

## Chandag Infant School Pupil premium strategy 2020-2021

Summary information					
School	Chandag Infant School				
Academic Year	2020-2021	Total PP budget	£2345 per PP+ child = £2345 (2) £1345 per PP pupil = £8,070 (6) Funding from October census is for 6 pupil only = £8,070 £310 per Services child = £620 (3) 6 further pupils are now PP but funding will not be applicable until April 2022	Date of most recent PP Review	October 2020
Total number of pupils	181 We now breach 180 owing to a LAC pupil starting in March.	Number of pupils eligible for PP/FSM	NEW Numbers April 2021 EYFS 2PP and 2 PP services Y1 4 PP and 2 PP+ (1 LAC and 1 post-LAC) Y2 5 PP and 1 PP services	Date for next internal review of this strategy	Spring 2021

### Rationale

- In order to address the challenge of 'diminishing differences' for socially disadvantaged pupils the school will publish on [www.chandaginfantschool.org.uk](http://www.chandaginfantschool.org.uk) information specifying how we have used the Pupil Premium Grant to close the attainment gap.
- It will also explain how the **Pupil Premium Plus** grant will be used.
- **All activities funded by the pupil premium grants are aimed at every area of the children's development**, and are targeted to accelerate progress over time, swiftly move children's attainment to their age related expectation or beyond, and rapidly reduce the possibility of those children falling behind their peers. It is also used for targeting children who may need social and emotional support.
- We base our spending on current research. Please see The Education Endowment Foundation's (2019) <https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/> and <https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-July-2018.pdf> This document evaluates a range of strategies that can be employed to 'remove the barriers to learning', raise attainment and improve progress and assesses their cost effectiveness.
- We allocate the Pupil Premium funding to support any pupil or groups of pupils the school identifies as needing help either academically or through enrichment. This means that children who are not PP eligible may also benefit from early intervention.
- Pupil premium funding is allocated following a needs analysis which will identify priority year groups or individual children. Limited resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Current attainment 2019-2020 Owing to Covid-19 attainment given below is based on Teacher assessment predictions for the end of KS1 from Spring 2020

60 pupils in cohort	All pupils	National	Pupils eligible for PP at EXS or GD	Pupils eligible for PP who did not achieve EXS or GD
% achieving expected in reading KS1	87%		3/60	1/60
% achieving expected in writing KS1	75%		2/60	2/60

% achieving expected in maths KS1	82%	NA	3/60	1/60
% achieving Greater Depth in reading at KS1	30%		1/60	NA
% achieving Greater Depth in writing at KS1	18%		NA	NA
% achieving Greater Depth in maths at KS1	27%		NA	NA
% achieving in phonics Y1 Taken in Nov 2020 Year 2 owing to Covid	92% passed		4/60 all passed	
EYFS Good Level of Development Based on Spring data owing to Covid	73% at GLD		1/60 = gained GLD in Spring	

## 1. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

<b>A.</b>	Some pupils in receipt of PPG also have identified SEN and these specific needs are to be targeted to 'narrow the gap' including speech and language and SEMH.
<b>B.</b>	Language development to be targeted across the school; through sharing and displaying examples of high-quality work, topic word banks and planning for structured talk.
<b>C.</b>	Covid-19 has meant that some children may not have attended school for five and half months. They may have also had reduced access to blended learning at home and so we need to ensure both well-being and the gaps in learning that may have arisen are addressed.

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

<b>D.</b>	Key families need considerable support to engage successfully with the school, to improve attitudes towards education and to improve attendance and punctuality. (potential PSA support offer)
<b>E.</b>	Access to Technology resources and the internet to enhance home learning and interaction with school – Seesaw and Tapestry
<b>F.</b>	Pupils' experiences and lack of opportunity for enrichment outside of school can place a ceiling on their potential
<b>G.</b>	Looked after and post looked after children may require SEMH support and identification of any additional needs

## 2. Desired outcomes

	<i>Desired outcomes</i>	<i>Strategy and how they will be measured (success criteria)</i>	<i>Impact measure &amp; outcome RAG; R=not achieved, A=partially achieved, G=fully achieved)</i>
<b>A.</b> Narrowing the gap for identified children'	<ul style="list-style-type: none"> <li>PP with SEN pupils to make good or better progress to ensure they meet KS1 expectations – Teacher assessment</li> <li>Children 'ready to learn' and confident.</li> <li>Understanding and usage of 'pronouns, prepositions, tenses' consolidated</li> </ul>	<b>Strategy:</b> <ul style="list-style-type: none"> <li><b>Thrive</b> profiles will be written and directed adult time will be allocated to work on areas of need.</li> <li><b>High quality teaching and AfL:</b> through routine assessment, disadvantaged children make at least good progress over time and the majority attain in line with their peers'. EEF Staff knowing their children well and have a genuine desire to help raise the profile of disadvantaged pupils. Monitor classroom environment and personalise provision where appropriate.</li> </ul>	<b>Interim review in Spring 2021</b> Class profiles completed and individual children identified during autumn term. KE and NB worked with individual children until January 2021 when schools were placed back in lockdown. Individual children made progress at their

		<ul style="list-style-type: none"> <li>• <b>SALT</b> visits and timetabled intervention. Targets met</li> </ul> <p><b>Measure:</b> Baseline scores will be redone and demonstrate improvements Pupils meet ARE in R,W and M No longer require SALT input Use of EEE overview document to measure engagement overall.</p>	reviews.	
<b>B.</b> Language development	<ul style="list-style-type: none"> <li>• Children to develop a vocabulary that demonstrates exposure to high quality teaching, vocabulary rich texts when both speaking and writing.</li> </ul>	<p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>• <b>Read, Write Inc training</b> for whole staff - a robust phonics programme that can be timely and effective to increase children's vocabulary</li> <li>• <b>EYFS 'cookie' monster</b> for vocabulary</li> <li>• <b>Colourful Semantics and Word Aware training</b> – both speech and language interventions</li> </ul>	Training completed by all staff in Read Write Inc and oracy (KW). Colourful Semantics training also provided by speech and language therapist. Word Aware training for staff delayed.	
<b>C.</b> Blended learning	<ul style="list-style-type: none"> <li>• Children will feel safe at school, know that their teachers missed them and demonstrate resilience to external controls beyond their control – learning gaps will be identified swiftly and emotional worries can be supported (<b>Post Lockdown</b>)</li> </ul>	<p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>• Whole class <b>Thrive</b> profiles to be created to inform teacher strategies when supporting social and emotional barriers to learning.</li> <li>• Rainbow questionnaire</li> <li>• Forest School</li> <li>• Whole school 'Benchmarking' to ascertain gaps</li> </ul> <p><b>Measure:</b> Review class profile after three months and write new action plan. Review data from questionnaire and target children Resilience and 'growth mind set' evident – fewer CPOMS recorded</p>	<p>Schools went back into lockdown in January 2021</p> <p>Blended learning was effective and tracked. School made every attempt to bring in PP children but not all families wished to send children during lockdown. Some pupils had up to three times weekly contact to ensure engagement.</p> <p>Thrive profiled later than expected. <b>See appendix for table of progress</b></p>	
<b>D and E.</b> Family support	<ul style="list-style-type: none"> <li>• Effective support for PP families through Inclusion Lead work and PSA role, identifying if help is needed</li> </ul>	<p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>• Open door policy with a listening ear.</li> </ul>	Owing to a second and third lockdown	

<p>and technology in the home</p>	<p>with food parcels and providing hot dinners during holidays, emotional support and sign posting (<b>Post lockdown</b>), close monitoring of attendance and punctuality.</p> <ul style="list-style-type: none"> <li>• Ensure IT at home is sufficient and can be used to access blended learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Support meetings re attendance</li> <li>• PSA – Rachel Heywood to work with families to identify strategies that families can successfully implement at home</li> <li>• Use of IT support to ensure parents have the correct apps</li> <li>• Personalise IT support for parents provided</li> <li>• Government scheme to provide lap tops for the most disadvantaged families</li> </ul> <p><b>Measure:</b> All focus families to have successfully engaged with the support on offer to either narrow the attainment gap, or to improve the child's readiness to learn. Engagement with Tapestry/Seesaw, Doodle maths and spelling shed.</p>	<p>support for PP families increased again in relation to food bank vouchers and support. New families were guided through the process. IT was also made readily available to any family that required it. Our most vulnerable pupils also attended school. A running contact sheet was kept up-to-date by staff recording phone calls, contact, and engagement with Tapestry and Seesaw.</p>	
<p><b>F.</b> Enrichment</p>	<ul style="list-style-type: none"> <li>• Pupils to experience new activities that help broaden their experiences</li> </ul>	<p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>• Forest School, after-school clubs available to all children.</li> <li>• Thrive profiles both class and individual to be used as a baseline.</li> </ul> <p><b>Measure:</b> children will demonstrate resilience and enjoyment of new experiences. Increased Thrive scores.</p>	<p>After school clubs have been run by SS and have been attended by PP children 'we loved being with Mrs S', 'It was great fun'.</p>	
<p><b>G.</b> PPG+</p>	<ul style="list-style-type: none"> <li>• Access to external agencies to investigate additional needs</li> </ul>	<p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>• Liaise closely with staff to identify any difficulties and met with parents to discuss. SENCO to suggest best course of action</li> </ul> <p><b>Measure:</b> external agencies that have been sourced and commissioned by the school to provide targets and best ways of supporting LAC and Post LAC pupils</p>	<p>One pupil referred to a private OT who identified significant needs. SENCO was then able to apply for an EHCP needs assessment which was granted.</p>	

3. Planned expenditure					
Academic year		2020-2021			
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>Rapid progress for disadvantaged children not on-track to meet ARE.</p> <p>SEN needs need to be targeted to 'narrow the gap' including speech and language and SEMH.</p> <p>Language development to be targeted across the school</p>	<p>High aspirations for all pupils and delivery of high quality teaching; staff training in Read, Write Inc, Word Aware and Colourful Semantics</p> <p>Focus on vocabulary development across the school through sharing and displaying examples of high quality work, topic word banks and planning for structured talk.</p> <p>Targeted approaches for individual children facing particular barriers – Numbersense, Read, Write Inc, Thrive</p> <p>Pupils to be aware of their learning and how best to approach different tasks</p> <p>Make decisions based on data and respond to evidence. Autumn baseline after lockdown prior to first data drop in November.</p>	<p>Educational attainment is the best predictor for a child's long-term outcomes – EEF PP Guidance 2019</p> <p>Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention - EEF PP Guidance 2019</p> <p>Meta-cognition and self-regulation techniques provide pupils with an additional 7+ months progress</p> <p>Feedback given on learning and work 8+ months progress – look at how feedback is given to pupils and its effectiveness.</p>	<p>PM whole school targets set for every teacher to raise attainment and progress outcomes within EYFS and KS1</p> <p>Whole staff training – Read Write Inc and Numbersense, Colourful Semantics</p> <p>Interim and final PM review meetings</p> <p>Pupil progress meetings to look at where support is required for staff and pupils.</p> <p>Review Growth Mindset</p>	SLT	<p>First data drop November 2020 – PPMs to follow this</p> <p>PPMs termly following assessment points throughout the year.</p>
<b>Total budgeted cost</b>					<b>£ 3360</b>

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?
<p>At least expected progress for all PP disadvantaged pupils.</p> <p>Phonics intervention</p> <p>Speech and language intervention</p> <p>SEMH needs are recognised and supported. Children will have a greater resilience for learning and this will be evident in pupil progress in basic skills.</p> <p>Identification of specific needs that cannot be met by the school's resources e.g. mentoring plus, OT</p>	<p>1:1 targeted teacher support for identified targets in learning (reading comprehension/inference) and SEMH (6 hours)</p> <p>Small groups identified with similar gaps – 20 minutes exposure to pacey, well planned sessions</p> <p>PE intervention with specialist teacher.</p> <p>Individualised approach e.g. strengths and weaknesses identified including a One Page Profile (pupil voice).</p> <p>Whole school Thrive Approach – class profiles and individual profiles to be created. SENCO time as Thrive practitioner.</p> <p>Commissioning of external therapists to support individuals with the impact of missed education, trauma and ongoing challenges of those children who no longer live with their birth families.</p>	<p>Reading comprehension strategies +6 months progress – EEF</p> <p>Phonics – 4+ months progress – EEF</p> <p>Oral language interventions 5+ months progress – EEF</p> <p>Emotional Learning interventions provide 4+ months impact – EEF</p> <p>The impact of supporting the effects of trauma can present in many ways. Thrive profiling can provide Emotional Learning = 4+ months impact – EEF Additional support will contribute to whole child development</p>	<p>Entry and exit data to look at progress.</p> <p>Termly PPMs to discuss pupils – focus on disadvantaged pupils</p>	<p>SLT</p> <p>SENCO</p>	<p>First data drop November 2020 – PPMs to follow this</p> <p>PPMs termly following assessment points throughout the year.</p> <p>Meetings with speech and language therapist and parents to monitor progress.</p> <p>Meetings with Occupational Therapist and parents to monitor progress.</p>
<b>Total budgeted cost</b>					<b>£3710</b>
i. 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>Getting involved in diverse and new interests (extra curricular) that</p>	<p>Forest School at Chandag Junior School</p> <p>After school clubs provided by</p>	<p>Outdoor learning activities 4+ months progress - EEF</p> <p>Sports participation 2+ months progress</p>	<p>Class teacher feedback</p> <p>Meetings with SS</p>	<p>JS at CJS</p> <p>SS</p>	

<p>support learning and bring subjects 'to life'. It is important for children to be encouraged to raise their aspirations</p>	<p>specialist teacher – club focus changes each term</p>	<p>- EEF</p>			
<b>Total budgeted cost</b>					<b>£1000</b>

#### 4. Review of expenditure

##### Previous Academic Year

##### i. Quality of teaching for all

Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Effective SEND support including and Speech, Language and Communication (SLCN) and Social, Emotional and Mental Health (SEMH). Improved SLC skills for children receiving SLIP intervention.</p> <p>Rapid progress for disadvantaged children off-track.</p> <p>Behavioural issues addressed and reviewed through behaviour strategies on Support Plans, and Thrive-based support and intervention.</p>	<p>Invite and attend training from known high quality providers eg. Virgin Care, BaNES. Staff training for teachers, TAs and SMSAs. Parent workshop/s. Home-school communication</p> <p>Deploy the best staff to support disadvantaged pupils. Continue to develop skills of teachers, TAs and SMSAs. Use staff meetings to deliver training. Autumn/Spring/Summer Data analysis. Regular PPM meetings. PM observations for teachers and TAs. Lessons from training embedded in school policy.</p> <p>Informal and formal parent meetings. Minutes of TAF meetings sent to all parties. Brighter Futures mentoring Progress monitored through regular reviews of support plans, outcomes RAGGED and new plans written in response to tracking data and teacher/PP Champion discussions. Pupil and parent voice. Engagement in and take up of clubs monitored.</p>		

##### ii. Targeted

Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

At least expected progress for all PP disadvantaged pupils.	Monitoring of club uptake and attendance by Administrator and Inclusion Lead. Regular analysis of tracking data including gap analysis/comparison to national data.. PPM discussions, Reporting progress to staff, governors and parents.			
To maximise the opportunities for and optimise the achievement of more able pupils.	In-house training on greater depth has been delivered and accessed. Regular use of data to identify gaps in attainment and any risk of underachievement. Research effective feedback and INSET on critical analysis of feedback as a whole school.			
iii. Other	<b>NA</b>			
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	

5. Additional detail																	
<p><b>APPENDIX</b></p> <p><b>Please see the government’s website for further details</b></p> <p><a href="http://www.gov.uk">Pupil premium: conditions of grant 2020 to 2021 - GOV.UK (www.gov.uk)</a></p>	<p>The PPG per-pupil rate for 2020 to 2021 is as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Disadvantaged pupils</th> <th style="text-align: right;">Pupil premium per pupil</th> </tr> </thead> <tbody> <tr> <td>Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)</td> <td style="text-align: right;">£1,345</td> </tr> <tr> <td>Pupils in years 7 to 11 recorded as Ever 6 FSM</td> <td style="text-align: right;">£955</td> </tr> <tr> <td>Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority</td> <td style="text-align: right;">£2,345</td> </tr> <tr> <td>Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)</td> <td style="text-align: right;">£2,345</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <th style="text-align: left;">Service children</th> <th style="text-align: right;">Service premium per pupil</th> </tr> <tr> <td>Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence</td> <td style="text-align: right;">£310</td> </tr> </tbody> </table>	Disadvantaged pupils	Pupil premium per pupil	Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)	£1,345	Pupils in years 7 to 11 recorded as Ever 6 FSM	£955	Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345	Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)	£2,345	<hr/>		Service children	Service premium per pupil	Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310
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**Spring Thrive analysis** - All children re-profiled at Power and Identity their age related start point. Movement between classes, new children and children leaving will affect results.



POWER AND IDENTITY	Autumn 2020				Spring 2021			
	Secure	Developing	Emerging	Rarely	Secure	Developing	Emerging	Rarely
<b>Badgers</b> 30 pupils	9 30%	13 43%	7 23%	1 3%	11 37% Increased 7%	17 57%	3 Decreased by 20%	1 3%
<b>Hedgehogs</b> 30 pupils	21 70%	8 27%	1 3%		22 secure 73% Increased 3%		2	
<b>Otters</b> 28 pupils	24 83%	3 10%	2 7%		25 89% Increased 6%	1	2	
<b>Squirrels</b> 30 pupils	11 37%	12 40%	5 16%	2 7%	18 60% Increased 22%	9 pupils 30% decreased 10%	2	1 
<b>Owls</b> 29 pupils	17 children 59%	6 21%	3 10%	3 10%	18 secure 60%	6 pupils 21%	2	1 3% 7% decrease
<b>Kingfishers</b> 30 pupils (31 in spring)	22 children 73%	5 17%	2 7%	3%	20 secure 65%	7 23%	3	1

