

Pupil premium strategy statement (primary)

1. Summary information					
School	Purbrook Infant School				
Academic Year	2020/21	Total PP budget	£61870	Date of most recent PP Review	October 2020
		Service Funding	£3100		
Total number of pupils		Total Number of pupils eligible for PP Funding		Date for next internal review of this strategy	January 2021
		FSM	52		
		Ever 6	5		
		Looked After	8		
		Service Funding			

On Entry Data: September / October 2020

Year R On Entry Headlines	PP	
Literacy - Comprehension	67% (11% difference)	All: 76% Non PP: 78%
Literacy – Word Reading	28% (22% difference)	All: 44% Non PP: 49%
Literacy - Writing	50% (8% difference)	All: 57% Non PP: 68%
Mathematics - Number	72% (2% difference)	All: 73% Non PP: 74%
Mathematics – Numerical Patterns	56% (2% difference)	All: 54% Non PP: 54%
GLD	17%	All: 30% Non PP: 33%

There are also significant differences in 'Understanding of the World' 25% difference in past and present, 15% in people, cultures and communities and 16% in the natural world. There is also a significant different in listening, attention and understanding (15% difference) and fine motor (13% difference)

Year 2 On Entry Phonic Data

SEND Group	0 children (0%)	Non PP: 100%
LA Group	5 children (20%)	Non PP: 80%
MA Group Phase 3 - 5	7 children (27%)	Non PP: 73%
HA Group Phase 5+	7 children (20%)	Non PP: 80%

14 children in pass group (74%). 5 children in non-pass group. (26%)

Year 2 Reading Baseline

Owls 4 PP on-track, 2 PP not on track. Eagles 4 PP on-track, 2 PP not on track. Kestrels 5 PP on-track, 2 not on track.

Year 2 Writing Baseline

Owls 2 PP Eagles 2 PP on-track, 4 not on track.

Year 2 Maths Baseline

Owls 3 PP on-track, 3 PP not on track. Eagles 3 PP on-track, 3 PP not on track. Kestrels 3 PP on-track, 4 PP not on track

Milestone 1 – Year 1 (Progress data is not possible as there was no end of EYFS data)

Attainment (Close to or better)	PP	
% securely meeting age-related expectations + in reading	30% (16% difference to all)	All: 46% Non PP: 52%
% securely meeting age-related expectations + in writing	41% (19% difference to all)	All: 60% Non PP: 68%
% securely meeting age-related expectations + in maths	48% (19% difference to all)	All: 67% Non PP: 75%
Attainment (Beyond)	PP	
% Beyond in reading	18% (2% difference to all)	All: 16% Non PP: 14%
% Beyond in reading in writing	0%	All: 6% Non PP: 8%
% Beyond in reading in maths	15% (2% difference to all)	All: 13% Non PP: 13%

Milestone 1 – Year 2

Progress (Year 2) from end of EYFS to end of Autumn 2018	PP	
% of children making expected or accelerated progress in reading	43% (14% Accelerated)	All:66% (13%)
% of children making expected or accelerated progress in writing	86% (0% Accelerated)	All: 73% (5%)
% of children making expected or accelerated progress in maths		All: Non PP:
Attainment (Beyond)	PP	
% Beyond in reading	18% (2% difference to all)	All: 16% Non PP: 14%
% Beyond in reading in writing	5% (3% difference to all)	All: 8% Non PP:8%
% Beyond in reading in maths		All: Non PP:
Attainment (ARE) (Close to or better)	PP	
% securely meeting age-related expectations + in reading	74% (3% difference to all)	All: 71% Non PP: 70%

% securely meeting age-related expectations + in writing	58% (3% difference to all)	All: 61% Non PP: 62%
% securely meeting age-related expectations + in maths		All: Non PP:

2. 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.	26% of PP children are currently not in a place to pass the Phonics Test in December. Precision teaching will needed to order to ensure that these children catch-up and pass the Phonic Screening Test when it is administered to the current Year 2s. Update (Dec 2020) Pass rate of around 94% is currently predicted based on testing prior to the actual test which will take place in December.
B.	Baseline data suggests that lots of the PP children are not on track to meet milestone expectations approx. 50%. Targeted interventions are needed.
C.	There are significant differences in PP and non-PP children in terms of their literacy skills in Year R. The biggest differences between PP and non-PP is word reading at 22%. This significant difference will affect our ability to achieve the percentages of GLD needed at the end of the year.

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

D.	Although turbulence is not generally high across the school, end of year attainment for PP pupils is affected by some pupils joining the school later than their counterparts and therefore having less time for focused intervention and support to impact on their progress and attainment. Case studies linked to progress trackers, which track progress from starting points upon joining the school should therefore also be closely scrutinized and taken into consideration.
E.	A significant number of PP children and especially those who do not meet or are not currently on track to meet age-related expectations have been supported by Children's Services. Whenever it is needed the school provides additional support to rehearse skills where this cannot regularly be provided at home. The school also works very closely with parents who find it more difficult to come into school or bring their child to school regularly and on time.
F.	A number of PP children (6 at time of writing 15.10.20) have attendance that is below 90%. 5 of these children are in Key Stage 1 and are of legal age. 2 of these children have attendance that is in the 70 th percentile range. Attendance at this level will significantly inhibit a child's chances of being at ARE.

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Sustained high attainment by the end of KS1 and swifter rates of progress for PP children	In all core areas (reading, writing, maths and phonics) PP children will achieve at least in line with their non PP counterparts in all Year groups. This will include SEN PP children compared with SEN non PP children. All PP children who attended the school from EYFS who achieved GLD will achieve ARE+ by the end of KS1
B.	Case studies linked to progress trackers for individual pupils not on track to achieve ARE will show measurable and sustained progress from given starting points	Where children are not on track to achieve ARE, interventions will be effective in securing progress in focused areas of learning. Measurable progress will be evidenced
C.	An increasing number of higher attaining PP pupils will at least achieve ARE in all aspects of their learning and there will be increasing evidence of some achieving higher standards in some aspects of their learning	Case studies and progress trackers will show progress at least in line with non PP children and some evidence of progress beyond that of their non PP counterparts. Opportunities to flourish in non core areas of learning will also be tracked and focus areas of strength identified and built upon

4. Planned expenditure

Academic year **2020 / 2021**

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.

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?
To accelerate progress of pupils so more are on track to achieve GLD with a key focus on Literacy especially reading	Ensure parity between discrete focus teaching sessions daily in core areas of learning with carefully designed opportunities in free-flow to assess target and support further	To ensure children are more securely ready to progress to the demands of learning in KS1, a strong foundation will help create more confident and competent learners and enable more targeted support for those learners who genuinely need it.	Regular moderation to monitor progress of pupils across all three classes Staff take responsibility for individual progress trackers from the first pupil progress meeting	EYFS leader	At least termly at pupil progress meetings
To ensure continued high outcomes in phonics are achieved across all three year groups	All staff highly trained in teaching of phonics so shared approaches are taught with precision and consistency across the school and assessment remains a key focus to enable regular re-grouping to ensure appropriate levels of challenge	To enable accelerated progress and catch-up where required for increasing numbers of pupils.	Regular assessment within and across lessons and identified assessment points to enable effective re-grouping. Sustained flexible grouping across year groups and key stage with shared responsibility across key stage for progress and outcomes	SB – reading and phonics lead and Phase leaders and Year 2 co-ordinator	At least half-termly
To ensure high progress and outcomes for pupils in reading and writing, continuing to narrow the progress and attainment gaps with non PP.	Rigorous baseline assessments in all three year groups allow teachers to gap fill and teacher from where the cohort are, rather than where they should be. A key focus on ensuring high expectations are understood and aligned across all classes and year groups and approaches employed to enable securing and application of key skills	To ensure shared accountability for attainment and progress of all pupils so equality of opportunity and support for all (including making provision to fill gaps where these are identified)	Book looks & planning scrutiny to check appropriate provision for all groups of pupils. Intervention and catch up groups will be evaluated to ensure that they are effective. Pupil Progress Meetings (termly) focus on identifying and targeting children	Teachers led by Phase Leaders and Year 2 co-ordinator	At least twice per half term but typically more regular practice in planning, preparation and assessment time
To ensure that all pupils have opportunity to make at least good progress in their learning through sustained good	A triangulated approach to monitoring and further development of a coaching culture through Lesson Study across the school	To ensure all pupils benefit either directly or through a coaching and development approach and are consistently exposed to the best practices	Coaching, mentoring and counselling used flexibly as a support mechanism / tool for development – all teachers participate in “lesson study”	HT to lead training / SLT and other lead practitioner	Termly focus

and better teaching in all classes				with all teachers	
To ensure all pupils are exposed to high quality vocabulary, especially in literacy lessons.	Through support from HIAS and a twinned school, we will become a word aware school.	Significant numbers of children are coming into school with poor communication and language skills (15% difference in listening attention and understanding PP to non-PP). Improved levels of CL for all children would ensure that a higher percentage of children achieve GLD	PD meetings and support by Language and Vocabulary lead for all staff and specific year teams as appropriate	Language & vocabulary lead and literacy adviser	PD Focus Autumn Term and re-visit half-termly
To ensure an sustainably high numbers of children achieve expected standards in maths the difference between pupils not eligible for PP and pupils eligible for pupil premium continues to diminish	Ensuring planning at all levels focuses strongly on the acquisition and application of key skills in a problem-solving context	To ensure pupils not yet on track to achieve ARE are well-supported and scaffolded to secure skills without gaps and staff are confident in how to best plan for and support this.	Focus in PPA sessions through shared moderation and planning Additional training support for staff where identified	Maths leader SENCO / DHT	SLT and PD book looks in Autumn, Spring and Summer Terms
Total budgeted cost					£10,517

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 ensure there is focused support in EYFS to support CL development and other key skills where a delay or gap is identified	HLTA in EYFS (additional to full-time LSA support in all classes)	Children can be further identified for regular and focused quality interventions by a member of staff who works closely across all three classes and is able to communicate progress and outcomes at least on a daily basis.	Monitor and measure progress and outcomes for identified children specifically in relation to the interventions they are undertaking and also in relation to the extent to which the difference is being diminished between them and other pupils.	HLTA, EYFS leader and SENDCO	At least half-termly
To ensure there is strong provision across the school in phonics to enable identified children to keep up and catch up	Phonics streaming with provision of additional supported groups in all year groups Regular and robust assessment and re-grouping	Identified children are targeted as soon as possible and planning is carefully tailored to their requirements	Ensure a shared approach and expectation in assessment Ensure all planning makes provision for on-going assessment throughout lessons Share best and most creative widely	Phonics lead	At least termly
To ensure identified children are provided with focused and regular specialist reading support	Accelerate progress and ensure provision is made for regular practice	Identified children are given additional support to catch up through a focused reading intervention programme such as Fischer Family Trust / supported daily read provision	Regularly track progress through reading age / book band / guided reading records	Reading lead /teachers and reading support team	Daily / weekly
To support vulnerable children experiencing	ELSA support –weekly or more ad hoc as	A significant number of identified children in school are well-supported to manage their	Boxall profiling and robust monitoring of ELSA provision	ELSA DHT	Provision made daily

social and emotional issues and improve their readiness for learning	appropriate Nurturing sessions at least weekly	emotions and are developing self-esteem and resilience and so are increasingly integrated in the teaching day with their peers	Partnership working with parent support adviser /social workers / Early Help Hub / Children's Services as appropriate	SENCO	
To make provision to support catch-up in maths for identified children	Planned and regular interventions provided	Identified children are provided with additional opportunity to secure key basic skills	Screening and regular monitoring of progress	Maths leader	At least weekly provision
To make provision to support catch-up in writing for identified children	Planned and regular interventions provided	Identified children are provided with additional opportunity to secure key basic skills	Screening and regular monitoring of progress	literacy leader	At least weekly provision
Total budgeted cost					£40,400
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 allow all children to be able to participate in music lessons	Specialist musical instruments to be rented for Leo so that he can participate in music lessons	PP children need to be able to fully participate in music lessons	Monitor participation and response of PP children	HT / AHT / Music Lead	At least termly
To improve the attendance / number of lates that PP children have	Payment or part payment for breakfast / after school club (beehive) to support parents in getting their child / children to school	Breakfast club ensures that children start school at the beginning of the school day on time. After school club gives parents the opportunity to work around the school day.	Number of lates and overall attendace	Attendance lead / school office	At least termly
Total budgeted cost					£18,133

