



Pupil premium Strategy Statement 2020-2021

School overview

	2019-2020	2020-2021
Pupils on roll	240	256
Proportion of disadvantaged pupils	5.83%	3.13%
Pupils eligible for Pupil Premium	14	8 (does not include EYFS intake)
Pupils eligible for Pupil Premium for which funding is received	6	TBC
Total funding allocated	£7920	TBC
Publish Date	July 2020	July 2021
Review Date	July 2021	July 2022

Disadvantaged pupil attainment for last academic year (Summer 2019)

Previous Attainment	Total % of pupils at expected level	Pupils eligible for PP
EYFS GLD (Good Level of Development)	62.9%	0%
Year 1 Phonics Check results	77%	33.3%
Year 2 Phonics Check results	87%	50%
End of KS1 results – Reading	84.4%	33.3%
End of KS1 results – Writing	82.2%	33.3%
End of KS1 results – Maths	88.9%	33.3%

Strategy aims for disadvantaged pupils 2020-21

Complicating Factors	
1	School has a lower deprivation indicator (13.1) than Kent (20.80) and National. Small numbers of Pupil Premium pupils means value for money is paramount.
2	A high proportion of PP children are persistently late or absent, resulting in significant missed learning time. A complicating factor to add to this is the fact that a large proportion of these children live over 2 miles from the school.
3	As an Infant School we provide Universal Infant Free School Meals (UIFSM) for all children therefore parents do not see the benefit of completing the paperwork for receiving the Pupil Premium Funding until the children are in the Junior School.

Measure	Activity
Priority 1	Ensure that high-quality interventions are implemented and that these are effectively monitored for impact.
Priority 2	Ensure there is a robust strategy implemented to target persistent late and persistent absent children; working with children, families and external agencies where appropriate. To take this into consideration when specific intervention and support is planned for.
Priority 3	Work with families to understand the importance of receiving the PP funding when their children start school so that the funding can be used effectively to support their children whilst they are at the Infant School
Barriers to learning these priorities address	<p>Targeting specific needs of vulnerable children through small group intervention within The Hive which primarily focuses on the social, emotional and mental health of children.</p> <p>Family Engagement Leader (FEL) to address specific reasons for lateness and absence by working with children, parents and external agencies to provide as much support as possible to improve the lateness and attendance for specific children. To work on the aim that children are attending school on time as much as possible, not missing key learning within their classroom and not missing specific interventions organised to target their individual needs.</p> <p>Family Engagement Leader (FEL) to work with parents/carers to provide key information to enable them to understand the benefits of children receiving the Pupil Premium funding whilst they are at the Infant School so that the school can put this money to use to specifically support their children whilst they are with us.</p>

Teaching priorities for 2020-21

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS1 Reading	July 2021
Progress in Writing	Achieve at least national average progress scores in KS1 Writing	
Progress in Mathematics	Achieve at least national average progress scores in KS1 Mathematics	
Phonics	Achieve at least national average expected standard in Phonics Screening Check	
EYFS GLD	Achieve at least national average meeting the Early Learning Goal	
Other	Improve attendance and punctuality of disadvantaged pupils to LA average Our school overall rate of absence 2018-2019 5.1% Kent % Total Absences 2018-2019 4.2%	
Measure	Activity	
Priority 1	Ensure all relevant staff (including new staff) have received training and support to deliver the phonics and reading scheme effectively	
Priority 2	Purchase and implement new Reading Scheme and work with the English Hub to embed effective phonics practice across all year groups	
Barriers to learning these priorities address	Ensuring staff use an evidence-based whole class teaching scheme for high quality reading and phonics To target the gap between historical phonics screening check results and the school's reading results	
Projected spending	£1500 – External English Advisor Support £1500 – Reading/Phonics Workbooks	

Targeted academic support for current academic year (Interventions)

Measure	Activity
Priority 1	Ensure HTLA effectively implements interventions within The Hive that target the social, emotional and mental wellbeing of disadvantaged children
Priority 2	Establish small group Phonics interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Targeting children's prime areas of learning: personal, social and emotional development, communication and language and physical development so that they can effectively access the learning environment alongside their peers. Target the gap between PP children and their peers in Phonics
Projected spending	£6000

Wider strategies for current academic year (Pastoral)

Measure	Activity
Priority 1	Offering extracurricular support/activities: <ul style="list-style-type: none"> - Before and after school clubs e.g. breakfast choir club - Therapeutic Play - Hive Provision - Uniform provided - External agency
Priority 2	Implementing a part time Wellbeing Practitioner to support families with social, emotional and mental health needs
Priority 3	Family Engagement Leader (FEL) providing support to specific families in targeting their attendance and punctuality
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils as well as providing the opportunity to take part in a club/activity that they may otherwise not be able to do Targeting the needs of specific families, providing additional social and emotional support which is separate from that offered by the school staff Targeting the ongoing issue with persistent absences and persistent lates by providing support to these families to improve their child's personal attendance and punctuality records
Projected spending	£3000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days, NQT time, twilight sessions and additional cover being provided by senior leaders
Targeted support	Ensuring enough time and support for English Lead to ensure staff are effectively implementing small groups in Phonics	English Lead to work closely with Teachers to upskill them in planning and preparing their phonics intervention so that it is specifically tailored for the children within that group. Teachers to take ownership of assessing and monitoring the phonics progress of these children and feeding this back to the English Lead who can, in turn, monitor the effectiveness of the intervention.
Wider strategies	Engaging the families facing most challenges	Building relationships with families and upskilling parents/carers on specific issues they face Working closely with the Wellbeing Practitioner on parental social, emotional and mental health programme

Review: last year's aims and outcomes (2019-2020)

Aim	Outcome
Support in Early Literacy and Mathematics (in and out of school)	Due to the Covid-19 Pandemic a measure impact in relation to previous academic year could not be obtained. These aspects have been incorporated into the strategy for next academic year.
Eradicating Persistent Absentees (parental engagement)	
Exploring interests/talents (trips, clubs and visitors)	

Review: last year's expenditure (2019-2020)

Targeted Support	Expenditure
Support in Early Literacy and Mathematics (in and out of school)	Due to the Covid-19 Pandemic an increased amount of support has been provided by the Family Engagement Leader to support the health, wellbeing and engagement in the school's curriculum. Total Expenditure Prior to Covid-19 Pandemic Sept 2019-Feb 2020: £2,362 March 2020-July 2020: £6,613 (£360 were FSM support before the National Voucher Scheme was implemented)
Eradicating Persistent Absentees (parental engagement)	
Exploring interests/talents (trips, clubs and visitors)	