

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		
	Pupils eligible for PP (our school)	Pupils not eligible for PP (national average)
% 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, attachment and mental health needs. Self-confidence and self-esteem are low
C.	50% of children are in more than one vulnerable group
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Support for parenting and parental well-being is limited and hindered further due to COVID-19

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
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, 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.
C.	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)
D.	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

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 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

Total budgeted cost					£10,100
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	<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 LOTC 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
A Speech and Language B. Emotional Literacy C. Multiple vulnerabilities	SALT training for all staff over two years Redevelopment of stage Purchase of diversity texts	Face-to-face training cancelled re Covid, final sessions purchased as virtual training and accessed by specific staff. End of year assessments invalid source of information due to impact of lockdowns Area complete but limited use due to lockdowns and restrictions linked to pupil movement and mixing Texts available and used within all classes and for wider school use e.g. through assemblies. Soft data in terms of teacher observations demonstrate children of colour, or with additional needs can see themselves represented within the texts	Virtual training can be accessed at any future point to benefit more staff Opportunities to perform as part of structured or independent learning will be beneficial. This resource is a permanent addition and use will be made in the future These texts will be included in curriculum planning for the benefit of all children	
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 Speech and Language B. Emotional Literacy C. Multiple vulnerabilities	ELSA	Individual child support and supervision for staff have been limited due to Covid. Used with 3 children in full, the programme has directly benefitted these children	This programme will be continued	
	Lego	Due to Covid, this programme has only been used with 2x individual children. Lego club has not run.	This programme will be continued	
	Play therapist training	Training has not commenced as the course was not run due to Covid	This should be considered for future investment, or a similar alternative, due to the increased mental health needs seen on full reopening from lockdowns	
	Free access to enrichment provision	No enrichment provision available due to Covid	This should be continued due to impact of Covid on children and families both emotionally and financially	
	In-class coaching	Completed following full reopening in 2x class bubbles (limited due to Covid restrictions). XX children received additional support, XX achieved the next steps given to them	Catch-Up interventions should continue. Keep-Up daily sessions should also be introduced to address small gaps before they become more significant	
Purchase of Chromebooks	Purchase complete, set up delayed (due to change in IT support and lockdowns), so less use than intended this year	Use will be continued		

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	Range of home-school communications	Home learning was successful, benefitted by communications via Tapestry and the website. 1x parent forum also completed during lockdown. MMe used from full reopening with positive response from families. Parent questionnaire: 98% stated information home was helpful, 94% aware of what their child will learn	On-going website development is necessary Range of face-to-face and virtual meetings should be place from September Tapestry and MMe will be continued (Pupil Asset not used as suitable/necessary communication tool)	

7. Additional detail

Additional information used to inform the statements above:

Parent Questionnaires Summer 2021

Children's Questionnaire Summer 2021

Behaviour log 20-21

Tapestry and Marvellous Me management 20-21

In-school tracking March 21-July 21

In-school individual pupil logs March-July 21

Learning Walk feedback 20-21

Governor monitoring reports 20-21

