

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	East Boldon Infant School				
Academic Year	2020-21	Total PP budget	£13,760	Date of most recent PP Review	Sep 20
Total number of pupils	181	Number of pupils eligible for PP	13 (Sept)	Date for next internal review of this strategy	Dec 20 March 21 July 21

2. Current attainment (from March 2020, prior to closure)	
	<i>Pupils eligible for PP (your school)</i>
% achieving expected standard or above in reading, writing & maths (from March data up until school closure)	<i>Reading 78%</i> <i>Writing 71%</i> <i>Maths 71%</i>

3. Barriers to future attainment (for pupils eligible for PP)
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>

A.	SEND needs – speech and language, difficulty retaining information. Some Pupil Premium children may also have a specific SEND need that are significant barriers for individual children.
B.	Social and emotional experience of home life, particularly differing experiences across school closure, significantly impacting on family input into education of the children
C.	Funding challenges across school makes it difficult to ensure the PP funding is directed only at those children eligible for the grant. Action must be taken to support all children as well as PP as a result of the funding
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	As the school year was cut short and attendance back into school is a priority, Attendance continues to be a focus despite improvements last year.
4. Desired outcomes (<i>specific outcomes and how they will be measured</i>)	
A.	<p>To develop phonic skills, recognising phonemes and blending to read words. To read key words on sight to support reading development.</p>
B.	<p>To develop reading and comprehension skills and enable the pupils to reach ARE for their year group in reading.</p>
C.	<p>To increase attendance rates for Pupil Premium children to 96% +</p>
Success criteria	
<p>ALL pupil premium children to pass the phonics screening in Year 2 by the end of the academic year. 100%</p> <p>ALL pupil premium (not SEN) children to pass the phonics screening in Year 1. 100%</p> <p>SEN children to make expected progress in line with their support plans.</p>	
<p>ALL pupil premium children (not SEN) to reach ARE in reading. 100%</p> <p>SEN children to make expected progress in line with their support plans.</p>	
<p>Monitor the attendance of the PP children closely. Overall PP attendance improves to 96% in line with non disadvantaged pupils.</p>	

5. Planned expenditure

Academic year

From September 20 until January 21 £13, 760

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
We continue to believe that the best action of support lies with <u>quality first teaching</u> . Our funding does not allow for the costings of any additional teachers/TA's, therefore use of our teachers in school to offer quality first teaching is our key action.	To ensure PP children make the best rate of progress in R, W, M	Highly experienced staff in school who can use their expertise to deliver the curriculum to a high standard. NFER study states the importance of 'quality teaching first'	Regular monitoring of PP children alongside non Pupil Premium children. Regular pupil progress reviews and data check ins.	HT/DHT	October 20 December 20 March 21 June 21
Total budgeted cost					Not included in costing.

ii. Targeted support					
Action	Intended outcome	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>Interventions to support children to 'keep up' rather than 'catch up' with specific learning.</p> <p>Improve outcomes in the year 1 phonics screen for the disadvantaged group</p> <p>1:1 working for those children with identified SEN (reading skills)</p>	<p>To support the children with the basic skills of reading and writing and maths</p> <p>1:1 tuition and pre teaching sessions for those disadvantaged</p> <p>SEN children to make expected progress towards their SEN plans</p>	<p>To enable the PP children and PLAC children to meet the expected standard in phonics/GLD/EOKS.</p> <p>There is good evidence that providing intensive 1:1 tuition, for short, regular sessions over a set period of time can enable children to keep up with their peers.</p> <p>NFER reports that data driven school which focus on early intervention rather than end of KS outcomes raised attainment more effectively.</p>	<p>Planning meetings between HT and SENCO. Feedback between teachers/SENCO.</p> <p>Pupils carefully targeted through phonics tracker assessments. Half termly/termly monitoring of progress.</p> <p>Pupil progress meetings to monitor progress and address barriers to learning.</p>	<p>JOD/LH</p> <p>AV/LH</p> <p>JOD/LH</p>	<p>December 20</p> <p>March 21</p> <p>June 21</p>
Total budgeted cost					£8, 750

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attendance so that PP children's attendance is in line with non PP.	Office Manager to monitor pupils and follow up quickly on absences.	Children need to be in school in order to learn and for their attainment to improve. NfER briefing for school leaders identifies addressing attendance as a key step.	Office Manager aware of PP children. Professional dialogue between Office Manager and HT, regular monitoring. Staff aware of PP children within class.	AOB/LH	December 20 March 21 June 21
Social/Emotional Well Being ELSA	To support those children in need of additional support with language skills and managing feelings. In light of the school closure period	Elsa training has been proven to support children with their social, emotional well being.	Staff to identify children who would benefit from the additional support with emotional well being.	LH/JOD/ AE	December 20 March 21 June 21
Purchase annual subscription to Reading Buddy.	To improve reading skills and to enhance reading at home provision/opportunities. Enable independent reading and comprehension skills.	Online reading coach or buddy, that helps children to develop deeper comprehension skills. Trialled last year	Staff to monitor progress of reading and uptake of the reading buddy programme.	LH/AV	December 20 March 21 June 21
Total budgeted cost					£4,978

6. Additional detail

Children in receipt of Pupil Premium are just as likely to have general or specific learning difficulties. If any child is identified as having a specific need, they may require different levels of intervention and support. We always strive for all children to achieve their best. Children identified as having a specific learning need, will have a support plan in place and progress towards these will be used to measure the success of the intervention in place, rather than the 'measure of progress' in attainment terms.

As our numbers of PP have increased from the previous year, we will continue to monitor the use of our funding carefully across the year and make adjustments as necessary.