

Sprowston Infant School Pupil Premium Strategy Statement Oct 2020

1. Summary information					
School	Sprowston Infant				
Academic Year	2020-21	Total PP budget (April- april)	£34,900	Date of most recent PP Review	Oct 2019
Total number of pupils	148	Number of pupils eligible for PP	26	Date for next internal review of this strategy	Oct 2021

2. Current attainment (not including SRB) 2019 outcomes		
Key Stage 1	<i>Pupils eligible for PP in school</i>	<i>Pupils <u>not</u> eligible for PP nationally</i>
% expected or above in reading	71% (5/7 children)	78%
% expected or above in writing	57% (4/7 children)	73%
% expected or above in maths	71% (5/7 children)	79%
Year 1 Phonics check	67% (4/6 children)	84%
Year 2 Phonics retake	100%	56% (all pupils)
Year R Good level of development	45%	74%

3. Barriers to future attainment for pupils eligible for PP (school collated the results of detailed questionnaires about the individual children)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Social, emotional and mental health issues for some eligible pupils are having a negative effect on their academic progress.
B.	Pupils enter YR with very low speech and language skills.
C.	Fine motor skills/handwriting
D.	Continue to narrow attainment gaps at KS1 for writing. Other gaps are in line (within one child).
E.	Provide support for children to catch up following lockdown.

External barriers (issues which also require action outside school, such as low attendance rates)

F.	Lack of parental support and contribution. Home issues including parental mental health, social care issues.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils with SEMH (Social, Emotional and Mental Health) issues will be supported to improve well-being and engagement with learning. Measured by academic outcomes, pupil voice, behaviour incidents.	<ul style="list-style-type: none"> ✓ Pupils are well supported and engage fully in learning to make good progress from their starting point. ✓ Children have positive playtimes and are engaged in learning. ✓ Children demonstrate a positive attitude towards school, are engaged in their learning and make good progress from their starting points.
B.	Pupils with speech and language difficulties will be able to achieve well. Measured by end of year outcomes and progress.	<ul style="list-style-type: none"> ✓ Pupils in YR will make accelerated progress in Listening and Attention. ✓ Pupils in other year groups who have had speech and language difficulties will be supported to catch up. ✓ Such pupils will be able to increase their access to the curriculum. ✓ This will contribute to improvements in Literacy and other areas.
C.	Pupils with fine motor skills difficulties will get the support they need to improve their skills and therefore achieve better across the curriculum. Measured by end of year outcomes and progress.	<ul style="list-style-type: none"> ✓ Interventions carried out and effective. ✓ All year groups focusing on handwriting as whole class issue. ✓ Writing on lines in YR, handwriting books Y1, highlighted lines in Y2 to support.

<p>D.</p>	<p>Disadvantaged pupils achieve well in writing in KS1, further narrowing the gap with their peers. Measured by end of year outcomes and progress.</p>	<ul style="list-style-type: none"> ✓ Effective interventions carried out where necessary ✓ Any other support needed to improve writing is given. ✓ Curriculum across school changed to increase focus on basics of writing – areas that have proved stubbornly difficult over years.
<p>E.</p>	<p>Disadvantaged pupils achieve well in all subjects in KS1, further narrowing the gap with their peers. Measured by end of year outcomes and progress.</p>	<ul style="list-style-type: none"> ✓ Effective interventions carried out where necessary ✓ Any other support needed to improve writing is given. ✓ Curriculum across school changed as and where found necessary.
<p>F.</p>	<p>Targeted parents will be more engaged with school and know how to support their child with their learning. Measured by parent and pupil voice, PSM records, end of year outcomes and progress.</p>	<ul style="list-style-type: none"> ✓ Parents will engage with their child’s learning. They will feel supported and have a point of contact. ✓ Attendance improves which impacts positively on pupil’s attainment and well-being. Families feel well supported to enable their children to progress. Parents have increased awareness of entitlement to Pupil Premium.

5. Planned expenditure 2020/2021				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation and how?
A	<ul style="list-style-type: none"> Individual behaviour plans where necessary Use of visuals extended across school Checking in with vulnerable parents regularly Clear guidance to staff on behaviour in September – in line with covid rules and good learning behaviours. CPD for all staff on behaviour management. 	<ul style="list-style-type: none"> There have been many studies that have concluded that poor mental health undermines educational attainment. Reduction in high level behaviour incidents improves learning for all. Higher expectations of behaviour across school helps build culture of high expectations – extends to work, presentation etc. Reduction in low level behaviour improves focus and therefore attainment of pupils. Children need to feel secure before can engage in learning effectively. Children who enjoy school and have positive play experiences are more likely to engage in their learning and have higher attendance 	<ul style="list-style-type: none"> Behaviour is included in all SLT monitoring and pupil progress meetings throughout year. Monitoring of vulnerable children ongoing through pupil progress meetings 	<ul style="list-style-type: none"> Half-termly pupil progress meetings End of year results Behaviour records <p>Cost: Work with parents £6000 Norfolk Steps Training: £1100</p>
B	<ul style="list-style-type: none"> Wellcomm assessments as part of YR baseline Wellcomm activities for identified groups. Early interaction groups YR. SENCO Signalong tutor training YR staff using signalong to support communication. Extra support and advice from speech and language therapist. EP time when required Speech and language SRB placement Class staff following speech and language programmes with individuals. 	<ul style="list-style-type: none"> Wellcomm baseline assessments showed 75% of year group were below age-expected levels for speech and language. Children who struggle with speech and language are likely to fall behind with literacy and other subjects. 	<ul style="list-style-type: none"> Input from educational psychologist and speech and language therapist to ensure groups run properly. Ongoing supervision from SENCO. Pupil progress meetings to check provision in place. SEN folders monitored to see records of work done. 	<ul style="list-style-type: none"> Wellcomm follow up assessments throughout year. Pupil progress meetings Learning walks Pupil voice Book scrutiny Data analysis <p>Cost: WellComm assessments £300 SALT £2300 EP: £2300 SRB: £1333 TA interventions: £3000</p>

C	<ul style="list-style-type: none"> • Squiggle while you wiggle/dough disco groups in YR. • Handwriting intervention groups in each year. • Y2 handwriting club. • Whole school focus on handwriting • Recovery curriculum to include focus on handwriting/presentation. 	<ul style="list-style-type: none"> • PP questionnaires found its an area of difficulty for 40% of PP children. • Handwriting is an area that children persistently find difficult and every year is the area that is a barrier to some disadvantaged children achieving expected at KS1. 	<ul style="list-style-type: none"> • Monitoring of books regularly by SLT. • Monitoring of plans and writing sessions regularly by SLT. • SENCO training for TA delivering sessions. 	<ul style="list-style-type: none"> • Book scrutinies • Pupil progress meetings • End of year outcomes <p>Cost: TA interventions £1500</p>
D	<ul style="list-style-type: none"> • Writing curriculum to ensure focus on spelling and handwriting. • Focused writing groups re-established in Y1 adapted for covid rules. • Greater depth writers planned for separately in Y2 to allow more creativity in writing. • Writing interventions across school. • Further interventions as in target C 	<ul style="list-style-type: none"> • Writing is the one KS1 area where the gap has never closed for disadvantaged pupils. • Disadvantaged pupils do not attain greater depth in writing. 	<ul style="list-style-type: none"> • Regular monitoring from SLT focusing on writing groups. • Regular book scrutinies. • Pupil progress meetings half termly 	<ul style="list-style-type: none"> • Pupil progress meetings • Book scrutinies • End of year outcomes <p>Cost: TA interventions £1500</p>
E	<ul style="list-style-type: none"> • Follow recovery curriculum and baseline assessments in autumn • Identify those most in need • Create plan and timetable for interventions and other support. • Use proven programmes and support for children that we know works. 	<ul style="list-style-type: none"> • Analyses show large learning deficit for children following lockdown. • This is larger for disadvantaged children than others. • EEF shows proven impact of targeted small group interventions. 	<ul style="list-style-type: none"> • Pupil progress meetings • Monitoring of interventions 	<ul style="list-style-type: none"> • Pupil progress meetings • Book scrutinies • End of year outcomes <p>Cost: TA interventions £7500</p>
F	<ul style="list-style-type: none"> • working with individuals to support home behaviour. • School works with parents with attendance issues. • School participates in FSPs for families needing support. • School offers support for parents with home issues that impact on children. 	<ul style="list-style-type: none"> • Having a more stable home life benefits pupils in reducing their stress so they are more ready to learn. • Improving attitudes and behaviours at home supports work in school. • Children with better attendance achieve better. 	<ul style="list-style-type: none"> • Termly meetings for DSLs to share priorities/debrief. 	<ul style="list-style-type: none"> • Attendance monitoring • Pupil progress meetings • Book scrutinies • End of year outcomes <p>Cost: Work with parents: £6000</p>
Total budgeted cost				£32833

6. Review of expenditure of Previous Academic Year 2019-20. Total allocation £35,560

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost	Lessons learned (and whether you will continue with this approach)
<p>Social, emotional and mental health issues for some eligible pupils are having a negative effect on their academic progress.</p>	<ul style="list-style-type: none"> • Individual behaviour plans where necessary • Coffee morning to be held with parents focusing on mental health and well-being- specific advice and guidance • Behaviour improvement focus across school – common use of visuals, carpet squares, quiet voices • ‘Hand of 5’ for all pupils – improves feeling of safety. • PSM to carry out ELSA work with children on a 1:1 or group basis • CPD for specified staff on RPI and management of high level behaviour – Step Up. • Giving pupils free access to clubs 	<ul style="list-style-type: none"> • Success criteria broadly met. • Ofsted made specific mention of how inclusive the school was and that this was one of its key features. 	<ul style="list-style-type: none"> • £10,880 	<ul style="list-style-type: none"> • Ensure all training embedded with all staff, e.g. MSAs. • This was Ofsted recommendation – that all staff have enough training to be able to confidently manage higher level behaviours, where required. • Elements of the approach are embedded now and will continue. • ELSA will not continue in same format as we no longer have a PSM, but may still be used. • Individual behaviour plans will be used, they were successful in managing high level behaviours last year.

<p>Pupils enter YR with very low speech and language skills.</p>	<ul style="list-style-type: none"> • Wellcomm activities for identified groups. • Early interaction groups YR. • YR staff using signalong to support communication. • Extra support and advice from speech and language therapist. • EP time when required • Speech and language SRB placement • Class staff following speech and language programmes with individuals. 	<ul style="list-style-type: none"> • Success criteria broadly met, although no end of year data. • WellComm assessments Jan 2020 show improvement from 25% at age related levels for speech and language (sept 2019) to 69% ARE. 	<ul style="list-style-type: none"> • £8181 	<ul style="list-style-type: none"> • Wellcomm is a very useful measure and will continue to use. • Incorporate it into YR baseline assessments.
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<p>Fine motor skills/handwriting</p>	<ul style="list-style-type: none"> • Squiggle while you wiggle/dough disco groups in YR. • Y2 handwriting club. • Whole school focus on handwriting • Curriculum changed to increase focus on handwriting for everyone 	<ul style="list-style-type: none"> • Success criteria broadly met, although no end of year data. • Monitoring showed improvements throughout the year. 	<ul style="list-style-type: none"> • £717 	<ul style="list-style-type: none"> • Need to continue focus on this, from early age. • Curriculum changes should benefit children's early writing this year.
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<p>Attitudes to reading</p>	<ul style="list-style-type: none"> • AH Reading for Pleasure research project – all teachers carrying out new initiatives that promote reading. • Parents reading at end of day in class weekly • New books bought • Library reorganised and improved. • Favourite stories and authors in Y1 – staff discussing and children voting for favourites to read. • YR visiting local library with aim of getting all children to register and take out books. • Reading dog • Secret reader • Interventions to improve reading fluency 	<ul style="list-style-type: none"> • Success criteria broadly met, although no end of year data. • Reading curriculum rated good by Ofsted. • Ofsted praised attitudes to reading. 	<ul style="list-style-type: none"> • £4108 	<ul style="list-style-type: none"> • Continue overall approach to reading. • Adjust guided reading to individual reading with smaller numbers. • More work needed on matching books to colours and ensuring children are on right colour band – this is Ofsted point for improvement.
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<p>Continue to narrow attainment gaps at KS1, particularly writing. Other gaps are in line (within one child).</p>	<ul style="list-style-type: none"> • Writing curriculum and progression map altered to ensure focus on spelling and handwriting – the two areas which are always barriers to children achieving expected in Y2. • Focused writing groups established in Y1. • Greater depth writers planned for separately in Y2 to allow more creativity in writing. • Handwriting club • Squiggle, dough disco in YR 	<ul style="list-style-type: none"> • Success criteria broadly met, although no end of year data. 		<ul style="list-style-type: none"> • Continue strategies as most were not completed due to covid, but seemed to have been working well.
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<p>Disadvantaged pupils have lower attendance than their peers.</p>	<ul style="list-style-type: none"> • Closing registers early/late forms • First day calling • Half termly monitoring by HT, looking at those below 90%, those with falling attendance. • PSM works with parents where attendance is a problem. • Medical evidence where absence does not improve. • Fast track process/fixed penalty notice with county attendance officer where absence continues to be a problem. 	<ul style="list-style-type: none"> • Disadvantaged attendance was 92.1% last year, currently 95%. 		<ul style="list-style-type: none"> • Needs to continue and monitor closely this year.
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<p>Lack of parental support and contribution. Home issues including parental mental health, social care issues.</p>	<ul style="list-style-type: none"> • Coffee mornings • PSM working with individuals to support home behaviour. • PSM works with parents with attendance issues. • Use children's centre space to create two rooms for PSM – one for group work with children, the other for meeting with adults. • PSM runs FSPs for families needing support. 	<ul style="list-style-type: none"> • Numbers claiming free school meals has gone up significantly. • Numbers accessing and using Tapestry have gone up significantly – 100% as of Sept 2020. • Some success with PSM work with parents for children with high level behaviour needs. • One family helped to access appliances, food parcels etc. 	<ul style="list-style-type: none"> • £10,000 	<ul style="list-style-type: none"> • Some work needs to continue. • PSM has left and not being replaced.
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