

Pupil premium strategy statement: Spixworth Infant School

1. Summary information					
School	Spixworth Infant School				
Academic Year	2019-20	Total PP budget	£14,140	Date of most recent PP Review	Summer 19
Total number of pupils	118	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Apr 20

2. Current attainment (2018-19 outcomes)		
	<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)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Speech and Language skills are poor
B.	Emotional Literacy skills are poor; high levels of trauma and attachment needs
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental support for reading at home is inconsistent

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	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 and child voice will evidence improved engagement in learning. Outcomes generally (Reading, writing, maths) will be at least in line with expected progress.
C.		
D.	Children will receive regular support at home for reading. Families will be clear how they can support. Monitoring of home reading will demonstrate increased uptake. Parent and pupil voice as well as outcomes will evidence improvement	Children will make rapid progress. Children in EYFS will achieve GLD in Literacy: Reading. 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.

5. Planned expenditure					
Academic year		2019-20			
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(es)	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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 8-week project led by SENDCo plus SLT Learning walks undertaken to ensure learning is implemented/ feedback given to support improvements	ED	Termly
Total budgeted cost					£1,800

ii. Targeted support					
Desired outcome	Chosen action/ approach(es)	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. SALT	Weekly small group interventions through cookery (4hrs HLTA=£2,115.39 plus ingredients and costs: £195) Weekly Attention Autism small group (4hrs TA=£1,800)	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	ED	Termly
B. Emotional Literacy	ELSA training for 1x staff (£380) plus ongoing ELSA supervision for 1x staff (£40 per half term x6) ELSA resources (£38) Weekly ELSA 1:1 sessions x2 (2hrs HLTA=£1057.69) Lego club incorporating Lego therapy (45 mins TA=£349, plus Lego therapy course and resources £200)	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	ED	Following each cycle
	Free access to after-school clubs, trips and LOtC activities (£250 subscription, cookery £15, other clubs £40, trips £150)	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 LOtC will be high	JK/SRead	Summer 20
	Improved safety within school premises (£4150 for door safety)	The DfE Health and Safety guidance (2018) makes clear that pupils should be safe in schools. Health and safety law requires that schools assess risk and put in place proportionate control measures	Professional advice will be sought Improved door security will support children; their entry to/exit from the building will be safely controlled	HJ	Summer 20
Total budgeted cost					£10,980.08

iii. Other approaches

Desired outcome	Chosen action/ approach(es)	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Parental support for reading	Home reading challenges initiated in-school (£0) Parent Forum and information to share theory and potential impact (£0) In-school monitoring of reading at home inc notes home (£0)	It is recognised by EEF that it is challenging to develop effective parental engagement to improve their children's attainment, yet there is evidence to suggest that parental engagement is consistently associated with pupils' success and support for parents with their first child will benefit their siblings. Furthermore effective homework is associated with greater parental involvement and support	Monitoring of reading at home by teachers Parental voice included throughout	DM	Termly
Total budgeted cost					£0

6. Review of expenditure				
End of Academic Year		2019-20		
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
A. Speech and Language	SALT training for all staff over two years	2/6 training sessions complete. Temporary hold due to Covid-19. Part of two year plan, awaiting confirmation of continuation of training. Initial impact was positive. Attendance high and implementation strong.	Approach to continue inc monitoring of long term impact	% spend to date: £100
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
A. SALT B. Emotional Literacy	Weekly interventions: Cookery Attention Autism ELSA training and intervention Lego therapy Free access to enrichment provision Door safety	Interventions completed regularly with increase of number of children accessing AA through timetabling of staff. Individual impact logged for children. XX children accessed support. ELSA training complete and supervision facilitated. XX children accessed support. Individual outcomes logged. XX% PP eligible children accessed one or more enrichments Door safety actions complete during first week of lockdown. Key worker/vulnerable group included xx% PP eligible children. No instances of absconding. (XX in 6 months prior to door improvements)	Application of AA and ELSA is wide and should be included as part of pupil progress discussions, addressing lower-level needs. Safety in relation to classroom exit doors to be considered for future capital spend. Free access to enrichments, post covid-19, once safe to resume, likely to be even more essential for PP eligible families and potentially higher numbers of PP eligible overall – consider larger proportion of spend to cover costs	xx
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
D. Parental support for reading	Reading challenges Parent Forum Improved in-school monitoring	Sept-May increase in home reading in every class Beech XX% Oak XX% Maple XX% Sycamore XX%	Challenges to be reinstated from Sept 20 (post Covid-19), linked to whole school topics. Communication between home/school in relation to individual's progress through the challenges saw better progress and supported positive links	£0

7. Additional detail

Additional information used to inform the statements above:

Parent Questionnaires Autumn 2019

Behaviour log 19-20

Tapestry management 19-20

In-school tracking Sept-March 20

In-school individual pupil logs Sept-March 20

Club attendance registers/CU passport administration records 19-20

Learning Walk feedback 19-20

Governor monitoring reports 19-20