

3 Year Pupil Premium Strategy Plan for St. Mary's Infants

SUMMARY INFORMATION			
ACADEMIC YEARS COVERED BY STATEMENT: 2021-2024			
PUPIL PREMIUM LEAD: Mrs Thorp		GOVERNOR LEAD: Ben Hodson	
NEXT REVIEW DUE: April 2022			
CURRENT PUPIL INFORMATION 2020-21			
Total number of pupils:	150	Total pupil premium budget:	£34,856
Number of pupils eligible for pupil premium:	34	Amount of pupil premium received per child:	£1320 Pupils eligible for FSM/Claimed FSM in past 6 yrs £2345 Previously looked after
% of pupils eligible for pupil premium:	23%		

INFORMATION AROUND THIS COHORT OF CHILDREN		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	13	38%
Girls	21	62%

INFORMATION AROUND THIS COHORT OF CHILDREN

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
SEN support	13	38%
EHC plan	0	0%
EAL	0 (although we are investigating how this is being recorded in school)	0%

2018-19 and historical data (this is the most recent due to COVID restrictions):

EYFS						
	Pupils eligible for PP	All pupils	National average for PP	Data from previous 3 years (PPG pupils)		
				2015-16	2016-17	2017-18
Good level of development (GLD)	44%	75%	57%	60%	38%	40%

YEAR 1 PHONICS SCREENING CHECK

All pupils	Pupils eligible for PP	National average	Data from previous 3 years (PPG pupils)		
			2015-16	2016-17	2017-18
84.2%	67%	81.9%	88.8%	93.8%	88%

END OF KS1

	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years (PPG pupils)		
		School average	National average	2015-16	2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	45%	71.7%	Not reported	46.2%	63.6%	64.3%
% making expected progress in reading	27.3%	78.6%	78%	76.9%	100%	85.7%
% making expected progress in writing	0%	69.6%	73%	69.2%	54.5%	78.6%
% making expected progress in maths	27.3%	78.6%	79%	53.8%	63.6%	71.4%

OTHER DATA		
	Data	Strengths / Weaknesses
Attendance data	<p>PPG attendance:</p> <p>2018-2019:</p> <ul style="list-style-type: none"> - 93.3% attendance - 0 persistent absentees <p>2019-2020:</p> <ul style="list-style-type: none"> - 88.7 % attendance - 5 persistent absentees <p>Current academic:</p> <ul style="list-style-type: none"> - 93.4% attendance - 3 persistent absentees. <p>Attendance of children in whole school this academic year: 95.9%</p>	<p>The attendance of PPG children has improved this academic year.</p> <p>This is well below expectations for attendance</p> <p>Attendance of this group of children is 2.5% lower than attendance overall.</p>
Behaviour data	<p>Children previously at risk of exclusion have been supported through targeted pastoral support</p> <p>25 pupils have behavioural related logs during the last term (some with multiple logs)</p>	<p>Steps has been introduced to support behaviour management across the school</p> <p>Staff are now more consistent at logging incidents on CPOMs</p> <p>Children within the PPG are involved in the majority of CPOMs reported behavioural incidents.</p>

LONG-TERM PLAN (3 YEAR TIMESCALE):

- 1. To continue to develop and embed the therapeutic support offered to individuals and their families**
 - Many children attending the school have experienced Adverse Childhood Experiences (ACE's) which impact on their emotional wellbeing and ability to access learning.
 - The school recognises that less desirable pupil behaviour is linked to anxiety and attachment difficulties.
 - The school recognises that low/inconsistent attendance patterns impact on progress and retention of prior learning.
 - The school values partnership with parents, recognising the potential of effective parental support for children's emotional wellbeing.

- 2. To develop effective language and communication skills for all pupils**
 - A significant number of children (%) enter school with speech and language skills below age-related expectations.
 - The school recognises that communication skills are central to effective thinking, problem solving and learning.
 - The school strives to enrich the language experience of children through extending vocabulary and providing opportunities for children to present their learning orally. (Talk for writing)

- 3. To improve the % of disadvantaged pupils meeting the expected standard in reading across the school**
 - Lockdown has affected children's attainment and progress in reading so that it is not inline with their phonics attainment.
 - The school is committed to ensuring that all children learn to read confidently by the end of Year 2
 - The school is committed to empowering children to read widely for pleasure

- 4. To improve the % of disadvantage pupils meeting the expected standard in writing across the school**
 - Writing has been identified as an area where attainment and progress need accelerating across the school.
 - The school have been working with a Local Authority English advisor to identify the barriers to progress in writing.
 - The school is committed to inspiring and motivating children to write for purpose.

- 5. To continue to develop the curriculum to provide children with enrichment experiences.**
 - The school recognises research evidence that a knowledge rich/experiential curriculum is crucial to "broadening minds, enriching communities and advancing civilisation. Ultimately it is about leaving the world a better place than we found it". (*Amanda Spielman, HMRC 2019*)
 - In order for language acquisition to improve, children need rich experiences to understand and retain the new vocabulary they hear.

PRIORITY 1: To continue to develop and embed the therapeutic support offered to individuals and their families

> Member of staff responsible: Stefanie Archer

Objectives	Actions to be taken	By whom	By when	Resources needed	Success Criteria	Impact
1. To further embed high quality pastoral support.	<ul style="list-style-type: none"> • Development of nurture/sensory space, • Developing use of Boxall profile, individual planning for pupils, reflection and de-brief • Creating a network of therapists and support workers which can be accessed as required • Embed the use of the 5 point scale and zones of regulation for selected children. 	Stefanie Archer	April 2023	CPD opportunities. SENCO time to work with staff. Funding to develop nurture space (funding also sources from councillors personal budget)	Improvement in Boxall Scores for all children receiving targeted support.	
2. To continue to develop partnership working with parents in order to improve attendance of vulnerable groups and engagement of their families	<ul style="list-style-type: none"> • Develop pastoral HLTA role in engaging with parents in an informal way at an early stage where attendance concerns are flagged. • Signposting parents to appropriate support • Holding TAF meetings where required 	Stefanie Archer	April 2022	Time for family and inclusion worker.	Improved attendance for all vulnerable groups. Reduction in persistent absentees. Reduction in attendance gap for PPG.	

<p>3. To develop the Steps Approach to managing behaviour across the school.</p>	<p>To continue to train all staff on the Steps approach</p> <p>To monitor implementation of this approach</p> <p>To identify the impact and support staff as required</p>	<p>Stefanie Archer</p>	<p>July 2022</p>		<p>The number of behavioural incidents reported on CPOMs reduces over time.</p>	
<p>Projected spending (2021-2022):</p>	<p>£ 15,000</p>					

PRIORITY 2: To develop effective language and communication skills for all pupils

➤ Member of staff responsible: Rebecca Thomas (supported by SALT teaching assistant)

Objectives	Actions to be taken	By whom	By when	Resources needed	Success Criteria	Impact
1. To develop early identification of pupils with SLCN	<ul style="list-style-type: none"> Develop use of Neli intervention within Reception 	Rebecca Thomas and Identified TAs	April 2022	screening toolkit and resources NELI program Practitioner time to administer screening	There will be an increase in the % of children with language skills at ARE or above. Children will make accelerated progress in the CL area	
2. To develop effective vocabulary teaching	<ul style="list-style-type: none"> Embed Word Aware approach across the school. Develop Vocabulary rich environments. 	All Staff	July 2023	Word Aware resources Staff meeting time	There will be a systematic approach to the teaching of vocabulary. Vocabulary teaching will be accurately pitched to the needs of the cohort, ensuring all learners are supported and extended as appropriate.	
Projected spending (2021-2022):	£8000					

PRIORITY 3: To improve the % of disadvantaged pupils meeting the expected standard in reading across the school

> Member of staff responsible: Rebecca Thomas and Kathryn Thorp

Objectives	Actions to be taken	By whom	By when	Resources needed	Success Criteria	Impact
To provide a wide range of reading opportunities for children across the curriculum	<ul style="list-style-type: none"> • Purchase books from the CLPE 'The Power of Reading' suggestions in line with new reading expectations for reading books across the curriculum • Timetable regular reading opportunities across the school day. 	Rebecca Thomas	July 2021	Reading books	Half termly assessments will show pupils making rapid progress in reading.	

<p>To provide timely intervention to pupils identified as working below the age expectation or not make expected progress in this area</p>	<ul style="list-style-type: none"> • Use Collins miscue analysis to establish which finely graded book band the children should be reading to make maximum progress. • Teaching assistant time used to support with reading through additional reading either in small groups or individually as required. 	<p>Class Teachers/ monitored by Kathryn Thorp</p>	<p>July 2022</p>	<p>Purchase of EAL assessments. Time to completed assessments and deliver interventions.</p>	<p>Half termly assessments will show pupils making rapid progress.</p>	
<p>Projected spending (2021-2022):</p>	<p>£4500</p>					

PRIORITY 4: To improve the % of disadvantage pupils meeting the expected standard in writing across the school

> Member of staff responsible: Rebecca Thomas and Kathryn Thorp

Objectives	Actions to be taken	By whom	By when	Resources needed	Success Criteria	Impact
To ensure high quality teaching of writing across the school.	<ul style="list-style-type: none"> • Consult with Local Authority advisors on Literacy strategy for reading and writing. • Purchase the power of reading planning and resources. • Train teaching and teaching assistant staff on the use of speaking and listening strategies for writing. • Introduce a structured bespoke planning template for daily targeted planning of writing skills • Adjust teaching approaches as needed to meet needs of cohorts. • Provide training for all 	<p>Rebecca Thomas to lead</p> <p>All staff to implement</p> <p>Monitored by SLT</p>	Ongoing	<p>Power of reading resourcing</p> <p>Local Authority consultancy</p> <p>Training for staff</p> <p>Subject leader release time for planning and monitoring</p>	All pupils will make at least expected progress from starting points.	

	<p>staff to differentiate curriculum access appropriately.</p> <ul style="list-style-type: none"> • Tightly track progress and review provision through Pupil Progress discussions. 					
<p>Projected spending (2021-2022):</p>	<p>£4500</p>					

PRIORITY 5: To continue to develop the curriculum to provide children with enrichment experiences.

> Member of staff responsible: Kathryn Thorp

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
to provide rich experiences in order to develop children's knowledge and understanding of the world.	<ul style="list-style-type: none"> Plan termly enrichment experiences both in and out of school to provide experiences that children may not get within their community. Plan for explicit vocabulary teaching linked to each experience. To signpost and recommend extra curricular opportunities to vulnerable families. 	<p>Teachers Curriculum leaders</p> <p>Stefanie Archer</p>	Ongoing	Cost of activities.	<p>Pupil voice to evidence development of children's aspirations.</p> <p>New vocabulary acquired will be embedded through use in spoken and written work in the classroom.</p>	
Projected spending (2019-2020):	£2500					