

# Pupil premium strategy statement (Foxdell Infant School)

1. Summary information					
School	Foxdell Infant School				
Academic Year	2020-21	Total PP budget	50,014 (8,319 carried forward)	Date of most recent PP Review	Sept 2020
Total number of pupils	232	Number of pupils eligible for PP	31	Date for next internal review of this strategy	July 2021

## 2. Current attainment

End of KS1/ EYFS data	Pupils eligible for PP (school)	Pupils eligible for PP (national)	Pupils <b>not</b> eligible for PP (national)
% achieving expected standard or above in reading, writing and mathematics	No data due to Covid19		
% achieving expected standard in the statutory phonics screening check (Y1)			
% achieving expected standard in the statutory phonics screening check (Y2)			
% achieving good level of development in EYFS			

## 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Children have missed 1.5 terms of teaching and learning due to lockdown. Despite remote learning, there is a clear disparity between engagement and participation levels
B.	Poor basic skills, including number, communication and language skills
C.	Social and emotional issues preventing some children being ready to learn.
D.	Poor emotional resilience, self-regulation skills and limited aspiration impact on many pupils' ability to work collaboratively and to accept a degree of challenge in their learning.
E.	33 children that are eligible for PP have EAL and 7 have SEN

### External barriers (issues which also require action outside school, such as low attendance rates)

F.	Engagement rates for disadvantaged pupils has been lower than those for all pupils; this reduces their hours of learning and causes the attainment gap to widen between them and their peers
G.	Some Disadvantaged children do not experience a range of enrichment experiences outside of school because of additional cost attached.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Develop a robust catch up curriculum that addresses and meets the needs of all pupils including the disadvantaged through: <ul style="list-style-type: none"> <li>• Gap analysis on TT to identify missed learning</li> <li>• Recovery curriculum in place for September (PSHE focus)</li> <li>• Relevant CPD and training for all staff</li> <li>• Whole school improvement monitoring programme</li> </ul>	A robust curriculum that meets the needs of all pupils including disadvantaged.
<b>B.</b>	Improve oral language skills for disadvantaged pupils by the end of the early years foundation stage and for pupils that are new to English	Disadvantaged pupils in the early years foundation stage make rapid and sustained progress by the end of the year Disadvantaged pupils achieve the good level of development (0+)
<b>C.</b>	Improve outcomes for current Disadvantaged pupils in year two by the end of key stage one	Disadvantaged pupils achieve age related expectations in Reading, Writing and Maths (0+)
<b>D.</b>	Improve outcomes for current Disadvantaged pupils in year one by the end of year one	Disadvantaged pupils achieve age related expectations in Phonics (0+)
<b>E.</b>	Financial support for PP children to enable all children to experience enrichment activities	All disadvantaged pupils will receive a carton of milk daily, a free uniform bundle at the beginning of each academic year, one free trip and afterschool club each term and stationery packs to support home learning
<b>F.</b>	Remove the barriers for specified individual pupils. Build emotional resilience and aspiration for all through the values curriculum	Personalised profiles and action plans are in place for key groups of PP pupils. Reviews and Pupil Progress meetings record the impact towards individual targets.
<b>G.</b>	Improve engagement between home and school amongst Disadvantaged families	Parents are fully engaged and understand how to support their children.

5. Planned expenditure					
Academic year		2020-21			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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?
A, B, C	Develop a robust recovery/ catch up curriculum that meets the needs of all disadvantaged pupils through accurate baseline assessments at the previous year to identify gaps.	EEFs rapid evidence assessment examines the potential impact of school closures on the attainment gap, based on a systematic search of existing literature: School closures are likely to reverse progress made to close the gap in the last decade since 2011. Estimates for the gap widening range from 11% to 75%.	Assess children at the previous year group, identify gaps and provide support to narrow the gaps. Monitoring through pupil progress meetings, data drops, learning walks, planning scrutinies.	HT AHTs SENCo	Baseline Assessment- Autumn term  Half termly
A, B, C	Continued staff training for both teachers and teaching assistants (TAs) in house and through courses; Mastery Maths and Writing strategies and through Lesson Study when ‘normality’ resumes.	Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. We want all pupils, including those eligible for the pupil premium grant, to benefit from high quality, first teaching. Staff will receive CPD throughout the year, for example, on growth mindset, with the desired impact that it will improve attainment for disadvantaged pupils.	Senior leaders will continue to work closely with teachers to establish a collaborative model of Lesson Study to ensure maximum engagement to increase the proportion of highly effective teaching throughout the school	RN	Ongoing Lesson Study will take place termly  Training costs £5,000 Associated cover £1500 Resources £500
A, B, C	Continue to implement a robust phonics curriculum to improve phonic knowledge and develop reading skills. Additional guided reading and targeted individual, paired or group sessions will be provided for PP pupils	Short regular sessions additional to usual teaching. EEF has found that on average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	Reading bands/ levels monitored by English lead Mock phonics screening to take place half termly- progress recorded Termly results from Big Cat assessment	HT YGLs	Following each 6 week intervention and after the outcome of the KS1 SATs

A, B, C	Continue to develop English skills through high quality language and the Learning Village resource	A high proportion of children enter school with very limited speaking and listening skills and many of our mid-year new starters have limited or no English. All children will have access to the Learning Village to support them with basic English skills. In the EYFS there will be a huge emphasis on early literacy skills including speaking and listening skills, rhyming, and phonics.	Assessment will be undertaken using the Bell Foundation EAL assessment framework when the pupil starts and then half termly. Pupil progress meetings held each term with the HoS and SENCO/Inclusion manager and class teachers	SENDCo YGLs CTs	Learning plans reviewed each term. Pupil attainment and progress will be monitored termly at pupil progress meetings.  £1020 cost of Learning Village
A	Implementation of speech and language support throughout the school but in particular for the Early Years Foundation Stage. The school will employ an additional TA to deliver speech and language support and additional interventions (below)	The EEF Teaching and Learning toolkit shows that oral language interventions have a highly positive impact on learning and future outcomes. We want to improve speech and language skills for all pupils. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	The work of the speech and language TA will be monitored and their timetables will be analysed to ensure effect and efficiency. SENDCo will observe speech and language sessions to ensure quality and consistency in approach	SENDCo YGLs CTs	Pupil attainment and progress will be monitored termly at pupil progress meetings.  Spring term 2021 Cost of TA £15,000 (part paid by school)
D, E, F	Purchase devices to enable all pupils to access online learning (15)	The EEF Covid19 toolkit states: almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Given school closures, many schools will now have established routines and plans attending remote learning that can be embedded for this academic year. A lack of appropriate technology and home supports may continue to prove a challenge for many disadvantaged pupils in the year ahead.	Purchase devices to support vulnerable pupils with their learning. Survey families to identify technology needs. Monitor pupil engagement with Remote Learning	Computing Lead TL	Spring 2021 £4000

Total budgeted cost					27020
ii. Targeted support					
Desire d outco me	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?
B, C	Provide targeted early Maths intervention for children underperforming in Maths -First class @ Number intervention -Talking Maths Intervention -Max's Marvellous Maths Club	Additional teaching and learning opportunities from teachers and TA's show moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited programme is used. These approaches will be used to enable pupils to reach the expected standard in Maths	There will be assessment before and after each 10 week intervention to ensure effectiveness. Planned with class teacher using a structured programme.	Maths Lead HLTAs TAs	Following each 10 week intervention and after the outcome of the KS1 SATs  £1000 cost of staffing and resources
B, C	Provide targeted intervention for more able children in reading- Reading Gladiators intervention to ensure targeted pupils achieve greater depth in reading.  Provide targeted intervention for children underperforming in Phonics in Y1 and 2: -Code X Phonics intervention -Reading Rangers Club -Phonics booster group 5x per week Additional reading session using Bug Club online resources- E Book Club	Additional teaching and learning opportunities from teachers and TA's show moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited programme is used. These approaches will be used to enable pupils to reach the expected standard in phonics and the more able pupils to achieve 'greater depth' in reading.	Planning by each year group using a structured programme.  There will be assessment before and after each 10 week intervention to ensure effectiveness. Planned with class teacher using a structured programme. Assessment measures within bug club software Half termly progress reports	English Lead YGLs	Following the completion of each book and after the outcome of the KS1 SATs  Following each 10 week intervention and after the outcome of the KS1 SATs  £500 cost of resources

E	<p>Improve SEMH of targeted pupils: 1:1 behaviour support Lunchtime Breakaway club (supporting pupils to manage behaviour) Emotional development intervention (Drawing and Talking) Targeted support from Hillborough Behaviour Provision</p>	<p>The EEF toolkit studies show that effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. We want to promote a positive learning culture where all children are able and ready to tackle the learning and manage social situations with increasing confidence.</p>	<p>Weekly/ half termly monitoring Discussions during Pupil Progress Meetings</p> <p>Assessment before and after the programme of sessions</p> <p>Pupil Voice</p>	Inclusion Team	£500 to cover the cost of resources
E	<p>Improve the emotional wellbeing of vulnerable children in an inclusive and nurturing way through the Thrive approach "Thrive" refresher training for Learning Supervisor "Thrive" refresher training for SENDCo</p>	<p>This is a dynamic, developmental approach to working with children and young people which helps teachers and adults to interpret their behaviour and address their emotional needs.</p>	<p>Assessment before and after the programme of sessions Action plans for key pupils</p>	NM SENDCo	<p>Half termly reviews for teachers Cost- £2500 for training and resources</p>
F	<p><b>Attendance and Punctuality support for pupils &amp; families</b> Continue with... <b>Rise and Shine initiative for KS1</b> -Half termly assemblies to promote attendance and punctuality -Certificates and rewards for 100% attendees <b>EWO to monitor attendance</b> -Meet with parents -Meet and greet at the school gate <b>Lucky dip initiative for YR</b> 100% attendees receive a lucky dip prize each week</p>	<p>Progress and attainment outcomes will not improve for disadvantaged pupils if they are not attending school.</p> <p>The DfE document 'Improving Attendance in School' (DfE, 2012) makes it clear that Head teachers should see attendance as one of their most important responsibilities and, to improve it, they need to be prepared to spend both time and money.</p>	<p>Weekly/ half termly monitoring Reports to governors The measure implemented last year raised whole school attendance to 96%. We aim to raise it further to 97% so that excellent attendance is the norm for our pupils.</p>	KH, RN	<p>This strategy will be reviewed termly</p> <p>Cost of EWO and resources £2000</p>
<b>Total budgeted cost</b>					6500
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D, E	Disadvantaged pupils will receive subsidised places on planned whole	Pupils are given opportunities to access activities and experiences that will engage and inspire	Finance manager ensures that those entitled to PP receives	Office Manager	This strategy will be reviewed annually

	school and year-group trips and events	them. Research shows that pupils taking part in extracurricular activities have a greater sense of self-worth, develop stronger social skills and become more resilient learners.	relevant subsidies. Teachers target specific pupils for clubs and workshops. Records are kept to show pupils' attendance at clubs and trips throughout school.	YGLs	£3000
D, E	Disadvantaged pupils will receive one funded place on an extra-curricular club per half term				
D, E	Disadvantaged pupils will receive a carton of milk daily	School-level analysis of relevant data indicates that disadvantaged pupils stop receiving milk once funding ceases after their fifth birthday	Families of disadvantaged pupils will be made aware of the school's offer of funded milk throughout the year	Office Manager	Annually £500
D	Disadvantaged pupils will receive a uniform bundle at the beginning of each academic year	School-level analysis tells us that disadvantaged pupils 'renew' their uniforms less frequently than their peers throughout their time at our school	Families of disadvantaged pupils will be provided with the Helping Hands vouchers at the start of the academic year 2018-2019. Mid-year starters that are PP will be provided with the vouchers as appropriate	Office Manager	Annually £1200
D, E, F	Breakfast Club and Magic Breakfast: Provide a healthy breakfast Identify barriers and provide activities e.g. develop phonic knowledge	Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons. We want to reduce pupil absences and improve behaviour and concentration in the classroom	Breakfast club registers Attendance monitoring Discussions with Class Teachers	FW AHT	April 2021 Staffing £1200 Magic Breakfast items £7500
A, B, C, F	Provide stationery and learning resources packs to all pupil premium children Provide Hygiene packs to all pupil premium children Provide a set of (5) high quality, ability appropriate, rich texts to all pupil premium children each term	Pupil premium children are more likely to have been adversely affected by the Covid19 lockdown and school closure. They are less likely to have engaged in home learning.	All PP and vulnerable pupils receive a Stationery and Hygiene pack	Office staff FW YGLs AHTs	Cost of resources/ books/ hygiene packs £3000

E, F, G	Engaging the families facing most challenges, in particular during the continuing pandemic: Provide digital education for parents through online video presentations targeted towards key areas of the curriculum.	Parental anxieties about returning to school following the lockdown and also parents not being able to come into school as previously	Survey parents to identify needs Feedback from parents after sessions Improvement in home support for target groups	YGLs CTs FWs	Termly
<b>Total budgeted cost</b>					16400

**Total- £49,920**