

PUPIL PREMIUM STRATEGY STATEMENT: VILLAGE INFANTS SCHOOL

1. Summary information					
School	Village Infants School				
Academic Year	2020/2021	Total PP budget	£67,640	Date of most recent PP Review	
Total number of pupils	260 School 60 Nursery	Number of pupils eligible for PP	64	Date for next internal review of this strategy	Sep 21

Attainment July 2020 Due to the Coronavirus pandemic and school closures, there was no end of year data to analyse in July 2020.	School All Pupils	School PP Pupils		School Non PP Pupils	National All Pupils	National PP Pupils (provisional)	National Non PP Pupils (provisional)
	%	No	%	%	%	%	%
EYFS – % of pupils achieving GLD							
% of pupils achieving <u>expected</u> standard in Y1 phonics							
% of pupils achieving <u>expected</u> standard in reading							
% of pupils achieving <u>expected</u> standard in writing							
% of pupils achieving <u>expected</u> standard in maths							
% of pupils achieving <u>greater depth</u> standard in reading							
% of pupils achieving <u>greater depth</u> standard in writing							
% of pupils achieving <u>greater depth</u> standard in maths							

Analysis of Data

Due to the pandemic, most children had not attended face to face learning from March 2020. Therefore we expect gaps to have widened.

2. Barriers to future attainment for pupils eligible for PP	
In-school barriers	
A	Low on entry data – EYFS
B	Delayed language skills
C	SEMH
External barriers	
D	Some home environments struggle to support PP pupils with their learning which leads to disengagement and low aspirations
E	Attendance rates for PP pupils are below non pupil premium pupils

3. Desired Outcomes		Success Criteria
A	PP are not restricted from accessing the range of enrichment, clubs and trips that take place, and additional clubs outside school when appropriate, due to financial reasons	Improved club attendance for PP pupils
B	Diminish the difference between school Pupil Premium Pupils and National Non Pupil Premium Pupils in Writing at Expected and Greater Depth standards	End of KS1 data
C	Diminish the difference between school Pupil Premium Pupils and National Non Pupil Premium Pupils in Maths at Expected and Greater Depth standards	End of KS1 data
D	Diminish the difference between school Pupil Premium Pupils and National Non Pupil Premium Pupils in Reading at Greater Depth standard	End of KS1 data
E	Increased attendance and punctuality for pupils eligible for PP	Improved attendance and punctuality for PP pupils
F	Improved provision for SEMH for pupils eligible for PP	Rainbow Room Staff observations Monitoring of behaviour

4. Planned Expenditure					
i Quality 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?
To develop pupils social and communication skills through play	<ul style="list-style-type: none"> Dedicated play sessions to be incorporated into daily timetable. New playground equipment to encourage play at lunchtimes. 	<ul style="list-style-type: none"> Play is not valued or encouraged in many homes Children would have missed play opportunities due to national lockdown Pupils lack the personal, social and communication skills developed in play activities Pupils learn best when engaged in meaningful play 	HT and DHT to monitor implementation and track progress throughout the year	HT/DHT EYFS Lead	Termly
To develop pupil to teacher feedback and pupil self efficacy	<ul style="list-style-type: none"> Growth Mindset learning culture Talking Partners Clear learning intentions and co-constructed success criteria Clear links to prior and future learning 	<ul style="list-style-type: none"> Research shows most powerful feedback is from pupil to teacher as this makes learning visible 	Learning walks, observations, planning, curriculum maps	HT/DHT	Termly
For all pupils to attain expected or above standard at the end of KS1	<ul style="list-style-type: none"> Interventions targeting gaps in pupils skills and knowledge throughout school 	<ul style="list-style-type: none"> Targeted interventions effective in raising attainment 	Literacy and Maths lead to plan interventions, train staff and monitor progress throughout the year.	Literacy Lead Maths Lead	Half Termly
For all pupils to experience a wide range of enrichment opportunities	<ul style="list-style-type: none"> Specialist Drama Teacher Specialist Music Teacher Dance Club Football Club Drama Club 	<ul style="list-style-type: none"> Studies show that after school clubs can improve the academic performance and social skills of all children. 	HT and DHT to monitor implementation and track progress and attendance throughout the year	HT/DHT	Half Termly
To improve outcomes for pupils with speech delay.	<ul style="list-style-type: none"> School to employ Speech Therapist to be shared with 3 other schools. School to use the NELI programme to support speech, language and vocabulary development in Reception 	<ul style="list-style-type: none"> Increasing number of pupils with speech delay NELI intervention recommended by government, as it is an evidence-based oral language intervention for children in reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading 	<ul style="list-style-type: none"> HT/DHT/SENCO to monitor implementation and track progress throughout the year 	HT/DHT/SEN CO	Half Termly
Total budgeted cost £30,100					

5. Planned Expenditure

ii Targeted Support

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?
To develop pupils social and communication skills and emotional resilience through play	<ul style="list-style-type: none"> PE club Rainbow Room play therapy Behaviour support programme at lunch and playtime 	Poor social and communication skills	HT/DHT/SENCO monitor implementation and track progress throughout year	HT/DHT/SENCO	Termly
To bridge the gaps created by school closures.	<ul style="list-style-type: none"> Employed staff to deliver additional targeted interventions in Reading, Writing, maths and Phonics 	Children have missed a big part of their education due to the Coronavirus pandemic.	DHT to monitor implementation and track progress throughout the year	Maths Subject Lead Literacy Subject Lead	Half Termly
Improved attainment in maths for PP pupils at expected and greater depth standards	<ul style="list-style-type: none"> Targeted teaching and setting of pupils to achieve the required statements Identification and monitoring of Pupil Premium pupils progress throughout school and appropriate interventions put in place. Targeted Maths interventions to enable identified Pupil Premium pupils to achieve Expected and Greater Depth Standards in Maths 	The % of school pupil premium pupils achieving expected and greater depth in Maths is below National non pupil premium pupils	DHT to monitor implementation and track progress throughout the year	Maths Subject Lead	Half Termly
Improved attainment in writing for PP pupils at expected and greater depth standards	<ul style="list-style-type: none"> Reading Recovery Programme Identification and monitoring of Pupil Premium pupils progress throughout school and appropriate interventions put in place. Targeted writing interventions to enable identified Pupil Premium pupils to achieve Expected and Greater Depth Standards in Writing. 	The % of school pupil premium pupils achieving expected and greater depth in Writing in 2019 is below National non pupil premium pupils	DHT to monitor implementation and track progress throughout the year	Literacy Subject Lead	Half Termly
Improved attainment in reading for PP pupils at greater depth standard	<ul style="list-style-type: none"> Identification of Pupil Premium Pupils working at Expected standard who will be able to achieve Greater Depth Standard. 	The % of school pupil premium pupils achieving Greater Depth in Reading in 2019 is below National non pupil premium pupils	DHT to monitor implementation and track progress throughout the year	Literacy Subject Lead	Half Termly

	<ul style="list-style-type: none"> Targeted Reading Intervention and Parent Workshop for identified pupils 				
1:1 Literacy intervention for PP pupils below the expected standard	<ul style="list-style-type: none"> Reading Recovery 	Pupils on the programme make accelerated progress. Pupils with barriers to learning need 1:1 provision to make good progress.	HT and SLT to monitor implementation and track progress throughout the year	DHT	Half Termly
Subsidy of curriculum enrichment activities	<ul style="list-style-type: none"> School subsidise Pupil Premium Pupil attendance at after school clubs. School signpost and pay for additional clubs outside school for Pupil Premium Pupils as appropriate 	Ensure PP pupils are not restricted by financial deprivation to participate in after school clubs. Studies show that after school clubs can improve the academic performance and social skills of children from disadvantaged backgrounds.	HT/DHT/CTs	DHT	Half Termly
To diminish the difference between PP pupils and Non PP pupils attendance and punctuality	<ul style="list-style-type: none"> Regular parent support meetings with DHT and SBM School provide breakfast club funding if appropriate 	<ul style="list-style-type: none"> Good attendance, punctuality and breakfast impacts on learning 	DHT/SBM to monitor.	DHT/SBM	Half Termly
PP pupils have access to new uniform if required.	<ul style="list-style-type: none"> School to pay for uniform when appropriate. PP Pupils new to school 	<ul style="list-style-type: none"> PP pupils well being 	DHT/SBM	DHT/SBM	On going
Total budgeted cost £37,540					

6. Planned Expenditure					
ii Other Approaches					
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?
To develop pupil's expression and understanding of feelings and emotions.	<ul style="list-style-type: none"> Class assemblies Feeling zones Zones of regulation 	The pandemic has impacted the mental health of children. It is important for children to share their feelings and emotions for their wellbeing	Zones of regulation to be introduced in September. Children to have the chance to share their feelings throughout the day.	HT/DHT/CTs	On going
Further develop understanding of growth and fixed mindsets throughout the school and develop the strategies pupils need in addition to effort to	<ul style="list-style-type: none"> Class assemblies Growth Mindset lessons in each class. Development of 'stuck' strategies Learning Zones 	Fixed Mindsets identified as a barrier to learning Pupils not talking about their learning and avoiding challenge is a barrier to progress	Pupil mindset questionnaires to be completed with focus pupils by teachers and LSAs (Terms 1A & 3B)	DHT	Termly

complete challenges and develop pupil's self-efficacy			DHT to monitor implementation and track progress throughout the year		
No cost to school					

1. Review of expenditure				
Previous Academic Year 2019 - 2020		Total Cost £66,485		
i. Quality of teaching for all – Review of expenditure				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if	Lessons learned (and whether you will continue with this approach)	
To develop pupils social and communication skills through play	<ul style="list-style-type: none"> Dedicated play sessions to be incorporated into daily timetable Purchase of open ended problem solving den making equipment for the playground 	<ul style="list-style-type: none"> Due to the Coronavirus pandemic the problem solving equipment for the playground did not happen, as schools were closed from March 2020. 	<ul style="list-style-type: none"> As not given enough time to see the approach through, this will be continued 	
To develop pupil to teacher feedback and pupil self efficacy	<ul style="list-style-type: none"> Growth Mindset learning culture Talking Partners Clear learning intentions and co-constructed success criteria Clear links to prior and future learning 	<ul style="list-style-type: none"> Teachers really adopted using clear learning intentions and co-constructed success criteria, and this continued during the remote learning sessions 	<ul style="list-style-type: none"> Continue to develop all actions. 	
For all pupils to attain expected or above standard at the end of KS1	<ul style="list-style-type: none"> Interventions targeting gaps in pupils skills and knowledge throughout school 	<ul style="list-style-type: none"> No summer data due to lockdown 	<ul style="list-style-type: none"> Continue to develop actions 	

For all pupils to experience a wide range of enrichment opportunities	<ul style="list-style-type: none"> Specialist Drama Teacher Specialise Music Teacher Dance Club Football Club African Drumming Club 	<ul style="list-style-type: none"> Between September 2019 and March 2020 children had these enrichment opportunities 	<ul style="list-style-type: none"> Continue to develop all actions. 	
Develop pupils love of reading and access to books.	<ul style="list-style-type: none"> Pupils visit school library once a week and choose a book to take home Employ LSA for library 1 day a week 	<ul style="list-style-type: none"> Between September 2019 and March 2020 children had access to the library and took a book home. 	<ul style="list-style-type: none"> Continue to find ways to develop pupils love of reading and access to books. 	
To improve outcomes for pupils with speech delay	<ul style="list-style-type: none"> School to employ Speech Therapist to be shared with 3 other schools. 	<ul style="list-style-type: none"> Speech Therapist provided assessment of pupils, targets and support to LSA's carrying out SALT 	<ul style="list-style-type: none"> Continue to develop all actions. 	

ii. Targeted support - Review of expenditure

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)	
To develop pupils social and communication skills and emotional resilience through play	<ul style="list-style-type: none"> Thrive Aspire PE club Rainbow Room play therapy Behaviour support programme at lunch and playtime 	<ul style="list-style-type: none"> Incidents of behaviour through lack of resilience decreased and pupils ability to use words to communicate their frustration improved. 	<ul style="list-style-type: none"> Continue pupil access to play opportunities to build emotional resilience 	
Improved attainment in maths for PP pupils at expected and greater depth standards	<ul style="list-style-type: none"> Targeted teaching and setting of pupils to achieve the required statements Identification and monitoring of Pupil Premium pupils progress throughout school and appropriate interventions put in place. Targeted Maths interventions to enable identified Pupil Premium pupils to achieve Expected and Greater Depth Standards in Maths 	<ul style="list-style-type: none"> Children identified for Maths intervention and attended until lockdown (March 2020) No summer data due to lockdown 	<ul style="list-style-type: none"> Continue to develop all actions. 	

Improved attainment in writing for PP pupils at expected and greater depth standards	<ul style="list-style-type: none"> • Reading Recovery Programme • Identification and monitoring of Pupil Premium pupils progress throughout school and appropriate interventions put in place. • Targeted writing interventions to enable identified Pupil Premium pupils to achieve Expected and Greater Depth Standards in Writing. 	<ul style="list-style-type: none"> • Reading Recovery pupils – 4 pupils made good progress and achieved the expected standards in writing • No summer data due to lockdown 	<ul style="list-style-type: none"> • Continue to develop all actions. 	
Improved attainment in reading for PP pupils at greater depth standard	<ul style="list-style-type: none"> • Identification of Pupil Premium Pupils working at Expected standard who will be able to achieve Greater Depth Standard. • Targeted Reading Intervention and Parent Workshop for identified pupils 	<ul style="list-style-type: none"> • Pupils identified. • In class Reading intervention for children with Greater Depth potential. • No summer data due to lockdown 	<ul style="list-style-type: none"> • Continue to develop all actions. 	
1:1 Literacy intervention for PP pupils below the expected Standard	<ul style="list-style-type: none"> • Reading Recovery 	<ul style="list-style-type: none"> • Reading Recovery pupils – 4 pupils made good progress and achieved the expected standards in writing 	<ul style="list-style-type: none"> • 	
Subsidy of curriculum enrichment activities	<ul style="list-style-type: none"> • School subsidise Pupil Premium Pupil attendance at after school clubs. • School signpost and pay for additional clubs outside school for Pupil Premium Pupils as appropriate 	<ul style="list-style-type: none"> • Pupil Premium pupils attended a range of after school clubs including dance, football, art and drama 	<ul style="list-style-type: none"> • Continue to provide PP pupils a range of enrichment activities. 	
To develop problem solving and thinking skills of H/A pupil premium pupils	<ul style="list-style-type: none"> • Chess Club • School to employ LSA to lead weekly chess club 	<ul style="list-style-type: none"> • LSA employed to run Chess club weekly. 	<ul style="list-style-type: none"> • Provide opportunities to develop problem solving and thinking skills of H/A pupil premium pupils 	
To diminish the difference between PP pupils and Non PP pupils attendance and punctuality	<ul style="list-style-type: none"> • Regular parent support meetings with DHT and SBM • School provide breakfast club funding if appropriate 	<ul style="list-style-type: none"> • Pupil Premium Attendance was 0.97% lower than Non Pupil Premium Attendance. 	<ul style="list-style-type: none"> • 	

PP pupils have access to new uniform if required.	<ul style="list-style-type: none"> • School to pay for uniform when appropriate. • PP Pupils new to school 	<ul style="list-style-type: none"> • PP parents informed regarding access to uniform 	<ul style="list-style-type: none"> • Continue to develop actions 	
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iii. Other approaches - Review of expenditure

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)	
Further develop understanding of growth and fixed mindsets throughout the school and develop the strategies pupils need in addition to effort to complete challenges and develop pupil's self-efficacy	<ul style="list-style-type: none"> • Staff training • Series of lessons to deepen pupils understanding of Growth Mindset • Parent Information Evening • Provide information about Fixed and Growth Mindsets on school website • Whole school assemblies on Growth Mindset 	Parents were provided initial workshops and information for Growth Mindset, however the pandemic to prevent this from continuing, due to school closures. Those who attend 'bubble life', of whom many were PP pupils, growth mindset was a focus.	Continue to develop Growth Mindset and pupil self-efficacy	