

PUPIL PREMIUM STRATEGY STATEMENT			MUDEFORD COMMUNITY INFANTS SCHOOL		
Academic Year	19/20	Total PP budget Apr19-Apr 20	£20700	Date of most recent PP Review	September 20
Total no of pupils	180	Number of pupils eligible for PP	23	Date for next internal review of this strategy	February 21

CURRENT ATTAINMENT AND PROGRESS FOR 2019/20 FOR YR 2 (End of KS1 2019 cohort) – 8 pupils (1 SEN)				
	% achieved 'expected or above at end of KS1'	% making good progress	KS1 2019 Nat Average for Disadvantaged	KS1 2019 Nat Average for Non Disadvantaged
In READING	N/A	N/A	62%	78%
In WRITING	N/A	N/A	55%	73%
In MATHEMATICS	N/A	N/A	62%	79%

EYFS	Pupils with Typical attainment on entry	Pupils achieved ELG+	Pupils making good progress or above from starting point
RD	N/A	N/A	N/A
WR	N/A	N/A	N/A
MA	N/A	N/A	N/A

BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP)	
IN-SCHOOL BARRIERS (Issues to be addressed in school)	
A	Children enter Reception not school ready in Prime and Specific areas as well as characteristics of effective learning
B	A number of children also have SEN and so need further support with intervention
C	Learning behaviour for children in KS1 can inhibit progress – focus, readiness (emotionally), stamina, organisation, attention
D	Progress in reading, especially decoding, results in a lack of fluency and comprehension skills
EXTERNAL BARRIERS (Issues which require action outside school)	
E	Full engagement from parents' in their child's education due to a range of inhibiting factors such as understanding, behaviour management at home etc
F	Challenges concerning parenting difficulties in many families including mental health issues. This is not exclusive to children in receipt of pupil premium.
G	The attendance for children in receipt of pupil premium is consistently lower than the school average

DESIRED OUTCOMES LINKED TO IDENTIFIED BARRIERS		SUCCESS CRITERIA
A	Reception children will make strong progress in prime and specific areas	From baseline assessment, children will either achieve GLD or make good progress (as defined in Development Matters 2020) to close the gap for being at the expected standard for their age.
B	Children with PP, PP & SEN make strong progress and receive an effective graduated response	All children with PP & SEN will make 3+ Read Write Inc colour levels progress. Through using additional adults, they will demonstrate strong progress as identified in their SEN support plan, current attainment level and end of year outcomes in reading, writing and maths.
C	Through increased focus on metacognition and wellbeing children are able to complete learning tasks to a higher standard than previously	Children's productivity will be similar to their non-disadvantaged peers. Observation of their learning will show that little to no learning time is lost due to appropriate provision and expectations for these children.
D	Children will read with increasing fluency and understand what they read	In Year 1, all children will move 4 colour groups by July. In Year 2, 4 out of 8 children will achieve EXS+ in reading.
E	Parents will engage in meaningful conversation regarding their child's wellbeing and education	<i>When school returns to normal - Reading records are completed, library is visited weekly, home learning is carried out regularly, parents' evenings are attended, project outcomes are attended, children participate in after school clubs.</i>
F	Children will understand that school is a safe place where they can talk to caring, trusting and consistent adults. Where necessary parents are guided on where to get support.	Skilled staff recognise when children are need in of ELSA, support with play and social communication or a conversation regarding their welfare and wellbeing. They will decide when or if parents need to be supported and work with outside agencies such as the Family Partnership Zone.
G	Through continual monitoring and contact with parents high attendance will be given value and importance	There will be no persistent absentees with attendance below 90%. Attendance rate will be within 1% of the school average.

PLANNED EXPENDITURE for ACADEMIC YEAR 2020-21

The 3 headings below demonstrate how we are using the PP funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

Continue subsidising milk, trips, clubs, uniform £1800

i) QUALITY OF TEACHING FOR ALL

LINK TO BARRIERS AND SPECIFIC OUTCOMES	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, D	Continue pupil premium profiles as case studies with baseline from end of year reports as well as making it explicit who PP children are on RWI weekly groups list. Also weekly year group meetings focus on PP children as well as at pupil progress meetings.	Research has shown that having continuous and up to date data for individuals readily available improves outcomes.	Monitor termly once completed – have conversations in pupil progress meetings around impact and findings.	SLT	Termly – meet with PP champion to discuss case studies and individual profiles
A	Focus on Prime areas and characteristics of effective learning in Autumn term and beyond where necessary. Planning and provision reflects this	Children in receipt of pupil premium are not all school ready. Therefore, from baseline assessment, children will either achieve GLD or make strong progress to close the gap for being at the expected standard for their age.	EYFS leader to track progress in Prime areas and planning / provision	Deputy Head	Termly for data and ongoing for provision
C	Raise awareness of characteristics of effective learning (Learning to Learn characters)	Pupil Premium profiles and end of year 'Learning to Learn' reports to parents will show that children can achieve a silver/ mostly in the required aspects that demonstrate characteristics of effective learning.	Pupil progress meetings also explore learning behaviours. PP Champion prioritises learning behaviour from assessments	Head	Meeting with PP champion half-termly to discuss learning behaviour
B,C,D	Improve pupils understanding of their own targets & learning. Continue staff training on use of	Feedback (recommended by EEF) is a highly effective way of ensuring pupils know what they need to improve. Evidence will be	Involvement of all staff. Lesson observations & show me progress	SLT	Termly data and monitoring cycle

	AfL and provision of effective feedback.	gathered from children's work and by speaking with them about their targets.	meetings		
TOTAL BUDGETED COST				£0	
ii) TARGETED SUPPORT					
LINK TO BARRIERS AND SPECIFIC OUTCOMES	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,D	Additional adult (TA) in KS1 to support PP / SEN. Additional support in afternoons to carry out RWI 1:1 with priority given to PP children. Smaller groups for RWI in Reception (5 groups altogether) Cost: £31000 (funding from notional SEN budget also used)	Vulnerable children where practically possible do not fall behind their peers. There are several children with significant SEN and others that are attaining at a low level despite intervention. The evidence for effective impact will be the following: Reception: Reading & writing ELG met (4) Year 1: 3-4 colour groups progress in Read Write Inc (5) Year 2: 7 out of 8 children to be WTS+ in Reading & Writing.	Use the Read Write Inc groups document to highlight children for weekly planning discussion and pupil progress meetings.	Assistant, Deputy & Senco	Termly tracking and at pupil progress meetings
B,C,D	Reading Booster club with headteacher 8:30 -8:45am 4 times a week	Encourage children to develop a love of reading and to build their fluency. This has proven to be effective in the past.	Ensure children turn up on time and are actively involved	Head teacher	Half-termly (discussion with RWI leader)
TOTAL BUDGETED COST					£31,000
OTHER APPROACHES					
LINK TO BARRIERS	CHOSEN ACTION/ APPROACH	WHAT IS THE EVIDENCE AND RATIONALE FOR THIS CHOICE?	HOW WILL YOU ENSURE IT IS IMPLEMENTED	STAFF LEAD	WHEN WILL YOU REVIEW

AND SPECIFIC OUTCOMES			WELL?		IMPLEMENTATION ?
C,E,F	<p>Pastoral worker to carry out Positive play to promote positive approaches to social interactions at playtime</p> <p>Cost: £1500</p>	<p>Many vulnerable children need support with social interactions and how to establish and keep friendships. Individual behaviour assessments will show that improvements have been made in this area. Also the behaviour log will reflect the work carried out by reducing the number of incidents of negative behaviour choices.</p>	<p>Meet with relevant staff to explore impact on lunchtime play and social developments</p>	<p>Head, PP Champion (pastoral worker)</p>	<p>Half-termly</p>
E,F,G	<p>Deploy the Pastoral Worker & ELSA as the Pupil Premium champion (HLTA)– will monitor attendance, wellbeing, social interactions, behaviour (feedback to teachers / pastoral worker who will meet parents) leading to higher outcomes for these children</p> <p>Cost: £7000</p>	<p>Attendance will improve so that there are no persistent absentees and % attendance is within 1% of the school average. Individual behaviour assessments will show improvement in areas of most need.</p> <p>ELSA support is needed for a number of children in school to improve wellbeing.</p>	<p>Pupil Premium profiles and learning behaviour assessments will be monitored and tracked.</p> <p>Attendance will be regularly monitored</p>	<p>Headteacher and PP Champion (pastoral worker)</p>	<p>Half-termly meetings with PP champion</p>
E,F	<p>After school gardening and art club that will target children with PP run by senior TA & one other – monitor attendance and think of ways to encourage children to attend. Will begin in January 2020.</p> <p>Cost: £1700</p>	<p>Number of children attending the club in receipt of PP will be at least 50%. Improvements in emotional and conduct behaviour as a result of attending the club (as per the individual behaviour assessment – whilst difficult to prove you would expect to see a correlation)</p>	<p>Half-termly registers and meeting with MR to discuss impact</p>	<p>Michelle Roberts & 1 other TA</p>	<p>End of every half-term</p>

G	Pastoral worker will be in regular contact with persistent absentees to support them. FPZ worker will also support programme of intervention and discussion to take place at termly attendance Team around the School meetings BCP attendance officer to support as necessary.	There will be no persistent absentees with attendance below 90%. Attendance rate will be within 1% of the school average.	Track the attendance continually – especially those with historical lateness and attendance concerns. Termly review of the attendance action plan with pastoral worker	Pastoral worker & headteacher	End of every half-term and continual conversations in 3 weekly supervision meetings
TOTAL BUDGETED COST					£10500

REVIEW OF EXPENDITURE FOR PREVIOUS ACADEMIC YEAR 2019-20		EXPENDITURE £20,100		
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
Reception children will make strong progress in prime and specific areas	Focus on Prime areas and characteristics of effective learning in Autumn term and beyond where necessary. Planning and provision reflects this Continue pupil premium profiles as case studies with baseline from end of year reports as well as making it explicit who PP children are on RWI weekly groups list. Also weekly year group meetings focus on PP children as well as at pupil progress meetings.	From baseline assessment, children will either achieve GLD or make 4+ points progress to close the gap for being at the expected standard for their age. <i>Before school closure children were largely on track in the Prime Areas except for some needing to develop their listening & attention and understanding. Specific areas are now the focus along with provision to boost the gaps in Prime Areas.</i> <i>4 out of 7 are below the expected level in reading as of September 2020 despite home learning being set.</i>	Find ways of parental engagement for reading moving forwards – such as Reading Eggs software and license. Pastoral worker will support with learning dispositions and characteristics by working through the school	£8800
Children with PP, PP & SEN make strong progress and receive	Continue pupil premium profiles as case studies with baseline from	All children with PP & SEN will make 3+ Read Write Inc colour levels progress. Through using additional adults, they will	Look at accelerating graduated response as early as necessary to begin EHCP application.	£1000

<p>an effective graduated response</p>	<p>end of year reports as well as making it explicit who PP children are on RWI weekly groups list. Also weekly year group meetings focus on PP children as well as at pupil progress meetings.</p> <p>Improve pupils understanding of their own targets & learning. Continue staff training on use of AfL and provision of effective feedback.</p>	<p>demonstrate strong progress as identified in their SEN support plan, current attainment level and end of year outcomes in reading, writing and maths.</p> <p><i>As of end of Autumn term PP: 90% (12/13) of children in KS1 have made expected+ progress in writing and reading. 82% (11/13) made expected+ progress in maths PP&SEN: 2/3 children in Year 2 have largely moved one colour group. 3/3 children in Year 1 have moved at least 2 colour groups. All children in Year One receive RWI 1:1 / Speech and Language intervention in the afternoon</i></p>	<p>Explore more precise use of SEN support plans and teaching staff intervention in class.</p> <p>Pastoral worker will help with learning characteristics as targets. Teachers need to provide children with identifiable targets. Eg: celebrating mistakes.</p>	
<p>Through increased focus on metacognition and wellbeing children are able to complete learning tasks to a higher standard than previously</p>	<p>Continue pupil premium profiles as case studies with baseline from end of year reports as well as making it explicit who PP children are on RWI weekly groups list.</p> <p>Also weekly year group meetings focus on PP children as well as at pupil progress meetings.</p>	<p>Children's productivity will be similar to their non-disadvantaged peers. Observation of their learning will show that little to no learning time is lost due to appropriate provision and expectations for these children.</p> <p><i>Whilst carrying out a learning walk in the autumn term it was observed that there was no differentiation between PP/non-PP children's engagement in lessons. 2 Children with PP and SEN who were not able to fully integrate into their lesson were being appropriately provided for. These children are now part of a group of 3 who receive a nurture approach to their provision.</i></p> <p><i>Case studies unobtainable due to school closure.</i></p>	<p>Continue finding creative ways to support the needs of the most vulnerable children (ie: PP & EHCP and / or significant behaviour)</p>	<p>£0</p>
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the Success criteria? Include impact on Pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Children will read with</p>	<p>Reading Booster club with</p>	<p>In Year 1, all children will move 4 colour</p>	<p>This highly effective approach will be</p>	<p>£31000</p>

<p>increasing fluency and understand what they read</p>	<p>headteacher 8:30 -8:45am 4 times a week Additional adult (TA) in KS1 to support PP / SEN. Additional support in afternoons to carry out RWI 1:1 with priority given to PP children. Smaller groups for RWI in Reception (5 groups altogether)</p>	<p>groups by July. In Year 2, 4 out of 8 children will achieve EXS+ in reading.</p> <p><i>As of end of February, all children in Year One have moved at least 2 colour groups so are currently on track to meet the outcome. 3 out of 8 children are on track to meet EXS+ in Year 2</i></p> <p><i>School closure has resulted in 11 out of 15 children not being on track.</i></p>	<p>used next school year and additional adults will be deployed through catch up funding</p>	<p>(funding from notional SEN budget also used)</p>
<p>Parents will engage in meaningful conversation regarding their child's wellbeing and education</p>	<p>Deploy the Pastoral Worker & ELSA as the Pupil Premium champion (HLTA)– will monitor attendance, wellbeing, social interactions, behaviour (feedback to teachers / pastoral worker who will meet parents) leading to higher outcomes for these children</p> <p>After school gardening and art club that will target children with PP run by senior TA & one other – monitor attendance and think of ways to encourage children to attend. Will begin in January 2020.</p>	<p>Reading records are completed, library is visited weekly, home learning is carried out regularly, parents' evenings are attended, project outcomes are attended, children participate in after school clubs.</p> <p><i>10 out of 13 children attend either the multiskills club or the nature & art club</i></p> <p><i>Our pastoral worker has been successful in engaging with many of the parents</i></p> <p><i>During school closure all parents were communicated with although some were still hard to reach despite phonecalls and emails.</i></p>	<p>Communication with parents during school closure resulted in us exploring ways to keep more open lines and share children's learning journeys with them. We will be using Tapestry and each class has a designated email for teachers and parents to communicate.</p>	
<p>Children will understand that school is a safe place where they can talk to caring, trusting and consistent adults. Where necessary parents are guided on where to get support.</p>	<p>Pastoral worker to carry out Positive play to promote positive approaches to social interactions at playtime</p> <p>Deploy the Pastoral Worker & ELSA as the Pupil Premium champion (HLTA)– will monitor attendance, wellbeing, social interactions, behaviour (feedback to teachers / pastoral worker who will meet parents) leading to higher</p>	<p>Skilled staff recognise when children are need in of ELSA, support with play and social communication or a conversation regarding their welfare and wellbeing. They will decide when or if parents need to be supported and work with outside agencies such as the Family Partnership Zone.</p> <p><i>This is a strength of the school in its persistent dedication to supporting children's wellbeing as evidenced by pastoral work among key staff members.</i></p>	<p>We continue to have pastoral capacity and children and families are being carefully targeted for support. It will be interesting to see how the BCP 'team around the school' approach supports the needs of vulnerable children moving forward.</p>	

	<p>outcomes for these children</p> <p>After school gardening and art club that will target children with PP run by senior TA & one other – monitor attendance and think of ways to encourage children to attend. Will begin in January 2020.</p>	<p><i>During school closure the community remained connected with the school in a remote way. The wellbeing of children was at the forefront of staff's interactions with children and parents.</i></p>		
<p>Through continual monitoring and contact with parents high attendance will be given value and importance</p>	<p>Pastoral worker will be in regular contact with persistent absentees to support them. FPZ worker will also support programme of intervention and discussion to take place at termly attendance Team around the School meetings BCP attendance officer to support as necessary.</p>	<p>There will be no persistent absentees with attendance below 90%. Attendance rate will be within 1% of the school average. <i>93.35% attendance with 4/18 children deemed to be persistent absentees (below 90%)</i></p> <p><i>BCP attendance officer is working with us to improve attendance</i></p> <p><i>A trial is in place to incentivise attendance for 1 child and an improvement has been made</i></p> <p><i>School closure resulted in attendance not being applicable. Most children returned when the school partially opened.</i></p>	<p>This will continue moving forward.</p>	

<p>1. Additional detail</p>
<p>Above figure excludes uniform grant, donations to trips and milk. Currently £1760 set aside</p>