

Pupil premium strategy statement

1. Summary information					
School	Polesden Lacey Infant School				
Academic Year	2019 - 2020	Total PP budget	£4940	Date of most recent PP Review	July 2020
Total number of pupils	82	Number of pupils eligible for PP	3	Date for next internal review of this strategy	

2. Current attainment –Year 2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	0%	65%
% achieving in Reading	100%	75%
% achieving in Writing	0%	70%
% achieving in Maths	0%	79%

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.	PPG pupils are identified as having emotional and social barriers to learning
B.	Aspirational targets for able PPG pupils need to be consistently set
C.	Poor fine motor skills are evident in some pupils
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	PPG attendance has been good to date but with new pupils this will be monitored to ensure that it remains good

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Develop emotional literacy for PPG pupils to ensure they are ready to learn	Social and emotional barriers to learning for PPG pupils are reduced and the PPG pupils are able to access the learning across the curriculum enable them to make accelerated progress
B.	Higher rates of progress across KS1 for high attaining pupils eligible for PPG.	Pupils eligible for PPG identified as higher ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 in maths, reading and writing.

C.	Increased progress for all PPG pupils in writing	PPG pupils make as much progress or better than their peers in Writing both nationally and as calculated using the criteria in Polesden Lacey Infant School Assessment Policy.
D.	Continued higher attendance for PPG pupils	PPG pupils have an attendance of 96% or above Pupils are making accelerated progress

5. Planned expenditure

Academic year	2019 - 2020
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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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Increased progress for all PPG pupils in reading, writing and maths</p> <p>Higher rates of progress across KS1 for higher attaining pupils eligible for PPG.</p>	<p>Training for teachers to develop their strategies to use within the classroom to accelerate the progress of PPG pupils.</p> <p>Teachers and Tas/LSAs are observed and receive prompt feedback to ensure that Quality First Teaching is provided throughout the school following on from the training.</p> <p>There is a focus on the progress towards aspirational targets for PPG pupils - these are reviewed in pupil progress meeting and as part of appraisal for all teaching staff</p> <p>The Headteacher conducts pupil conferences with all PPG pupils once a term to help identify barriers to learning and support pupils in taking responsibility for their learning</p> <p>Additional external support is used to inform teachers on</p>	<p>PPG pupils are making good and comparable progress with their peers but we would like them to make even better progress. The Sutton Trust research provides evidence that Quality First Teaching has a positive impact of the attainment of PPG pupils.</p>	<p>Observations of lessons with a focus on the progress of PPG pupils</p> <p>Termly review of the 'Day in the Life of a PPG pupil' showing greater inclusion and progress</p> <p>Pupil progress meetings and appraisal meetings</p> <p>Termly pupil conferences</p>	<p>Head and Deputy and all teachers</p>	<p>Termly</p> <p>Aspirational targets set for all pupil identified as PP</p> <p>Year 2 – 1 pupil GDS in R, W and M</p> <p>1 pupil EXS in R and W and GDS in Maths</p> <p>Reception – 1 pupil ELG in R, W and M</p> <p>Following the Pupil Progress meetings, held in February prior to the school shutting, all pupils were on track to meet their targets.</p> <p>Observations of teaching showed that there was high quality teaching, PP pupils were targeted to answer questions and were challenged appropriately.</p> <p>Provision was in place during school closure for a PP pupil to come into school for some sessions whilst the other children were carefully</p>

	strategies to support pupils in class	Specific support and information is gained from the Language and learning team and this is used to support the pupils.	Observations of lessons with a focus on the provision for and progress of PPG pupils		monitored by the staff. Phone calls were made to encourage engagement with the learning
Total budgeted cost					£2150
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Greater parental understanding and involvement in PPG pupils' learning	<p>Parents of vulnerable children are invited to attend meetings with regards to the progress of their children. Teachers will, with the support of the admin team ensure that parents attend consultations every term. Teachers will meet with parents to agree strategies that they can use at home.</p> <p>Teachers to use pre learning as a tool to engage both the pupils and parents/carers in the learning.</p>	<p>DFE stresses the importance of pleasure for reading and the 'parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (DFE – Research evidence on Reading for Pleasure – 2013 and Clark and Rumbold, 2006).</p> <p>James Nottingham encourages the use of Pre learning (pre home learning) to engage with families and</p>	<p>Monitoring of progress using in house tracking and termly assessments</p> <p>Feedback from parent consultations</p>	Head and Class teachers	<p>Half termly</p> <p>Class teacher has met with all PP pupil parents at parental consultations</p> <p>Headteacher has had individual meetings with 2 of the families 1 regarding how to support their child and 1 to improve attendance</p> <p>Throughout lockdown the parents were contacted and engaged with the learning .2 families were particularly good and supported the children throughout</p>

Increased progress for all PPG pupils in reading, writing and maths	A teacher/HLTA is employed to teach FSM/Ever 6 pupils in small groups	Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs leads to greater progress. (EEF)	Monitoring of progress using the Tapestry and internal systems and termly observations of sessions.	Head	Half termly
Higher rates of progress across KS1 for high attaining pupils eligible for PPG.	Early Years intervention to target identified areas Parents engaged early to support process and to help identify any underlying need	1:1 tutoring with short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence from EEF also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	Monitoring of progress using the Tapestry and internal systems and termly observations of sessions.	Head and class teachers	Half termly Pupils supported through intervention groups and by teacher input. Pupils progressed towards end of year targets.
Higher percentage of pupils attaining a Good Level of Development at the end of Reception.		Previous use of specific interventions has shown that identified pupils undertaking specific interventions meet targets that are set by the class teacher and prepare the pupils for	Prior and finishing assessment data shows that progress has been made.	Early Years Team	Half termly
Total budgeted cost					£2190
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Develop emotional literacy for PPG pupils to ensure they are ready to learn	Mindfulness is taught to the pupils	EEF Toolkit suggests that there is evidence that targeted social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself	Greater progress shown Pupils are observed using strategies taught to remain calm and incidents of PPG pupil inappropriate behaviour is minimal Staff are observed using strategies to improve the mental health of pupils enabling the pupils to be ready to learn	Head SENCo and Head	Half termly Greater use of mindfulness to be used with the pupils – both individuals and whole school Mindfulness became part of the school assembly and continued in the classroom from January onwards. Newsletters were used during lockdown to support parents in supporting children with any anxiety or worries. The family support worked was engaged with a family throughout

					lockdown and the Head phoned the family weekly to monitor and offer support.
Develop emotional literacy for PPG pupils to ensure they are ready to learn	The progress and attainment of the vulnerable children is closely monitored and interventions are planned and delivered to support these pupils where appropriate. The money funds a member of staff to attend appropriate training and ½ hour every two weeks release time	Progress of the PPG and vulnerable pupils is clearly tracked and all staff are informed of any issues that may affect them. Communication books are monitored to track any behavioural issues. EEF suggests that ‘sensitive and targeted intervention may benefit at risk or more vulnerable pupils’. These interventions are monitored to see progress both in attitude and learning.	Teachers planning indicates a clear understanding of the needs of PPG pupils PPG pupils making progress in line with or better than peers. Pupil interviews show the pupils to be engaged with learning	Head and teachers	Termly Monitored by HT This was carried out by the HT during the year but it would be appropriate to allocate this to another member of staff in the future.
Maintain the attendance of PPG pupils	Making high attendance part of their ethos Being alert to patterns of poor attendance in their nurseries and addressing them as soon as they become concerned Yearly traffic light letters Supporting parents to get to school through measures such as home visits Teaching parents to understand the difference between minor ailments and the kind of illnesses that warrant a day off school	The DFE report Improving attendance in schools 2014 says, ‘One of the most effective ways that schools can improve achievement is by improving attendance. Even the very best teachers struggle to raise the standards of children who are not in school regularly. Schools that relentlessly pursue good attendance also get better overall attainment and behaviour.’	Attendance for PPG pupils will be above 97%	Head	Bi – Weekly I pupil fell below the expected levels for attendance – Meeting held for the parents and with parental support referral to the School Nursing team was made. This pupil’s attendance is now improving and continues to be monitored. Although attendance was monitored in the usual way all the PP pupils returned to school when it was possible for them to do so. The head and the school office worked with 2 families to reassure them that it was safe to do so.
Total budgeted cost					£600