

Review of Pupil Premium strategy 2019-2020

| Summary information | | | |
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| School | St Mary's Infant School | | |
| Academic Year | 2019/20 | Total PP budget | £36,280 |
| Total number of pupils | 168 | Number of pupils eligible for PP (April 2020) | 22 |

| Review of expenditure | | | |
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| i. Quality of teaching for all | | | |
| Desired outcome | Chosen action/approach | Estimated impact - data only up to end of Spring term | Lessons learned |
| <p>A. All Reception PP children make at least expected progress, with some making rapid progress</p> <p>B. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils</p> | <p>Continue whole school training on current issues such as quality feedback, improvement marking literacy and maths updates, maths interventions, mental health, PP information sessions, SEN, STEP On training for behaviour support</p> | <p>Marking policy is being successfully implemented.</p> <p>TAs have had in house training from the Head on using LCP for delivering.</p> <p>STEPS training has not been updated and will be reviewed next academic year.</p> <p>PROGRESS DATA:</p> <p>EYFS: Literacy PP 57% Non-PP 81% Maths PP 85.7% Non-PP 95%</p> <p>KS1: Reading PP 42.9% Non-PP 52.6% Writing PP 57% Non-PP 44% Maths PP 50% Non-PP 39%</p> <p>KS1 PP children have done better than non-PP in writing and maths</p> | <p>Marking policy will need further embedding with new staff in September.</p> |
| | <p>Non-teaching Deputy available to monitor and improve standards of teaching and learning across the school and support staff as necessary</p> <p><i>(Includes the planning & teaching of phonics daily across KS1 & Reception, as</i></p> | <p>Deputy in class from spring term onwards.</p> | |

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| | <i>an additional teacher)</i> | | |
| B. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils | Half termly phonic testing, by DH, of all Year 1 children (& retaking Year 2s). Analysis of gaps to inform groupings and future planning (Reception children included in summer term) Class action plans to be written targeting pupils not on track to achieve ARE Within the first week of term action plans will be put in place for each class based on gaps in learning. | Results of tests have improved for most of the pupils as they become more comfortable with the format. Teachers informed of progress, issues, barriers to learning for each phonics group and individual pupils. Class teachers better able to report to parents at parent's evenings. 30% of all pupils at expected levels already, but only 3/8 PP pupils expected to pass with current levels. – Taken from end of Autumn Term – action not continued in Spring Term due to staffing changes. No end of year Year 1 phonics check to compare data. | |
| E. To accelerate the progress and attainment of disadvantaged pupils with SEND | Class teachers to continue to differentiate planning and support. Planning, SEN support plans/EHCP outcomes to be shared with all support staff in the classroom. INCo to liaise with class teachers and write a vulnerable group action plan for each class. Within the first week of term action plans will be put in place for each class based on gaps in learning. | PROGRESS DATA: EYFS: 1 pupil PP & SEN Literacy SEN 66.7% Non-SEN 79% Maths SEN 66.7% Non-SEN 97% KS1: Reading: PP&SEN 50% SEN 35% Non-SEN 54% Writing: PP&SEN 66.7% SEN 35% Non-SEN 47.9% Maths: PP & SEN 66.7% SEN 35% Non-SEN 41% Individual plans and targets were set for each child including support that can be given at home with home packs. | Individual targets and focus learning in class and give parents more support to help their child at home. |
| F. To close the gap between PP pupils and non-PP pupils in maths | Timetables have been adjusted to ensure maths fluency. Morning starters and Big Maths develop fluency and rapid recall of number facts. Targets leading from observations are to ensure that all pupils are engaged through active learning. Ensure that PP pupils are always included in appropriate maths support clubs. | Pupils have daily practice at maths fluency and are becoming more fluent in mental maths. PROGRESS DATA: EYFS: Maths PP 85.7% Non-PP 95% KS1: Maths PP 50% Non-PP 39% Gap larger in EYFS Making more progress in KS1 | |
| ii. Targeted support | | | |
| Desired outcome | Chosen action/approach | Estimated impact | Lessons learned |
| A. All Reception PP children make at least expected | Deputy Head (EYFS Leader & Literacy SL) is an additional teacher in Reception for all literacy and maths teaching | Only carried out in the autumn term discontinued from the spring term due to DH being in class- cannot comment on | |

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| <p>progress, with some making rapid progress</p> <p>A.</p> | <p>sessions and daily phonic sessions. We will ensure that PP parents are informed of and encouraged to attend any parent learning sessions held at school.</p> | <p>impact.</p> | |
| <p>B. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils</p> | <p>Deputy Head hears targeted PP children read during first part of the morning We will ensure that PP parents are informed of and encouraged to attend any parent learning sessions held at school.</p> | <p>Only carried out in the autumn term discontinued from the spring term due to DH being in class- cannot comment on impact.</p> | |
| <p>B/E. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils</p> | <p>Targeted in class support Delivered by Intervention TA</p> | <p>Only carried out in the autumn term discontinued from the spring term due to TA leaving- cannot comment on impact.</p> | |
| <p>B. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils</p> | <p>Intervention TA to support in class in Year 2, in literacy and maths, including working with PP children and allowing CT to work specifically with PP children</p> | <p>Only carried out in the autumn term discontinued from the spring term due to TA leaving- cannot comment on impact.</p> | |
| <p>B. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils</p> | <p>After school literacy Booster Club for PP children (1 or 2 sessions a week depending on need)</p> | <p>Only carried out for a limited time due to TA leaving- cannot comment on impact.</p> | |
| <p>A. All Reception PP children make at least expected progress, with some making rapid progress</p> <p>B. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils</p> | <p>Sp & L interventions delivered by TA Use of Well Comm where necessary</p> | <p>PROGRESS DATA: EYFS: CL: PP 85.7% Non-PP 88% Literacy PP 57% Non-PP 81% Maths PP 85.7% Non-PP 95% KS1: Reading PP 42.9% Non-PP 52.6% Writing PP 57% Non-PP 44% Maths PP 50% Non-PP 39% All focus pupils are given targets – sometimes provided by the SpLT, but also from a bank of resources delivered by a trained and experienced SpLT TA, leading to better progress in class.</p> | <p>Support from Sp & L Ta is very important for the several pupils who start school with difficulties and has been shown to improve progress. Also important to have support from S&L Therapist</p> |
| <p>E. To accelerate the progress and attainment of disadvantaged pupils with SEND</p> | <p>INCo to liaise with class teachers and write a vulnerable group action plan for each class.</p> | <p>PROGRESS DATA: EYFS: 1 pupil PP & SEN Literacy SEN 66.7% Non-SEN 79% Maths SEN 66.7% Non-SEN 97% KS1: Reading: PP&SEN 50% SEN 35% Non-SEN 54% Writing: PP&SEN 66.7% SEN 35% Non-SEN 47.9% Maths: PP & SEN 66.7% SEN 35% Non-SEN 41%</p> | <p>Support from the INCo ensures that someone has an overview of the bigger picture and can intervene quickly and effectively.</p> |

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| | | Half termly action plans have been set in place and reviewed with actions for individual PP pupils. Pupils are achieving their targets and have been set new targets. When progress is not shown steps to improve have been made smaller and more achievable. INCo successfully liaised with class teachers and supported where necessary to write vulnerable group action plan. | |
| F. To close the gap between PP pupils and non-PP pupils in maths | Intervention TA to support in class in Year 2, in maths, including working with PP children and allowing CT to work specifically with PP children. We will ensure that PP parents are informed of and encouraged to attend any parent maths learning sessions held at school. Distribute maths booklets –How to help your child with maths at home. | Only carried out in the autumn term discontinued from the spring term due to TA leaving- cannot comment on impact. Maths booklets distributed. | |
| iii. Other approaches | | | |
| Desired outcome | Chosen action/approach | Estimated impact | Lessons learned |
| A. All Reception PP children make at least expected progress, with some making rapid progress B. PP children make at least good progress in reading, writing and maths in KS1, including high attaining pupils | Funds available to supplement/cover school trips and enrichment activities for PP children Book token £10 each half term | Book tokens not sent out yet. PP children targeted for free places at sports clubs. All PP pupils were offered funded lunchtime clubs but not all took it up. Currently 8 pupils attend PP funded sports clubs each week. See Data above. | Allocate the sending of book tokens to a named person. |
| B. Lack of parental engagement in Early Years, for many PP children, mean that they are not making as much progress as they could. | Continue with all strategies set in place from 2018/19, EYQS Gold standard | Held successful sessions for 'Stay and Play' but need to encourage more to attend. Successful sessions to look at Learning Journals. Stay and Play was adapted to give parents a more focussed activity to do with their child. Positive feedback from parents. | Continue programme to engage parents next year. Review and add ideas to engage parents. |
| D. Increased attendance rates for pupils eligible for PP | Continued role of Deputy Head role of 'Attendance Champion' Introduce fining for unauthorised absences | Attendance was judged as Good by OFSTED 2019. Role to be taken over by Business Manager. ATTENDANCE: up to 20.3.2020 PP 93% Non-PP 96% All pupils 95.8% Up to 26.2.2020 before Coronavirus PP 94.3% Non-PP 96.8% All pupils | Continue working with county AO and look at attendance of PP children in particular. |

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| | 96.5% | |
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