

Pupil Premium Strategy statement 2020-2021

Race Leys Infant School



Government regulations require schools to publish details of the Pupil Premium Grant (PPG) allocated to their school and the impact this has on achievement and attainment.

The PPG is an amount of money that comes as an extra payment to the school budget. The amount is given for every child who is entitled to receive the benefit of Free School Meals (FSM), regardless of whether they take up the free school meal or bring their own lunch.

We would urge all parents to check their entitlement benefit and if you are entitled to Free School Meals, then please make sure that you claim the benefit as the school will also receive extra funding as a result.

Please see the document below for more information on our Pupil Premium grant allocation, spending and outcomes.

1. Summary information					
School	Race Leys Infant School				
Academic Year	2020-2021	Total PP budget	£ 57,765	Date of most recent PP Review	September 2020
Total number of pupils	149	Number of pupils eligible for PP	43	Date for next internal review of this strategy	July 2021

Data from July 2019	<i>Pupils eligible for PP @RLIS</i>			<i>National (all pupils)</i>	
	<i>Progress</i>	<i>Attainment</i>		<i>Attainment</i>	
		<i>ARE</i>	<i>GLD</i>	<i>ARE</i>	<i>GLD</i>
% achieving expected standard in reading, writing and maths	-	36%	0%	-	-
% achieving expected standard in reading	100%	83%	8%	75%	25%
% achieving expected standard in writing	89%	63%	8%	69%	15%
% achieving expected standard in maths	89%	50%	8%	76%	22%

Where attainment is lower, pupils receive extra support to ensure they make accelerated progress to close the gap with their peers

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.	Pupils enter school below age related expectations in speech and language.
B.	Pupils enter school with poor early reading and fine motor skills.
C.	A significant number of pupils come into school with social, emotional or behavioural difficulties which affects their ability to access the curriculum.

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

D.	Challenges faced by parents to support their child with their readiness for learning.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children make good progress in Communication and Language ELGs.	Children have made 4 points + progress in ELG. Time to Talk assessments show good progress.
B.	Children make good progress in reading, and fine motor/writing.	Children make good progress in reading. (EYFS and KS1 data) Children make good progress in writing. (EYFS and KS1 data) Children make good progress in phonics (RWI & Phonics data) Children make good progress in Moving Handling ELG Good progress- 4+ points (EYFS) and 6 points (KS1)
C.	Children are supported in school and by appropriate agencies to overcome social, emotional and behavioural difficulties.	Children are well supported by learning mentor and other external professionals. Children's social and emotional difficulties do not prevent them being able to access learning
D.	Families are supported in school and by appropriate agencies to overcome social, emotional and behavioural difficulties. Increase rates of attendance for identified pupils/families.	In school attendance gaps of pupils eligible for PP is reduced and the gap is closed between national data. Reduction in the number of persistent absence and lateness. Parents are well supported by learning mentor, such as housing, financial, parenting.

5. Planned expenditure

Academic year	2020-2021
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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?
Accelerate progress, closing the attainment gap for all eligible for PPG	<ul style="list-style-type: none"> Rigorous half termly data tracking, analysis and book trawls to inform planning and interventions for pupils in receipt of PPG. Specialist teacher to give advice and support (STS) 	<ul style="list-style-type: none"> Regular monitoring of attainment and progress has always allowed us to make changes as required and allows for fluid intervention. 	<ul style="list-style-type: none"> Year group Leader data analysis and planning time STS support SENDCO – non contact time 	JW/LD	Dec 20 March 21 July 21
Children make good progress in phonics.	<ul style="list-style-type: none"> Use of TA3 for small groups for Read Write Inc teaching in Year 1 Use of Read Write Inc 1-1 tutoring and small groups in Year 1 	<ul style="list-style-type: none"> Read Write Inc is a nationally recognised scheme. It has been used by the school for several years with great success. Reading by Six – in 2010 the UK government studied the twelve highest performing schools across the UK, seven of them taught Read Write Inc. 	<ul style="list-style-type: none"> RWI Reading Leader will monitor interventions, data and outcomes from on-going RWI assessments Non-contact time for Reading Leader 	LD	Dec 20 March 21 July 21
Children are supported with Speech and Language so they are able to express themselves and understand.	<ul style="list-style-type: none"> SALT training (2x staff meetings) 	<ul style="list-style-type: none"> School has a significant amount who enter in Reception who are already being supported by SALT. These SALT work with our children and know our children's needs. 	<ul style="list-style-type: none"> SENDCo to monitor SALT intervention in school 	KG	Dec 20 March 21 July 21
Total budgeted cost					£14,502

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?
Children make good progress in Communication and Language.	<ul style="list-style-type: none"> • Use of specialist TA time to lead Wellcomm screening programme and deliver interventions • Time to talk activities with TA 	<ul style="list-style-type: none"> • Introduction of these programmes have supported accelerated progress in previous years 	<ul style="list-style-type: none"> • TA time planned in to assess and deliver interventions on a daily basis 	KS MR	Ongoing review, ½ termly data collection
Improved fine motor skills in Reception Improved handwriting skills in Rec, Y1+2	<ul style="list-style-type: none"> • Reception daily funky fingers fine motor activity • Fine motor skills additional support for identified pupils • Additional TA support for identified pupils to support accelerated progress in handwriting • Year group leader liaison with pre school to support raising standards on entry to school/ transition • Use of sports apprentice to develop gross motor/fine motor skills 	<ul style="list-style-type: none"> • Introduction of these programmes have supported accelerated progress of pupils previously 	<ul style="list-style-type: none"> • Links with pre school Foundation stage teachers will plan, deliver and monitor impact on an on-going basis • Daily additional fine motor interventions • Half termly monitoring of handwriting skills 	KS, CP	On-going. Summative data collection Dec 20 March 21 July 21
Accelerating rates of progress in reading for pupils in receipt of PPG so that more can reach the expected standard	<ul style="list-style-type: none"> • TA support for RWI tutoring and 1-1/group support for identified pupils 	<ul style="list-style-type: none"> • Read Write Inc is a nationally recognised scheme. • It has been used by the school for several years with great success. • Reading by Six – in 2010 the UK government studied the twelve highest performing schools across the UK, seven of them taught Read Write Inc. 	<ul style="list-style-type: none"> • RWI reading leader will monitor interventions, data and outcomes from on-going RWI assessments 	LD	Ongoing. Summative data collection Dec 20 March 21, July 21
Total budgeted cost					£27,542
iii. 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?
Improving attendance of identified pupils	<ul style="list-style-type: none"> Dedicated attendance support for pupils in receipt of PPG (ACE Team Involvement) for those with attendance below 90% or punctuality issues 	<ul style="list-style-type: none"> Eliminating barriers to learning. School records show improvement where ACE involvement has occurred 	<ul style="list-style-type: none"> Improvements in attendance of pupils, particularly those targeted for intervention 	AL	AL/AR ongoing 1/2 Termly monitoring with ACE worker
Identifying and overcome barriers to learning which cannot be met	<ul style="list-style-type: none"> Specialist advice from Educational psychologist 1-1 support/nurture for pupils exhibiting extreme social and emotional difficulty 1-1 family support from Learning Mentor Access to Nurture (social skills) provision 	<ul style="list-style-type: none"> Eliminating barriers to learning Targeted provision leads to accelerated progress Improved social and emotional well-being for pupils supports access to learning We have previously used social skills provision and it has been successful in previous years. Research from Attachment Aware project will be used. 	<ul style="list-style-type: none"> Improvement in rates of progress and attainment of pupils Behaviour logs 	KG	Ongoing Summative data collection Dec 20, March 21, July 21
Parents of children in receipt of PPG will readily engage with the school and their child's learning. They will feel supported and know how they can help their child	<ul style="list-style-type: none"> Personal invites to attend activities which support parents in knowing how to support their child Opportunities to come in and watch interventions Stay and play sessions Learning mentor – family learning activities 	<ul style="list-style-type: none"> Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. (EEF) 	<ul style="list-style-type: none"> Parental questionnaire Conversation with parents 	JW/LD	Dec 20 March 21, July 21

Total budgeted cost £15,721

1. Review of expenditure

Previous Academic Year

2019-2020

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

Accelerate progress, closing the attainment gap for all eligible for PPG	<ul style="list-style-type: none"> Rigorous half termly data tracking, analysis and book trawls to inform planning and interventions for pupils in receipt of PPG. Specialist teacher to give advice and support 	<p>By Dec 2019</p> <ul style="list-style-type: none"> Improved attainment and rates of progress for PPG pupils in Rec and Year 1 (better than cohort as a whole) Pupils working with appropriate level of challenge to support rapid progress Improved staff knowledge and focused teaching at the point of need 	This approach has positive impact on outcomes for pupils – continue	
ii. Targeted support				
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
Improved fine motor skills in Reception Improved handwriting skills in Rec, Y1+2	<ul style="list-style-type: none"> Reception daily funky fingers fine motor activity Fine motor skills additional support for identified pupils Additional TA support for identified pupils to support accelerated progress in handwriting Year group leader liaison with pre school to support raising standards 	<p>By Dec 2019</p> <p>Rates of progress were accelerated for pupils in receipt of PP. Progress stronger for pupils in receipt of PP in writing than rest of cohort in Reception in the Autumn term.</p> <p>Staff report children enjoy fine motor activities offered.</p> <p>Moving and Handling data was improving but not as strong.</p>	<ul style="list-style-type: none"> Consider ways to engage with pre-schools whilst we cannot visit providers. Consider ways to engage parents of pupils in receipt of PPG in attending school workshops to support learning. Think about how this can happen virtually. 	
Improved speaking, listening and vocabulary of pupils in receipt of PPG	<ul style="list-style-type: none"> Use of specialist TA time to lead Wellcomm screening programme and deliver interventions Time to talk activities with TA 	<p>By Dec 2019</p> <p>Improved communication and language score for Reception pupils in particular those in receipt of PPG from Entry to December data.</p>	<ul style="list-style-type: none"> Continue to use Wellcom screen and Talk boost activities 	
Accelerating rates of progress in reading for pupils in receipt of PPG so that more can reach the expected standard	<ul style="list-style-type: none"> TA support for RWI tutoring and 1-1/group support for identified pupils 	<p>By Dec 2019</p> <p>Rates of progress were accelerated for pupils in receipt of PP. Progress in Reading stronger in Rec and Year 1 for pupils in receipt of PP than rest of cohort for Autumn term.</p>	<ul style="list-style-type: none"> Look at ways to continue this across all year groups. Use some TA time to mentor other TAs to improve tutoring provision for all children. 	
Improving spelling so that more pupils in receipt of PPG can meet expected standard	<ul style="list-style-type: none"> Target groups for improving spelling 	<p>By Dec 2019</p> <p>Rates of progress were accelerated for pupils in receipt of PP in Writing in Rec and Year 1 in the Autumn term.</p>	<ul style="list-style-type: none"> Continue to promote spelling of key words from Reception Look into finding an online spelling program- LD to investigate 	

Accelerating rates of progress in maths for pupils in receipt of PPG so that more pupils can meet the expected standard in maths	<ul style="list-style-type: none"> Targeted interventions individuals for pupils who are falling behind Work is adapted to suit pupils needs in lessons Where pupils need extra help in lessons, support is given and pupils 	<p>By Dec 2019 Rates of progress were accelerated for pupils in receipt of PP in Maths/Number in Rec and Year 1 for the Autumn term.</p>	<ul style="list-style-type: none"> Children returned to school with stronger levels in some areas of Maths (Number). Focus on other areas in intervention. 	
Improving attendance of identified pupils	<ul style="list-style-type: none"> Dedicated attendance support for pupils in receipt of PPG (ACE Team Involvement) for those with attendance below 90% or punctuality issues 	<p>By March 2020 Attendance data 95.1% This is a difficult year to assess attendance data.</p>	<ul style="list-style-type: none"> Continue with ACE service as this supports improvement for identified families Continue to use learning mentor to build relationships and support families where difficulties arise 	
Identifying barriers to learning which cannot be met through Universal Provision	<ul style="list-style-type: none"> Specialist advice from Educational psychologist 1-1 support/nurture for pupils exhibiting extreme social and emotional difficulty 	<p>By March 2020</p> <ul style="list-style-type: none"> Ed Psychologist supported 2 EHCP All children that needed SALT were identified and triaged by Christmas 2019. Ed Psychologist support for Relational based Behaviour support policy. 	<ul style="list-style-type: none"> Embed Behaviour support policy Continue to use Ed Psych 2 children at statutory assessment stage 	

iii. Other approaches

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
Overcoming social and emotional difficulties by ensuring that pupils are supported by the appropriate people and agencies	<ul style="list-style-type: none"> 1-1 family support from Learning Mentor Access to Nurture provision School participation in SEMH project 	<p>By March 2020</p> <ul style="list-style-type: none"> Social skills improved and pupils able to transfer skills into the classroom to access learning more readily. Reduced number of yellow and red cards incidents SEMH project finished- new mental health flowchart produced 	<ul style="list-style-type: none"> Change in behaviour support policy will change procedures. Monitor the successes and lessons learned from this moving forward. 	

<p>Parents of children in receipt of PPG will readily engage with the school and their child's learning. They will feel supported and know how they can help their child</p>	<ul style="list-style-type: none"> • Personal invites to attend activities which support parents in knowing how to support their child • Opportunities to come in and watch interventions • Stay and play sessions • Learning mentor – family learning activities 	<p><u>By March 2020</u></p> <ul style="list-style-type: none"> • More parents engaged and able to support pupils 	<ul style="list-style-type: none"> • Targeting parents to attend activities involving their children • Inviting parents into school has been difficult during 2020 	
<p>Pupil premium children attend a variety of school clubs to develop social skills, develop a sense of belonging and develop leadership and team work skills.</p>	<ul style="list-style-type: none"> • Half price funding for pupils in receipt of PPG 	<p><u>By March 2020</u></p> <ul style="list-style-type: none"> • Autumn and Spring (2019-2020) 49% of school attended an After School Club. 	<ul style="list-style-type: none"> • Continue to promote after school clubs and wider curriculum with PPG families • Difficulties of offering after school provision in 2020. 	

5. Additional detail

Please see in house pupil premium tracking information to further support planning and provision for pupils in receipt of PPG.
Linked to LIP and Covid Catch Up planning