uptake of activities across the school

5. Planned expenditure £30,518

Desired outcome	Chosen action / approach	Staff lead
<p>To be relentless in securing improved outcomes for children identified as Pupil Premium.</p>	<p>Ensure all staff are confidently able to identify their pupil premium pupils in their class and year group. They will complete baseline data and set individual learning targets on provision grids. Internal tracking grids to be used to monitor all Pupil Premium pupils.</p> <p>Closely monitor achievements (attainment and progress) of pupil premium pupils across the curriculum and impact of interventions. To be discussed in year meetings and SMT regularly and PPM meetings. Particularly focus on phonics as a way of improving reading and access to the curriculum. Where appropriate, Pupil Premium children will be given priority interventions.</p> <p>PPM meetings to encourage increased expectations of all vulnerable groups, particularly PP children. Research suggests that high expectations means a limit is not put on potential progress and children are more likely to exceed expectations. The identified children will be targeted for discussion at all PPM meetings</p> <p>Year 2 to have pupil conferences so they can reflect on their learning, work they are proud of and talk about what helps them in the classroom.</p> <p>Develop pupils' speaking and listening skills and wider understanding of language. Useful speaking and listening activities include:</p> <ul style="list-style-type: none"> • pupils reading books aloud and being encouraged to have conversations about them • pupils engaging in paired or group work so they can share their thought processes and ideas • activities which extend pupils' spoken and receptive vocabulary; encourage responses in sentences • teachers encourage children to clearly articulate what they are going to say in their writing <p>High quality teaching continues with consistent use of personalised strategies for pupil premium children. Strategies to help Pupil Premium children's engagement and achievement in lessons reviewed and staff reminded of them regularly to maintain focus on the Pupil Premium children.</p> <p>Share good practice across the school</p> <p>Moderation of work books of Pupil Premium pupils</p>	<p>Deputy Headteacher</p> <p>Headteacher</p> <p>SMT</p>
<p>Ensure that cohorts of Pupil Premium pupils continue to make rapid progress.</p> <p>To ensure the targeted provision is having a positive impact on pupil outcomes.</p>	<p>Individual pupil provision grids should explicitly state the learning strengths and how these could be used to improve outcomes.</p> <p>Individual pupil provision grids should explicitly state the barriers to learning (for example: attendance, SEN, low attainment in a core subject not letting them access the rest of the curriculum, confidence and resilience, parental aspirations, not doing homework).</p> <p>Strategies and interventions must be clearly planned to overcome the barriers with a measurable outcome to judge the impact on learning. Recorded on provision grids.</p> <p>Pupil progress meetings will directly address the value of interventions and further support necessary for the children or the teacher.</p> <p>Ensure staff are clear on each pupils' EYFS starting point and what their predicted end of KS1 target is. This to be recorded on provision grids and discussed in pupil progress meetings.</p>	

	<p>High quality teaching continues with consistent use of personalised strategies for pupil premium children. Ensure all PP pupils receive good or better teaching every day within the classroom and the work is differentiated appropriately.</p> <p>Strategies to help Pupil Premium children's engagement and achievement in lessons (number Stacks, pre-teaching). These are to be reviewed and staff reminded of them regularly to maintain focus on the Pupil Premium children.</p> <p>Feedback is specific with how to improve their work- this can be verbal and evidenced through improvements in books.</p> <p>Moderation of work books of Pupil Premium pupils</p> <p>Share good practice across the school</p> <p>Pupil Premium Champion to attend RBWM network meetings and feedback information to staff that will support the outcomes for PP children</p>	
<p>To improve the learning behaviours of the children identified as Pupil Premium.</p>	<p>Ensure pupils are actively engaged in learning and display positive learning behaviours. Use metacognition questions to promote good thinking and a growth mindset (refer to SDP: Learning Behaviours)</p> <p>CPD- metacognition</p> <p>Learning walks to focus on pupil engagement</p> <p>Year 2 teachers to have pupil conferences with pupils to discuss their ideas about learning and what will help them in the classroom and at home. (pupil voice)</p> <p>Maintain close links with PP families to ensure good attendance, engagement with school and supportive relationships. Invite families to school curriculum events.</p> <p>Review medium and long term plans to ensure coverage and encourage high pupil engagement and love of learning</p> <p>Maths intervention to support basic understanding of number (Number Stacks) and will allow greater participation in lessons</p> <p>Pre-teaching of key vocabulary to support understanding and engagement in lessons</p>	
<p>To enable vulnerable children to develop strategies that support their emotional and social needs.</p>	<p>Ongoing identification of children in need of support.</p> <p>Year leaders to regularly discuss needs/behaviour in team meetings. Monitor impact of behaviour improvements on attainment and progress – termly progress meetings</p> <p>ELSA available, if necessary</p>	
<p>To ensure Pupil Premium pupils have equal access to opportunities</p>	<p>Ensure full access to trips, clubs, swimming etc.</p> <p>Support with funding to provide school milk for families struggling to pay</p> <p>Support access to home learning opportunities, if necessary (provide paper copies)</p> <p>Reading Eggs program used to provide access to a good range of reading books</p>	

	<p>Maths intervention to support basic understanding of number (Number Stacks) and will allow greater participation in lessons</p> <p>Pre-teaching of key vocabulary to support understanding and engagement in lessons</p>	
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6. Review of expenditure (Did you meet the success criteria? Lessons learned?)	
Desired outcome	End of year review
<p>To be relentless in securing improved outcomes for children identified as Pupil Premium.</p>	<p>Release time was funded to allow all relevant adults to attend pupil progress meetings. These were used effectively to ensure barriers to learning were identified for each individual pupil as well as groups. They provided the opportunity to measure, assess and alter interventions as well as celebrate successes.</p> <p>All PP children had an individual provision grid to track their support and impact- these were used effectively and passed on to the next class teacher at the end of the year. They also allowed the tracking of the funding spend and ensured we were providing effective support for all target children.</p> <p>The school assessment and tracking grids were also used effectively to measure progress in a consistent manner and identified any gaps in whole class teaching, small group work and interventions.</p>
<p>Ensure that cohorts of Pupil Premium pupils continue to make rapid progress.</p> <p>To ensure the targeted provision is having a positive impact on pupil outcomes.</p>	<p>Learning walks, observations, discussions and book scrutiny demonstrated the children's needs were being effectively met and the targeted children were engaged in their learning.</p> <p>Learning interventions took place in the mornings and afternoons by a teacher and then were followed up by a TA. This was effective as the adults worked closely together resulting in good communication regarding the needs of the children. The use of a dedicated intervention areas also helped with pupil concentration and engagement as it minimised distractions.</p> <p>Extra support was given to disadvantaged children during lockdown. Paper copies of leaning activities were delivered and access to devices were provided if necessary. Any child who was particularly struggling was offered a place in school.</p>
<p>To improve the learning behaviours of the children identified as Pupil Premium.</p>	<p>Attendance and engagement in home activities were actively encouraged and any barriers were identified and supported.</p> <p>Educational psychologist provided training on pupil engagement and growth mindset which had an impact on classroom practice and pupil engagement.</p> <p>Learning walks/observations evidenced increase in pupil engagement.</p> <p>During lockdown, families were contacted regularly as a welfare and learning support- zoom and phone. Children were regularly zoomed to keep them engaged in learning and they all received positive feedback for their work.</p>
<p>To enable vulnerable children to develop strategies that support their emotional and social needs.</p>	<p>Ongoing identification of children in need of support.</p> <p>Year leaders to regularly discuss needs/behaviour in team meetings. Monitor impact of behaviour improvements on attainment and progress – termly progress meetings</p> <p>ELSA available, if necessary</p>
<p>To ensure Pupil Premium pupils have equal access to opportunities</p>	<p>Support with funding to provide school milk for families struggling to pay</p> <p>Support access to home learning opportunities, if necessary (provide paper copies/devices)</p> <p>Reading Eggs program used to provide access to a good range of reading books</p> <p>Phonics videos used to support learning at home</p> <p>Maths intervention to support basic understanding of number (Number Stacks) and will allow greater participation in lessons</p> <p>Pre-teaching of key vocabulary to support understanding and engagement in lessons with trained TA or teacher</p>