

PUPIL PREMIUM STRATEGY STATEMENT			MUDEFORD COMMUNITY INFANTS SCHOOL		
Academic Year	20/21	Total PP budget Apr19-Apr 20	£20700	Date of most recent PP Review	June 21
Total no of pupils	180	Number of pupils eligible for PP	23	Date for next internal review of this strategy	October 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)	
<b>IN-SCHOOL BARRIERS (Issues to be addressed in school)</b>	
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
<b>EXTERNAL BARRIERS (Issues which require action outside school)</b>	
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 <b>prime</b> 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, <b>home learning is carried out regularly, parents' evenings are attended, project outcomes are attended, children participate in after school clubs.</b></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

**Commentary:**  
 Pupil Premium profiles will be implemented in 2021/22 by the pastoral worker with a review of the template as it may be important to link it to the Learning to Learn characters. This will enhance the attitudes and dispositions conducive for effective learning that many vulnerable children require extra support with. We have pupil progress meetings where these children are always discussed as a priority along with children with SEND. Children in receipt of pupil premium have made the following progress in RWI:  
 Year 1: 6/7 have made at least expected progress  
 Year 2: 5/10 have made expected progress  
 Reception: 3/6 on expected pathway (2 further children slightly below)

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
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**Commentary:**  
 This an ongoing strength of Reception provision. At our first Pupil Progress meeting we identify (to then track) those children we consider to not be school ready. We then have conversations termly to see what progress has been made and all staff are aware of individual children’s needs. Commentary will be given at the end of the Reception year regarding GLD / potential GLD (if school closures hadn’t taken place) & for ELGs in Prime areas.

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 at least 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
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**Commentary:**  
Our pastoral worker drops in weekly with children to discuss the learning to learn characters. This enables them to understand what is needed to be a good learner.  
Data will be provided for each year group once school reports are completed.

B,C,D	Improve pupils understanding of their own targets & learning. Continue staff training on use of AfL and provision of effective feedback.	Feedback (recommended by EEF) is a highly effective way of ensuring pupils know what they need to improve. Evidence will be gathered from children's work and by speaking with them about their targets.	Involvement of all staff. Lesson observations & pupil progress meetings	SLT	Termly data and monitoring cycle
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**Commentary:**  
If it was not for school closure, many children would have been more successful had they been exposed to national curriculum objectives being taught in the classroom so that immediate feedback and next steps could have been more carefully planned for and provided. This would have provided meaningful targets for children. That said, children can articulate certain targets such as using the writing superheroes for handwriting, spelling and punctuation. Some children can also say what their learning character target is and can also say what maths target they are working on (such as times tables and learn its).  
It has been identified by senior leaders that provision is not always accurately matched to next steps for vulnerable children and this is why it is a focus on the SDP next year (under inclusion on SDP1).

<b>TOTAL BUDGETED COST</b>				£0
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**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	Vulnerable children where practically possible do not fall behind their peers. There are several children with significant SEN and	Use the Read Write Inc groups document to highlight children for	Assistant, Deputy & Senco	Termly tracking and at pupil progress meetings

	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)	others that are attaining at a low level despite intervention. The evidence for effective impact will be the following: <b>Reception:</b> Reading & writing ELG met (4) <b>Year 1:</b> 3-4 colour groups progress in Read Write Inc (5) <b>Year 2:</b> 7 out of 8 children to be WTS+ in Reading & Writing.	weekly planning discussion and pupil progress meetings.		
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**Commentary:**

Outcomes for this objective are yet to be established so commentary will be provided at a later date. Early indications for Year 2 & Reception are that not all children will achieve this target. This is despite using catch up funding for additional adult support in Year 2 after school. SEN barriers have made a significant difference to being on or close to their pathway for some children. Pastoral worker has intervened at regular stages with ELSA and other support for many of these children during the year. School closure has certainly impacted on potential progress.

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)
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**Commentary:**

Attendance for this has been strong (with only 1 child in receipt of Pupil Premium not attending) indicating that they enjoy the sessions and reading. This has led to improved fluency and comprehension for all children attending the booster group (although not necessarily translated into 3 colour levels progress).

**TOTAL BUDGETED COST** £31,000

**OTHER APPROACHES**

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 ?
C,E,F	Pastoral worker to carry out Positive play to promote positive approaches to social interactions at playtime	Many vulnerable children need support with social interactions and how to establish and keep friendships. Individual behaviour assessments will show that improvements	Meet with relevant staff to explore impact on lunchtime play and social developments	Head, PP Champion (pastoral worker)	Half-termly

	Cost: £1500	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.			
<b>Commentary:</b>					
Due to class bubbles this has been limited. However positive playtime training has been carried out for all midday supervisors and the pastoral worker. This has led to active and engaging playtimes with limited behaviour concerns. We are also implementing Trick Box as a way for children to self-regulate their emotions and interactions with others.					
E,F,G	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  Cost: £7000	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.  ELSA support is needed for a number of children in school to improve wellbeing.	Pupil Premium profiles and learning behaviour assessments will be monitored and tracked.  Attendance will be regularly monitored	Headteacher and PP Champion (pastoral worker)	Half-termly meetings with PP champion
<b>Commentary:</b>					
End of school year attendance will be added in September but there have been few to no concerns regarding attendance for these children (self-isolating has had an impact but unavoidable). ELSA support has been extensively provided for the most vulnerable children in terms of wellbeing and the headteacher and pastoral worker meet weekly to discuss this.					
E,F	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.  Cost: £1700	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)	Half-termly registers and meeting with MR to discuss impact	Michelle Roberts & 1 other TA	End of every half-term

<b>Commentary:</b>					
Did not take place due to covid guidance and regulations.					
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
<b>Commentary:</b>					
There have been no persistent absentees in receipt of pupil premium since reopening in March and pastoral worker has spoken to any parents where attendance has been an initial concern.					
<b>TOTAL BUDGETED COST</b>					£10500

<b>REVIEW OF EXPENDITURE FOR PREVIOUS ACADEMIC YEAR 2019-20</b>		<b>EXPENDITURE £20,100</b>		
<b>i) QUALITY OF TEACHING FOR ALL</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the Success criteria? Include impact on Pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this Approach)	<b>Cost</b>
Reception children will make strong progress in <b>prime</b> 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	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.	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

	weekly year group meetings focus on PP children as well as at pupil progress meetings.			
<p><b>Commentary:</b>  Before school closure children were largely on track in the Prime Areas except for some needing to develop their listening &amp; attention and understanding. Specific areas are now the focus along with provision to boost the gaps in Prime Areas.</p> <p>4 out of 7 are below the expected level in reading as of September 2020 despite home learning being set.</p>				
Children with PP, PP & SEN make strong progress and receive an effective graduated response	<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. 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 &amp; learning. Continue staff training on use of AfL and provision of effective feedback.</p>	<p>All children with PP &amp; 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.</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&amp;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>Look at accelerating graduated response as early as necessary to begin EHCP application.</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>	£1000
Through increased focus on metacognition and wellbeing children are able to complete learning tasks to a higher standard than previously	<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</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</i></p>	<p>Continue finding creative ways to support the needs of the most vulnerable children (ie: PP &amp; EHCP and / or significant behaviour)</p>	£0

	pupil progress meetings.	<p><i>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>		
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the Success criteria? Include impact on Pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Children will read with increasing fluency and understand what they read	<p>Reading Booster club with 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>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.</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>	This highly effective approach will be used next school year and additional adults will be deployed through catch up funding	£31000 (funding from notional SEN budget also used)
Parents will engage in meaningful conversation regarding their child's wellbeing and education	<p>Deploy the Pastoral Worker &amp; 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 &amp; one other – monitor attendance and think of ways to encourage children to attend.</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 &amp; art club</i> <i>Our pastoral worker has been successful in engaging with many of the parents</i></p> <p><i>During school closure all parents were</i></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.	

	Will begin in January 2020.	<i>communicated with although some were still hard to reach despite phonecalls and emails.</i>		
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>Pastoral worker to carry out Positive play to promote positive approaches to social interactions at playtime</p> <p>Deploy the Pastoral Worker &amp; 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 &amp; one other – monitor attendance and think of ways to encourage children to attend. Will begin in January 2020.</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><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>	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.	
Through continual monitoring and contact with parents high attendance will be given value and importance	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>There will be no persistent absentees with attendance below 90%. Attendance rate will be within 1% of the school average.</p> <p><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</i></p>	This will continue moving forward.	

		<i>when the school partially opened.</i>		
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1. <b>Additional detail</b>
Above figure excludes uniform grant, donations to trips and milk. Currently £1760 set aside