

# Pupil premium strategy statement: Spixworth Infant School

1. Summary information					
School	Spixworth Infant School				
Academic Year	2020-21	Total PP budget	£27,656	Date of most recent PP Review	Summer 20
Total number of pupils	118	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Apr 21

2. Current attainment (2018-19* outcomes) *due to Covid-19		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD	60% (5 children)	72%
% achieving Phonics Pass at Y1	50% (2 children)	82%
% achieving Expected+ in reading	67% (3 children)	75%
% achieving Expected+ in writing	67% (3 children)	69%
% achieving Expected+ in maths	100% (3 children)	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Speech and Language skills are poor
<b>B.</b>	Emotional Literacy skills are poor; high levels of trauma, attachment and mental health needs. Self-confidence and self-esteem are low
<b>C.</b>	50% of children are in more than one vulnerable group
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Support for parenting and parental well-being is limited and hindered further due to COVID-19

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children's vocabulary will be improved. Children's receptive and expressive speech will be improved. Outcomes will be measured using the Wellcomm assessment and the BPVS. Outcomes in reading and writing will also be included in the measures due to the impact of vocabulary on both.	Children will make rapid progress. Children in EYFS will achieve ELG in all aspects of CL by the end of the year. Children in Y1 will be teacher assessed as Expected+ and will pass phonic screening and children in Y2 will achieve Expected+ by the end of the year. All Wellcomm assessments will be graded 'Green' within the relevant year groups and BPVS scores will evidence improvement of 12 months+

<b>B.</b>	Children's emotional and mental health will be fully supported allowing them to access all other areas of the curriculum more effectively. Children will feel safe in school and use school systems to access rich experiences. ELSA assessments will be used as a direct measure with academic outcomes providing supporting evidence of impact.	Children will make rapid progress. Children in EYFS will achieve ELG in all aspects of PSED by the end of the year. All ELSA assessments will evidence improvements. Teacher, child and parent voice will evidence improved readiness for and engagement in learning. Outcomes generally (Reading, writing, maths) will be at least in line with expected progress.
<b>C.</b>	Children with more than one vulnerability will receive specific, additional support in relation to their own personal next steps. Achievement of personalised academic and non-academic goals will evidence success.	Children will achieve at least 90% of their targets (set 4x yearly by teachers, parents and child)
<b>D.</b>	Families will have new ways to access support through school. Children will receive regular support at home for learning. Families will be clear how they can support. Monitoring of parental contact will demonstrate increased home/school partnership. Parent and pupil voice as well as outcomes will evidence improvement	Parents will access systems and be confident in their use. Children will be well supported at home and make progress at least in line with expected progress. Parent and child wellbeing will be improved.

## 5. Planned expenditure

**Academic year**                      **2020-21**

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

<b>Desired outcome</b>	<b>Chosen action / approach(es)</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Speech and Language	SALT training for all staff over two years (6 x twilight sessions at £300 each over two years) to increase staff knowledge and competence in providing specific and general SALT support in-class as part of quality first teaching	EEF state that oral language interventions consistently show positive impact on learning and that all pupils appear to benefit. Highest gains are found where approaches explicitly develop vocabulary in relation to current content studied in school. Trained teaching assistants are also stated as providing extra benefit.	Expert to lead training sessions Time allocated for attendance at training SLT Learning walks undertaken to ensure learning is implemented/ feedback given to support improvements	HP	Termly
A. Speech and Language B. Emotional Literacy C. Multiple vulnerabilities	Redevelopment of outdoor stage area for use as outdoor classroom space and arts performance area for directed and independent access (£7,800) Addition of range of texts that promote awareness and respect of people with different needs and backgrounds (£500)	EEF state improved outcomes have been identified in English, Maths and Science from arts participation with the greatest effects on average for younger learners and the disadvantaged  Article 30 of the UN convention on the rights of the child states that Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country	Space planned for open-ended use, to safely accommodate small and whole-class groups. Planned (class) and unplanned (independent) use will be monitored Child voice will be collected  Book choices as result of audit and advice Texts linked to curriculum opportunities with monitoring of use and impact	HJ  AC	Summer 21

<b>Total budgeted cost</b>					£10,100
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach(es)</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. SALT	<p>Weekly small group interventions through cookery (4hrs HLTA=£2,374.32 plus ingredients and costs: £195)</p> <p>Weekly Attention Autism small group (4hrs TA=£1,911)</p>	EEF state that small group tuition is most effective if targeted at specific needs TAs who provide 1:1 support based on a clearly specified approach can have a strong positive benefit	Learning walks undertaken to ensure quality of intervention input Monitoring through progress information and pupil voice	HP	Termly
B. Emotional Literacy	<p>ELSA supervision for 1x staff (£40 per half term x6) ELSA resources (£38)</p> <p>Weekly ELSA 1:1 sessions x2 (2hrs HLTA=£1,187.16)</p> <p>Lego club incorporating Lego therapy (45 mins TA=£358, plus Lego therapy course and resources £200)</p> <p>Contribution to cost of Apprentice play therapist training (£2000)</p>	Social and emotional learning, according to EEF, have identifiable and valuable impact on attitudes to learning, social relationships and attainment. Improvements are most likely when staff are specifically trained and teachers committed to supporting the approach	Professional supervision for staff plus in-house support and monitoring of impact in collaboration with teachers and lead ELSA	HP	Following each cycle
	<p>Free access to after-school clubs, trips and activities (£250 subscription, cookery £15, other clubs £135, trips £250) Provision for breakfast club (£1080)</p>	EEF states that additional experiences will raise confidence generally that is likely to impact more specifically on core learning Involvement of parents and opportunities for collaborative learning will also be beneficial from this approach	Attendance on visits, at clubs and with LOfC will be high Breakfast provision will be available	JK/SRead	Summer 21



6. Review of expenditure				
End of Academic Year		2020-21		
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
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

<b>iii. Other approaches</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>

### **7. Additional detail**

Additional information used to inform the statements above: