

Pupil premium strategy statement

1. Summary information					
School	Polesden Lacey Infant School				
Academic Year	2020 - 2021	Total PP budget	£5,280	Date of most recent PP Review	July 2021
Total number of pupils	82	Number of pupils eligible for PP	4	Date for next internal review of this strategy	

2. Current attainment –Year 2 Summer 2019 (1 pupil)		
	<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.	Limited vocabulary seen 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 pupils eligible for PPG.	Pupils eligible for PPG make as much or more progress as 'other' pupils 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.	Higher attendance for PPG pupils	PPG pupils have an attendance of 96% or above Pupils are making accelerated progress

5. Planned expenditure

Academic year	2020 - 2021
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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	Review
Increased progress for all PPG pupils in reading, writing and maths	<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 strategies to support pupils in class</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>Specific support and information is gained from the Language and learning team and this is used to support the 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>Observations of lessons with a focus on the provision for and progress of PPG pupils</p>	Head and Deputy and all teachers	<p>Lesson observations in Maths, English and Science have shown excellent teaching and progress in lessons. Pupil Premium pupils are always focussed on during Pupil Progress meetings and provision agreed for these pupils. All PP pupils are on track to meet their targets.</p> <p>Observations of lessons showed the specific support that the pupils are receiving on a regular basis to support progress.</p>
Total budgeted cost					£500

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	Review
<p>Greater parental understanding and involvement in PPG pupils' learning</p>	<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.</p> <p>Teachers will meet with parents to agree strategies that they can use at home.</p> <p>Teachers and parents to have an open dialogue regarding events and to pre-empt situations</p> <p>Teachers to use pre learning as a tool to engage both the pupils and parents/carers in the learning. Additional books are bought that teachers can share with families prior to them being used in class.</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 pupils.</p>	<p>Monitoring of progress using in house tracking and termly assessments</p> <p>Feedback from parent consultations</p>	<p>Head and Class teachers</p>	<p>All parents of PP pupils attended parent consultations throughout the year. Books were shared with some pupils who might otherwise not have had the opportunity to access the books.</p> <p>Individual learning sessions were in place for some PP pupils during lockdown to ensure that they had access to the learning and parents were present at these sessions. Some PP pupils were invited into school during lockdown as we felt that it would be beneficial to their academic, social and emotional progress to be in school.</p>

<p>Increased progress for all PPG pupils in reading, writing and maths</p> <p>Higher percentage of pupils attaining a Good Level of Development at the end of Reception.</p>	<p>A teacher/HLTA is employed to teach FSM/Ever 6 pupils in small groups</p> <p>Early Years intervention to target identified areas</p> <p>Parents engaged early to support process and to help identify any underlying need</p>	<p>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)</p> <p>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.</p> <p>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 learning in KS1 and beyond.</p>	<p>Monitoring of progress using the Tapestry and internal systems and termly observations of sessions.</p> <p>Monitoring of progress using the Tapestry and internal systems and termly observations of sessions.</p> <p>Prior and finishing assessment data shows that progress has been made.</p>	<p>Head</p> <p>Head and class teachers</p> <p>Early Years Team</p>	<p>1:1 support in class provided for some pupils on a daily basis. This involved both teaching and feedback. This was partly funded by PP funding and some from the SEN budget. Progress has been good although some pupils may still not meet national expectations.</p> <p>Small group interventions were delivered to some PP pupils. Progress was good and for some pupils they will both meet their targets and reach age related expectations.</p>
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Total budgeted cost £4000

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?
<p>Develop emotional literacy for PPG pupils to ensure they are ready to learn</p>	<p>Mindfulness is taught to the pupils</p> <p>Family Support worker employed to support identified pupils. Where applicable they will provide 1:1 sessions</p>	<p>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</p>	<p>Greater progress shown</p> <p>Pupils are observed using strategies taught to remain calm and incidents of PPG pupil inappropriate behaviour is minimal</p> <p>Staff are observed using strategies to improve the mental health of pupils enabling the pupils to be ready to learn</p>	<p>Head</p> <p>SENCo and Head</p>	<p>Mindfulness strategies taught and used by pupils. For some this was sufficient. For some pupils additional support was needed. The Family support worker has provided additional support to both families and the school to support individual pupils.</p>

<p>Develop emotional literacy for PPG pupils to ensure they are ready to learn</p>	<p>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</p>	<p>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.</p> <p>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.</p>	<p>Teachers planning indicates a clear understanding of the needs of PPG pupils PPG pupils making progress in line with or better than peers.</p> <p>Pupil interviews show the pupils to be engaged with learning</p>		<p>Communication books are monitored every other week by a member of staff and the PP children are checked on. This has enabled us to know our pupils even better and we have been able to spot trends before they emerge to far.</p>
<p>Maintain the attendance of PPG pupil</p>	<p>Making high attendance part of their ethos</p> <p>Being alert to patterns of poor attendance in their nurseries and addressing them as soon as they become concerned</p> <p>Yearly traffic light letters</p> <p>Supporting parents to get to school through measures such as home visits</p> <p>Teaching parents to understand the difference between minor ailments and the kind of illnesses that warrant a day off school</p> <p>Some PP families identified as unlikely to get Covid – 19 testing and therefore potential recipients of testing kits.</p>	<p>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.’</p>	<p>Attendance for PPG pupils will be above 96%</p>	<p>Head</p>	<p>Attendance remains an issue for this group of pupils and will need to be included in the targets for 2021. There are extenuating circumstances and all are currently improving.</p>
Total budgeted cost					<p>£775</p>