

Wallisdean Infant School Pupil Premium Strategy Statement 2020/2021

Rationale

This strategy has been introduced in Summer 2020 due to COVID-19. The support and reintegration of disadvantaged and other vulnerable pupils before the 2020/21 academic year is paramount. The strategy remains to be centred on a tiered support; academic progress is key as are wider strategies to support emotional well-being. This strategy will also outline how the Catch-Up Premium will be used to support all pupils, particularly disadvantaged, SEND and vulnerable pupils to make substantial progress. There is the ambition to ensure all pupils are back on track to either achieve ARE (Reading, Writing, Maths combined) or to be working at Greater Depth this academic year.

School Vision

Through collaborative working this federation will provide a coherent and challenging educational experience that enables all children to realise and reach their true potential.

The learning community will encourage children to make positive contributions to the school and wider community by providing challenges, expecting a high standard of behaviour, respect and responsibility from all its stakeholders.

Our aim is to support our children through high expectations to develop their skills in all areas of their curriculum, so that they are well prepared for senior school and the future fast-pace of the 'world of work'.

Pupil Premium Funding

Pupil Premium Funding 2020/21

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and where appropriate, to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/2021

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011

- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)
- Schools will receive £310 for each eligible pupil.

The PP strategy has a separate section for pupils eligible for Service Premium.

COVID-19 Catch-Up Premium

For 2020/21 there will be additional funding for Catch-Up Premium and funding for tutorial programmes. The Catch-Up premium is £80 per pupil; this will be allocated in three tranches to schools from Autumn 2. It is for all pupils, particularly disadvantaged, SEND and vulnerable pupils to receive the catch-up support needed to make substantial progress by the end of the academic year. There is an expectation that all pupils receive a high-quality education, and our curriculum remains broad and ambitious. Where needed, remote education is high quality and safe and aligns as closely as possible with in-school provision. There is prioritisation within subjects of the most important components for progression. Our recovery curriculum has been planned for the autumn term. Curriculum planning is informed by an assessment of pupils' starting points and addressing their learning gaps, making the use of regular formative assessment. There is a coherent plan for returning to a normal curriculum by the end of the summer term.

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all

There is a culture of high expectations for pupils, staff, parents and governors.
 There is a belief that all (including disadvantaged) pupils are capable of overcoming their personal barriers to succeed.
 Disadvantaged pupils and their families are held in high regard; relationships are key to develop cultural capital.
 Leaders, teachers and other adults understand their role within the school's strategy to drive an inspiring and engaging and relevant curriculum.

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning through our 6 Strands, Learning Power Words approach.
 The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
 Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
 Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.
 Development of new Mental Health and Wellbeing Strategy team.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make good progress.
 Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
 Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.
 Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning, how these barriers present in school and a drive to ensure that disadvantaged children receive high quality teaching, responsive feedback and on-going assessment to ensure strong progress.

Pupil progress meetings are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition arrangements for disadvantaged pupils are carefully planned and implemented (Entry to Year R, Year R to KS1 and KS1 to KS2).

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and across key stages of the federation.

Clear, responsive leadership

A Strategy Group, which includes EHT, DHT, AHT, SENCo and a governor, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Pastoral support is strong for disadvantaged pupils, through the Mental Health and Wellbeing Team.

Pupil Premium Strategy Group

Team member	Role
Executive Headteacher	To distribute pupil premium funding, to ensure that Pupil premium children are at the centre of learning at Wallisdean Infant School, to lead the pupil premium strategy group half termly. Strategic monitoring of processes and procedures, and progress of PP children cohort specific.
Deputy Headteacher/Inclusion Leader/English Leader (Pupil Premium Lead)	To ensure that all disadvantaged children make good progress from their starting points, that they stay on track to achieve their projected grades and that teachers are held to account for the quality first teaching of all disadvantaged children
Maths Leader	
Early Years Leader	
SEND Lead	
Governor	To hold the pupil premium lead to account over the distribution of funds for pupil premium children. To review the impact of PP funding by being actively involved in the PP strategy group.
Review Dates for academic year:	September 2020, then at the end of each half term throughout the year, alongside data drop points.

Current Profile 2020- 2021						
Year	2020-2021	Number of Pupils eligible for PP		Breakdown of PP Pupils		
NoR Date of Statement	159 July 2020	Total PP budget	£49,765	FSM/Ever 6	Service	LAC/Post LAC
		Catch up Premium £80 per child	Tranche 1 £20 per pupil £3,100	48	9	2
Tranche 2 £26.67 per pupil £4,460						
Tranche 3 £33.33 per pupil £5,400						
Total: £12,960 for the academic year 2020-2021						

Entry Cohort Profile of Disadvantaged Pupils in Reception and Key Stage 1 2020 /21 September This section may not be published on website if individual pupils could be identified.- Data as of March 20 (Before Covid 19)

Year Group	Cohort	Number and % of disadvantaged pupils eligible for PP		Number and % from service families		Number and % of pupils on SEN register		Number and % of pupils disadvantaged and SEN		% children at age expectation (all Pupils)			% children at age expectation (eligible for PP)			% children at age expectation (Service children)		
		Number	%	Number	%	Number	%	Number	%	R	W	M	R	W	M	R	W	M
R	58	15	30%	3	5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1	50	14	28%	3	6%	8	13%	4	8%	60	48	74	50	50	57	100	67	100
2	55	15	27%	2	3%	11	20%	4	7%	75	69	75	53	47	53	100	100	100
All year groups	163	44	27%	8	5%	19	12%	8	5%									

Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)

External barriers that may affect some disadvantaged pupils

Turbulence affects some pupils who have had multiple school moves
Additional emotional support for some Services children is needed
Deprivation adversely affects the emotional well-being of some pupils
Poor attendance adversely affects the progress of some pupils and their attitudes to learning
Some children require additional emotional support, particularly in starting the day
For some children basic needs are not always met at home, including hygiene and medical needs
Some disadvantaged children do not come to school with suitable clothing (uniform, PE kit)
Turbulent family situations can impact on some children's physical and emotional wellbeing
Some disadvantaged children do not receive an adequate, nutritional diet at home and may not have had breakfast before school.

Barriers for learning that make some disadvantaged less successful in their learning in school

Many disadvantaged children enter school with poorer communication, language, vocabulary and literacy skills. A strong emphasis is needed on development of language understanding, narrative skills, speech sound pronunciation and vocabulary, including technical subject-specific vocabulary.
Many disadvantaged children enter school with poor fine and gross motor skills.
Some of our disadvantaged pupils need support to develop their emotional literacy, positive learning behaviours and good mental health and wellbeing.
Disadvantaged children can often be more tired and find it harder to concentrate
Some disadvantaged pupils have not attended school during Covid-19 March to July 2020. Weekly English, Maths and topic work was provided for pupils to access from home.
Home learning environment for disadvantaged children is sometimes a barrier for both Covid-19 home learning and completing homework.
Some disadvantaged children lack real life experiences which build resilience and other skills needed.
Data indicates that our Disadvantaged children do not enter Pre-school and Year R school ready in comparison with our Non-Disadvantaged children.

Summary allocation of funding

A tiered approach for 2020/21 has been used for planning the effective use of FSM Pupil Premium funding and Catch-Up Premium.

Teaching and Learning		
Funded item / initiative	Action	Expenditure
High-quality teaching for all - School improvement priorities - Recovery curriculum Ensuring disadvantaged pupils access, succeed and wherever possible excel across the wider curriculum	DHT, Maths Lead and EYSF Lead monitoring time for PP children Banded books Recovery Curriculum – training and planning	£1,648.56 £500 £200
Effective diagnostic assessment - Progress reviews / forensic analysis of learning gaps Responsive use of formative and summative assessment for curriculum design and setting EOY target	DHT PP monitoring SEN assessment tools Pupil Progress meetings with DHT, EY Lead	£654.72 £ 200 £1603.20
Clarity and consistency on pedagogical approaches (Explicit instruction, scaffolding, flexible groupings and cognitive and metacognitive strategies)	Intervention/communication and language support DHT coaching teachers	£2400.84 £4255.00
Supporting remote learning - IT platforms - Effective relationships / feedback Quality assurance	Purple Mash Bug Club Reading books Online learning platform	£500 £366 £t.b.c
Focussed professional development	Disadvantaged children – HIAS support, SEN advisors, LLP SEN Leader time to support disadvantaged SEN	£ 500 £ 1502.28

Targeted Academic Support

Funded item / initiative	Action	Expenditure
High quality one to one and small group tuition (Teachers, HLTA, LSA) Planning for pupils with SEND	Y2 boosters and targeted support. DHT to teach small groups or release teachers. HLTA to release teachers to teach small groups. Pupil Progress meetings – DH & Sen Lead with each year team teachers 1:1 and small group interventions 1:1 and small group Wave 2 Catch Up (HLTA/LSA) Year 2 After school tutorials/small groups for identified pupils lead by DHT or Maths Lead LSA deployed based on profile of need and data of year groups Speech and Language Links, other interventions from provision maps All Year R children to receive Language link assessment to identify new cohorts needs. Fine and Gross motor skills groups e.g Write Dance Year 1 children identified with Literacy problems to be DEST tested and support planned accordingly.	£1502.28 £3000 £909.87 £ as above £2400.84 £2400.84 £1100.00 £18179.22 £250.00 £292.90 £1100.87 £566.60

Wider support strategies (Emotional, social and behavioural support & Enrichment)		
Funded item / initiative	Action	Expenditure
Supporting pupils' social, emotional and behavioural needs <ul style="list-style-type: none"> - Adaptations to PSHE curriculum - Individual / group interventions supporting emotional well-being and mental health - Positive behaviour strategies 	Improvements in attendance – half termly Attendance & Safeguarding meeting (EHT, DHT, Infant/Preschool DSL's, Admin Officer) Parent Support Worker ELSA support De-escalation strategies and Team Teach training Emotional and welfare support for disadvantaged families Referrals to outside agencies when needed. E.g CAMHS	£1200 £1819.74 £3500 £1819.74 £1000
Communication with and supporting parents <ul style="list-style-type: none"> - Maximising attendance and reducing persistent absences - Partnerships in learning 	Breakfast and After School Club provision Free uniform/ shoes for disadvantaged pupils, including those from SDAS refuge Emotional wellbeing and support phone calls and meetings with parents Parent Support Worker	£100 £ 2500 £ as above
Enrichment <ul style="list-style-type: none"> - Access to clubs, sign posting - Opportunities to enhance cultural capital 	Support for disadvantaged in after school clubs, club resources, and golden time activities Subsidised visits. Visitors to classes to enrich curriculum for PP children. Harvest and other national celebrations	£200 £1000 £5000
Language Development	Eco Explorers outside learning in Year 1 involving extra adults and resources focussing on development Scientific and Geographical language using outdoor experiences. Ensuring children who do not achieve Understanding of the World in Year R catch up.	£1500.42
Service Families	ELSA support LSA support – Pre-teaching and Wave 2 in English and maths Mini Military Club	£ (Service Premium)
PP funding + catch up funding received		£62725
Total Expenditure		£65673.88
Service Premium		£3720

School Improvement Plan priorities for disadvantaged pupils 2020-2021 (Extracts from SDP)		
Area of Focus	Expected Impact	Actions
Recovery Curriculum	Identify gaps from the previous year's learning, whilst at the same time ensuring the current year group expectations are provided.	Ensuring that children's mental health, well-being and social/emotional needs are identified and met Flexible and adaptive assessment and teaching Continuing Professional Development (CPD) training for all staff to prepare for and deliver the Recovery Curriculum Provision for blended learning, where children receive appropriate work during any periods of self-isolation or local lockdown. Monitoring by Senior Leadership Team
Maintain standards and progress in KS1 in reading, writing and maths. To ensure disadvantaged children make good or better progress across Early Years and Key Stage 1. Developing the teaching of arithmetic skills to improve mathematical thinking and number sense. To improve % of Disadvantaged achieving Greater Depth in Reading, Writing, Maths and Combined.	Teachers confidently match provision with needs for vulnerable children in all areas of the curriculum. Children are able to develop and use arithmetic skills to improve mathematical thinking and number sense.	Pupil progress meetings Intervention groups Focus children in planning Maths leader monitoring planning, lessons and book scrutiny. Staff training Maths Leader and English Leader attending Leader Meetings. English Lead monitoring planning, lessons and book scrutiny.
To close the gap between Disadvantaged and Non-Disadvantaged by End of Year 2. Data indicates that our Disadvantaged children do not enter Pre-school and Year R school ready in comparison with our Non-Disadvantaged children.	Emphasis on rapid progress to achieve alongside peers by End of Key Stage 1	Pupil progress meetings. Pupil premium strategy groups. Adaptions to class planning, teaching and learning. Intervention and Targeted support.
Wider curriculum provides knowledge and cultural capital opportunities to meet the needs of each cohort.	Children able to access learning journeys across all subject areas. The curriculum helps them to make connections between their learning and their own lives and aspirations.	School to ensure the development of knowledge and skills deepens the learning and that children can apply these to relevant situations. Review and adapt curriculum
Pupil premium strategy document shared with stakeholders	Clear actions that will feed into Pupil Progress meetings half-termly.	Share with stakeholders. PP Strategy Meeting half-termly to assess impact and lead into Pupil Progress meetings.
Reduce absences for disadvantaged pupils	Higher rates of attendance for disadvantaged children.	Half termly Attendance & Safeguarding meeting with EHT, DHT, DSLs

Embed role of Parent Support Worker across the Federation	Parents have a person to contact support/to signpost them to other agencies. School can provide bespoke support to meet the needs of individual families. Support provided for TAF, EHH referrals and follow ups.	Continue to provide support through groups, 1:1 sessions and referrals. Explore other courses to support our families.
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Attainment KS1 (2020) Disadvantaged Pupils (PP / PP non SEN / PP & SEN)

There were no statutory assessments in summer 2020 due to the COVID-19 pandemic. Teacher assessments were used in transition so that new teachers could effectively plan recovery curriculum plans. These were based on likely attainment based on March assessments prior to school closure / lockdown.

Attainment April 2020 for KS1 (Spring 2 Data) Disadvantaged Pupils (PP / PP non SEN / PP & SEN)

Percentage working within Year 2 expectations in April 2020.	Dis Outcomes %	Non-Dis Outcomes %	Gap	Dis Non-SEN %
Reading, Writing & Mathematics combined	72	78	-6	100
Reading	94	84	+10	81
Writing	72	81	-9	100
Mathematics	89	88	+1	81

2020/2021 Continue with focus on RWM combined and Greater Depth

The impact of the funding allocations and improvements outlined in the PP strategy 2019/20 academic year for disadvantaged pupils

Covid-19 response March – July 2020

Vulnerable pupils and those open to social care, were actively encouraged to attend school during the pandemic. There was an increase in the number of vulnerable pupils attending school during this time. Risk assessments were undertaken for identified pupils. Details of interventions, support and concerns were recorded. Actions were taken to ensure these children were safe and to enable them to access learning.

For disadvantaged pupils with an EHCP, reasonable endeavours were made to deliver provision in the context of Covid-19. This included personalised learning packages where it has been parental choice to keep the child at home or where the Risk Assessment indicates that home learning is in the best interests of the child. Pupils that were in school received the planned provision.

For other disadvantaged pupils, home learning was provided and reviewed. Class teachers monitored and kept in contact with families. The DHT (Inclusion Lead) made regular contact with more vulnerable families to support emotional well-being. Weekly food parcels were provided to families in receipt of FSM.

Teaching and Learning (Pre-Covid19)

Summative data analysis and pupil progress reviews evidence that targeted children have made accelerated progress through strong teaching, a consistent pedagogical approach and use of assessment for learning. Teachers carefully plan for children's next steps, setting SMART targets for individual children.

Gaps are narrowed between Disadvantaged and their peers by the end of Year 2, although more disadvantaged children need to be challenged to reach greater depth.

Introduction of Big Maths in Year 2 has enabled children to work on the accuracy and pace of their arithmetic skills.

Vocabulary is explained and visible on working walls. Variation of task offers higher levels of challenge at the beginning and during lessons. Split inputs and split away groups ensure maximum and individualised progress in lessons.

In English, comprehension skills are being explicitly taught with rich text drivers used to engage and challenge all pupils. The use of high quality texts, working walls and a high focus on building children's vocabulary is enabling the vocabulary gap to be reduced further. Grammar, punctuation and spelling are integrated into writing journeys that have purposeful contexts and outcomes, which are shared with the children.

Eco Explorers curriculum in Year 1 focussing on Geography and Science skills and Language development through weekly outdoor learning opportunities ensured that children were developing the language needed to access the KS1 Curriculum and those children who did not achieve Understanding of the World in Year R were targeted to catch up ensuring Disadvantaged children were monitored and targeted where necessary.

There is strong evidence that disadvantaged children and those with SEN are accessing and succeeding in learning journeys across the wider curriculum. Teachers have worked with the Inclusion leader to ensure planning in non-core areas is differentiated well to ensure next steps were taken into account.

Targeted Academic Support has included:

Language link groups Year R/1
Individual speech and Language support Year R-2
Fine and Gross motor skills groups Year R -2
Handwriting groups Year1/2
ELSA groups Year 1
MyTY Maths groups Year 1/2
Guided Reading intervention groups Year R – 2
Small RWI focus groups
LSA deployment based on need and data analysis
These were regularly reviewed to ensure they had a positive impact on disadvantaged and other children.

Emotional, social and behavioural support

Strategies to improve attendance and reduce persistent absence continue to be rigorous and largely effective. The exclusion trend continues to reduce, due to the emotional and behavioural support systems in place. The Six Strands approach is supporting children to regulate their own behaviour more effectively and engage fully in their learning. Teachers have been supported with behaviour management strategies and plans for individual pupils.

Enrichment:

Enrichment is helping to develop our children's cultural capital, providing them with a wide range of life experiences including theatre trips, educational visitors and special days. In 2020, all children benefited from a Science day, including a workshop with a scientist and it is these experiences which are expanding the children's cultural capital. Pupil Voice ensures that weekly Golden Time sessions provide children with opportunities to pursue their interests.

Our programme of after school clubs are designed to develop children's cultural capital and support the creative arts. Regular opportunities for Pupil Voice have ensured that the range of clubs allow children to follow their own interests. Most of our disadvantaged children access after school clubs; including football, multi-skills and art. Subsidised and free places are offered to vulnerable children to ensure their access to these.

The impact of service premium for 2019/20 academic year

All children regularly attended the weekly Mini-Military club until school closure. This is offered across the Federation to allow families to attend together.

Additional ELSA individual and group sessions have benefited the children.
Access to Wave 2 and Pre-teaching sessions have supported children to be more confident learners.

During lockdown, families received wellbeing calls from teachers.