

Pupil premium strategy statement

School overview

Metric	Data
School name	Speedwell Infant School
Pupils in school	111
Proportion of disadvantaged pupils	52%
Pupil premium allocation this academic year	£89,000
Academic year or years covered by statement	2020/21 and 2021/22
Publish date	1 st Nov 2020
Review dates	March 2021, Sept 2021, March 2022
Statement authorised by	Jane Moore
Pupil premium lead	Jane Moore
Governor lead	Ann Adams

Disadvantaged pupil KS1 expected + outcomes for 2018/19. No statutory data for 2019/20

Measure	Score
Reading	64%
Writing	64%
Maths	68%

Disadvantaged pupil Y1 phonics screen check outcomes for 2018/19. No statutory data for 2019/20

Measure	Score
Pass	70%

Disadvantaged pupil EYFSP expected + outcomes for 2018/19. No statutory data for 2019/20

Measure	Score
Good level of development	55%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Targeted additional TA support to pupil premium children in KS1 to pre-teach, follow up on misconceptions or teach to gaps in knowledge in phonics and maths.
Priority 2	Targeted additional TA support to pupil premium children in the EYFS to deliver the Early Talk Boost and Talking Tables language intervention programmes.
Priority 3	50% cost of the purchase of the Power Maths maths mastery programme, to include text books and online resources to support high quality maths mastery teaching across school.
Barriers to learning these priorities address	Ensuring staff embed the quality CPD previously accessed for phonics, maths mastery and language intervention programmes.
Projected spending	£50,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading (KS1)	Progress is at least in line with other children in school (based on Target Tracker summative assessments)	July 2021
Progress in Writing (KS1)	Progress is at least in line with other children in school (based on Target Tracker summative assessments)	July 2021
Progress in Mathematics (KS1)	Progress is at least in line with other children in school (based on Target Tracker summative assessments)	July 2021
Phonics (Y1 check)	Achieve in line with National average expected standard	July 2021
Progress in the Prime Areas of learning (EYFS)	Achieve in line with National average expected standard	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Targeted additional TA support to pupil premium children in KS1 to pre-teach, follow up on misconceptions or teach to gaps in knowledge in phonics and maths.
Priority 2	Targeted additional TA support to pupil premium children in the EYFS to deliver the Early Talk Boost and Talking Tables language intervention programmes.
Priority 3	50% cost of the purchase of the Power Maths maths mastery programme, to include text books and online resources to support high quality maths mastery teaching across school.
Barriers to learning these priorities address	Ensuring staff embed the quality CPD previously accessed for phonics, maths mastery and language intervention programmes.
Projected spending	£50,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Fund an Inclusion and Engagement TA to deliver nurture group, emotional literacy and behaviour support to targeted children where there is a barrier to learning
Priority 2	Broaden children's life experiences by exposing them to a wide range of experiences, both in school and through trips out to increase their knowledge base and improve language and vocabulary development.
Priority 3	Part fund additional staffing and purchase of bagels through the Magic Breakfast programme (funded bagels cease in Jan 2021) to ensure children are not hungry at the start of the school day.
Barriers to learning these priorities address	<p>Social, emotional and behavioural issues which prevent positive engagement in lessons and learning.</p> <p>Limited life experiences which can result in limited reading comprehension understanding and limited vocabulary understanding.</p> <p>Children arriving at school hungry, making it difficult to concentrate and fully engage in lessons and learning.</p>
Projected spending	£39,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure all TAs delivering targeted interventions have accessed quality CPD to enable them to deliver high quality interventions.	Literacy, Maths and EYFS Leads provide peer support and guidance. Where additional CPD or mentor support is identified, HT ensures appropriate release time in place for relevant staff to address issues.
Targeted support	Due to the need to use technology to access most CPD because of Covid 19, ensure staff have the skills and the tech needed to be able to access such CPD effectively.	Peer support from staff who are confident with tech to those who are not. Purchase of additional tech to ensure there is enough tech available for all staff to use when needed.
Wider strategies	Close liaison between the Pupil Premium Lead, the SENCo/LAC lead and Inclusion and Engagement TA to ensure the children in most need of support around social, emotional and behavioural needs are receiving such support.	Pupil Premium Lead, SENCo/LAC lead and Inclusion and Engagement TA meet half termly to review progress of children receiving support and those who may be in need of support.

Review: last year's aims and outcomes

Aim	Outcome
Diminish the attainment gap between disadvantaged children and all children at both key stages.	Evidence of high quality teaching through peer review days and external consultant visits. As no statutory assessments were completed in 2019/20 and children spent the whole of the summer term in lockdown, there is no statutory attainment data to make comparisons. School in year summative assessment data indicated a mixed picture in terms of diminishing the attainment gap, but it should be noted that school would have expected the in year interventions to have the most impact on progress over the summer term once gaps in learning had been addressed.

	Baseline assessment evidence on children's return to school in September 2020 indicates that those disadvantaged children who accessed school during lockdown were significantly more likely to have made progress during the summer term than those who did not in reading, writing and mathematics.
Broaden children's life experiences by exposing them to a wide range of experiences, both in school and through trips out.	Children accessed first hand experiences each half term which linked to topics. These experiences positively impacted on quality of language use, quality of writing at KS1 and improvements in understanding when reading texts.
Children develop strategies to improve their social and emotional skills, thus enabling them to access learning more effectively.	Children who accessed nurture, behaviour box or ELSA support were better able to engage in class teaching and learning. In two cases this support minimised the need for fixed term exclusion and prevented any permanent exclusion.