

St Andrew's CE VA Infant School

DISADVANTAGED/PUPIL PREMIUM: 2020/21 ACTION AND SPENDING PLAN

The government believes that pupil premium, which is in addition to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their wealthier counterparts by ensuring that funding to redress disadvantage reaches the pupils who need it most.

National research shows that children who have been eligible for FSM at any point in their school life generally have consistently lower educational attainment than those who have never been eligible.

It is also worth noting that many pupils entitled to FSM (and indeed those who are not) also face often multiple vulnerabilities which are a barrier to good achievement. St Andrew's CE VA Infant School therefore deploys pupil premium to plan and promote effective intervention and additional support in order to eradicate these barriers over time and accelerate pupil progress, closing the attainment gap between FSM and non-FSM.

Eligibility for Pupil Premium

The most disadvantaged pupils, including all children who are looked after (CLA), benefit from pupil premium. Any child that has been registered for FSM in the past six year period (known as the "Ever 6") qualifies for pupil premium funding. **The amount set per pupil for 2020/2021 is £1,345**

Children Looked After (CLA) and the Pupil Premium

As CLA often face additional barriers to learning, these pupils also receive additional funding, **known as pupil premium plus. The amount set per pupil for 2020/2021 is £2345**

Children of Service Families

These children receive an increased premium. **The amount set per pupil for 2020/2021 is £300**

How is St Andrew's CE VA Infant accountable for the pupil premium?

Robust tracking of pupil achievement is in place to immediately identify pupils who are under achieving, target effective intervention and support to accelerate progress towards age related expectations, rigorously monitored over time. Obviously, good teaching narrows gaps between those learners who are vulnerable and those that are not. Effective feedback and guidance to pupils is evidenced to be one of the most effective methods of accelerating progress, integrated where necessary with support (sometimes from other agencies) to assist vulnerable families.

The following plan (which is monitored termly and a summative evaluation produced at the end of the academic year) sets out clearly how we spend our funding and the intended outcomes:

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Objective: Close the gap between the performance of FSM/CLA pupils and non FSM/CLA pupils

Context:

Pupil premium allocation for the **2020/21 financial year: £45,385** for pupil premium.

This is based on **33 pupils** who have been allocated pupil premium based on 'Ever 6' (any child who has received free school meals at any time in the past six years and is therefore entitled to pupil premium funding). **This equates to 20% pupils on roll.** At the October census we had additional pupil premium pupils, taking our total to **43 pupils. This equates to 26.5% pupils on roll.** We are expecting additional funding will come in from January and this will be targeted at their needs.

We have therefore taken the percentage of children eligible for pupil premium and we have apportioned the pro-rata cost of each aspect of provision to pupil premium funding. Where we have judged the provision to be beneficial to other children in school (who are often disadvantaged but where family finances sit just below the threshold to receive funding and are therefore not eligible for pupil premium) the additional cost has been met through the school budget.

Current position:

Autumn Baseline

Year Group	Reading				Writing				Maths			
	ARE		GD		ARE		GD		ARE		GD	
	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP
Year 1 (42) (PP=10)	12%	10%	0%	0%	17%	20%	0%	0%	21%	30%	0%	0%
	(5)	(1)			(7)	(2)			(9)	(3)		
Year 2 (60) (PP=13)	22%	0%	3%	0%	13%	0%	0%	0%	18%	8%	2%	0%
	(13)		(2)		(8)				(11)	(1)	(1)	

Reception – Spring 2 Attainment Data (figures as percentages)

Pupil Group • 60 pupils • 20 PP • 4 PP and SEND	Reading		Writing		Maths	
	% ARE (2) (Includes greater depth)	ARE+ (3) (Greater depth within expected standard)	% ARE (2) (Includes greater depth)	ARE+ (3) (Greater depth within expected standard)	% ARE (2) (Includes greater depth)	ARE+ (3) (Greater depth within expected standard)
All R Pupils (60)	23	-	75	-	82	-
Reception PP (20) 20% SEND	10	-	55	-	65	-
National 2019	77	19	74	11	80	17

Reception – Summer 2 Attainment Data (figures as percentages)

Pupil Group • 60 pupils • 20 PP • 4 PP and SEND	Reading		Writing		Maths	
	% ARE (2) (Includes greater depth)	ARE+ (3) (Greater depth within expected standard)	% ARE (2) (Includes greater depth)	ARE+ (3) (Greater depth within expected standard)	% ARE (2) (Includes greater depth)	ARE+ (3) (Greater depth within expected standard)
All R Pupils (60)	68	-	63	-	73	-
Reception PP (20) 20% SEND	65	-	40	-	35	-
National 2019	77	19	74	11	80	17

Year 1 – Spring 2 Pupil Attainment Data (figures as percentages)

Pupil Group • 42 pupils • 10 PP • 2 PP and SEND	Reading		Writing		Maths	
	% ARE (Includes greater depth)	% ARE+ (Greater depth within expected standard)	% ARE (Includes greater depth)	% ARE+ (Greater depth within expected standard)	% ARE (Includes greater depth)	% ARE+ (Greater depth within expected standard)
All Y1 pupils (42)	31	-	57	-	69	-
Year 1 PP (10) 20% SEND	30	-	60	-	30	-
Y2 National 2019	75	25	69	15	76	22

Year 1 – Summer 2 Pupil Attainment Data (figures as percentages)

Pupil Group • 42 pupils • 10 PP • 2 PP and SEND	Reading		Writing		Maths	
	% ARE (Includes greater depth)	% ARE+ (Greater depth within expected standard)	% ARE (Includes greater depth)	% ARE+ (Greater depth within expected standard)	% ARE (Includes greater depth)	% ARE+ (Greater depth within expected standard)
All Y1 pupils (42)	54	7	51	5	61	20
Year 1 PP (10) 20% SEND	50	-	30	-	60	20
Y2 National 2019	75	25	69	15	76	22

Year 2 - Spring 2 Pupil Attainment Data (figures as percentages)

Pupil Group • 60 pupils • 13 PP • 3 PP and SEND	Reading		Writing		Maths		Delayed Y1 Phonics Screen December
	% ARE (Includes greater depth)	%ARE+ (Greater depth within expected standard)	% ARE (Includes greater depth)	% ARE+ (Greater depth within expected standard)	% ARE (Includes greater depth)	% ARE+ (Greater depth within expected standard)	Pass %
All Y2 pupils (60)	45	15	48	2	55	2	82
Year 2 PP (13) 23% SEND	23	-	23	-	46	-	69
National 2019	75	25	69	15	76	22	82 at end of Y1

Year 2 - Summer 2 Pupil Attainment Data (figures as percentages)

Pupil Group • 60 pupils • 13 PP • 3 PP and SEND	Reading		Writing		Maths		Delayed Y1 Phonics Screen December
	% ARE (Includes greater depth)	%ARE+ (Greater depth within expected standard)	% ARE (Includes greater depth)	% ARE+ (Greater depth within expected standard)	% ARE (Includes greater depth)	% ARE+ (Greater depth within expected standard)	Pass %
All Y2 pupils (60)	45	15	48	2	55	2	82
Year 2 PP (13) 23% SEND	23	-	23	-	46	-	69
National 2019	75	25	69	15	76	22	82 at end of Y1

Staff are using SHINE interventions to target the gaps from PUMA and PIRA. These interventions are happening in school time and in after school tutor groups.

Outcomes at the end of the 2020/21 academic year:

- All results show the impact of the lockdowns for Covid-19 on our children.
- EYFS results to show that attainment of disadvantaged pupils is in line with the attainment of non FSM pupils for reading.
- We know from our phonics tracking that for all year groups, we have made great progress in closing this Covid-19 gap. This is still to feed through to KS1 reading levels.

- There was no Y1 phonics screening this year, during to Covid-19.
- The results for Y1 and Y2 show that attainment of disadvantaged pupils has been affected more than the attainment of non FSM/CLA pupils due to Covid-19. This mirrors national finding. We are targeting these children for additional catch up to close these gaps.

PUPIL PREMIUM PROVISION 2020/21	TOTAL COST OF PROVISION	% FROM PUPIL PREMIUM	COST FROM PUPIL PREMIUM (with on costs)	TIME	MONITORING/EVIDENCE OF IMPACT
1. Learning Mentor Ensuring that lessons almost always flow smoothly and that behaviour outside lessons is of an equally high standard. <ul style="list-style-type: none"> • Learning Mentor to support the complex needs of vulnerable pupils around self-management of behaviour and building self esteem • Ensure attendance, improve progress and attainment of pupil premium children and other vulnerable learners through classroom support as part of quality first teaching • Additional intervention/ILP work for under attaining and under achieving pupils to accelerate progress • Additional emotional support for targeted LAC/PP pupils 		50%	£8687	Ongoing all year	End of year report: Learning Mentor <ul style="list-style-type: none"> • Reduction in disruption to lessons • Reduction in incidents • Reduction in specific categories • Reduction in use of 'team teach' strategies • Reduction in internal exclusions • Improved attendance for identified PP children
2. Education Welfare Officer <ul style="list-style-type: none"> • 3 hours of additional EWO support to work with the families of PP children at risk of poor attendance/punctuality 		100%	£135	Available all year	Termly report to governors: YES <ul style="list-style-type: none"> • Attendance improves for PP children to be more in line with non-PP children
3. Bespoke year 1 catch up: 1 x TA (Year 1) LF 5 am 4 pm Accelerating progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths		100%	£10,362	Ongoing all year	Termly reports: YES <ul style="list-style-type: none"> • Lesson observations • Work analysis • Learning walks (drop-ins)

<ul style="list-style-type: none"> Interventions (catch-up) 1-1 feedback and guidance 					<ul style="list-style-type: none"> Comparative attainment and progress data for PP children v non FSM/CLA
4. Bespoke year 2 catch up: 1 x HLTA (Year 2) CK 4 mornings Accelerating progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths <ul style="list-style-type: none"> Interventions (catch-up) 1-1 feedback and guidance 		100%	£7929	Ongoing all year	Termly reports: YES <ul style="list-style-type: none"> Lesson observations Work analysis Learning walks (drop-ins) Comparative attainment and progress data for PP children v non FSM/CLA
5. Learning Mentor Interventions (currently at a social distance) Additional support to develop social and emotional skills. Support to develop positive self-esteem (lunchtime games, Circle Time, Lego Therapy, Mindfulness)		20%	£2072	Ongoing all year	Termly report to governors: YES <ul style="list-style-type: none"> We are closing the achievement gap for PP/vulnerable pupils' progress so it is more in line with non-PP
6. Daily individual reading with Teaching Assistants Additional support for pupils in Rec – Y2 Teaching and application of reading skills		20%	£1000	Ongoing all year	Termly report to governors: YES <ul style="list-style-type: none"> We are closing the achievement gap for PP/vulnerable pupils' progress so it is more in line with non-PP
7. Accelerated reader with HLTA Whole school reading programme to support the accelerated progress of all readers and ensure that most able continue to make good progress.		20%	£2800	Ongoing all year	Termly report to governors: YES <ul style="list-style-type: none"> % of PP pupils making expected /accelerated progress in reading is more in line with that of non-PP Reading outcomes improve for PP children
8. Provide funded breakfast club places For children eligible for PP (on request)		100%	£4,700	1 hour per day all year	Termly report to governors: YES

					<ul style="list-style-type: none"> Children reported to be in class, on time and ready to learn. These children demonstrate good attitudes to learning.
9. After School clubs Opportunity to take part in new activities		100%	£1,000	Ongoing all year	Termly report to governors: YES <ul style="list-style-type: none"> We are closing the achievement gap for PP/vulnerable pupils' progress so it is more in line with non-PP
10. Extra-curricular enrichment activities <ul style="list-style-type: none"> Funding provided to support children to access the educational visits Visitors to school to stimulate enjoyment of learning E.g. Virtual museum visits and demonstrations, authors, The Owl Man, Shows and demonstrations Rhythm Therapy @ £150per session x 3 1 child 		100% 20% 100%	£500 £700 £450	Nov 2018	Termly report to governors: YES (included in HT report to governors on behaviour) <ul style="list-style-type: none"> Improved attitudes for learning. Supports good behaviour for learning. Increased aspirations Supports good behaviour for learning.
11. Provide milk option with school dinners Ensuring that lessons almost always flow smoothly and that behaviour outside lessons is of an equally high standard.		100%	£1200	Ongoing all year	Termly report to governors: YES <ul style="list-style-type: none"> Children receiving a nutritious drink.
12. Offer free Family Learning Sessions – Teacher lead Phonics, Reading, maths, art, cooking sessions. To encourage family participation/engagement.		100%	£150	Ongoing all year	Termly report to governors: YES <ul style="list-style-type: none"> We are closing the achievement gap for PP/vulnerable pupils' progress so it is more in line with non-PP

13. Increased office hours – monitor attendance, punctuality. First contact point for parents providing help and support.		20%	£2500	Ongoing all year	Termly report to governors: YES <ul style="list-style-type: none"> Attendance improves for PP children to be more in line with non-PP children Evidence of challenge given to parents of poor attendees
14. CPOMS (Child Protection Online Monitoring Service) Improved staff communication to SLT re pastoral care concerns.		20%	£200	Ongoing all year	Termly report to governors: YES (included in HT report to governors on behaviour) <ul style="list-style-type: none"> Reduction in the number of behaviour related incidents.
SUB TOTAL		£44,385			
22. <i>Emergency Provision: Only if required for pupils</i> <ul style="list-style-type: none"> Counselling £40 x 4 per hr as required Noah's Ark £150 x per pupil as required Behaviour support from £50 x per hr as required Emergency contingency fund for in year transfer of PP/CLA child In year transfer PP/SEN requiring 1:1 support. 		100% 100%		Available during year	End of year report <ul style="list-style-type: none"> PRU placements Impact in class/school
TOTAL PROJECTED SPEND 2020/21 ACADEMIC YEAR					

	£45,385
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