

## Church Aston Infant School - Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Church Aston Infant School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£7,655	<b>Date of most recent PP Review</b>	Oct 20
<b>Total number of pupils</b>	42	<b>Number of pupils eligible for PP</b>	5 PP 3 Service	<b>Date for next internal review of this strategy</b>	July 21

	<i>Pupils eligible for PP (school 2019-2020)</i>	<i>Pupils not eligible for PP (national average 2019-2020)</i>
<b>% achieving ARE at the end of Key Stage 1 in reading</b>	-	
<b>% achieving ARE at the end of Key Stage 1 in writing</b>	-	
<b>% achieving ARE at the end of Key Stage 1 in mathematics</b>	-	

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Low self-esteem , anxiety and self-confidence are preventing PP eligible children from participating fully in learning across the curriculum
<b>B.</b>	Delayed acquisition of Phonics leads to delay in Reading
<b>C.</b>	Behaviour issues for pupils eligible for PP need to be addressed for learning to take place.
<b>External barriers</b>	
<b>D.</b>	Financial restraints prevent pupils from taking part in all school activities.
<b>E.</b>	Access and engagement to remote learning inc. technology.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All pupils are confident in their own ability and willing to contribute in lessons across the curriculum	Pupils eligible for PP are confident to take part in all lessons. They achieve well in weekly Mental Maths and Spelling tests.
<b>B.</b>	Improve phonic skills for pupils eligible for PP in Reception, Year 1 and Year 2 (due to lockdown/catch up)	Pupils eligible for PP in Reception, Year 1 and Year 2 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>C.</b>	Behavioural issues of PP children supported as necessary.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
<b>D.</b>	All eligible pupils have the opportunity to take part in all activities offered by the school.	All pupils take part in all school trips and uptake of places in Breakfast Club is high for eligible pupils.
<b>E.</b>	All eligible PP pupils are supported with early intervention if necessary.	Eligible pupils are identified early and targeted support is in place early.

4. Planned expenditure					
Academic year		2020-2021			
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?
A. All pupils are confident in their own ability and willing to contribute in lessons across the curriculum including remote learning	Professional Development for Teachers, Teaching Assistants and Governors	Regular in-house and external CPD for all staff to ensure that they keep abreast of changes to the curriculum and expectations, so that the needs of all pupils can be met. Teachers to develop teaching skills via Teams.	Ensure all staff have the opportunity to attend staff meetings based on pupil Progress and attainment.	Headteacher	Feb 2021
B. Improve phonic skills for pupils eligible for PP in Reception, Year 1 and Year 2 to ensure all PP children make ARE	Involvement of Teaching Assistants in Pupil Progress and Book Scrutiny meetings	Teachers and TAs need to understand the needs of each of the Pupil Premium children throughout the school and understand the vulnerability of this group.	Ensure that all data being used for analysis is up-to-date and accurate. Pupil Progress Meetings	Headteacher	Nov 2020 – Year 2 March 2021 – R and Year 1

expectations. This includes Year 2 children as they need to meet their Year 1 assessments in Year 2 due to lockdown.	Specific targeted phonic groups.		Lesson Observations, including Teams teaching.		
<b>Total budgeted cost</b>					£1,100
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Accelerated learning in targeted areas for PPG children.	Eligible pupils have the opportunity to work 1:1 work with an adult.	This enables an additional adult to intervene quickly as soon as an issue in learning is identified or if progress stalls. Keeping up is more important than catching up. In a 1:1 situation the additional adult is able to take positive steps to raise the aspirations of this group of pupils.	Staff Meetings to focus on PPG support and outcomes. Pupil progress meetings. Book Scrutiny, lesson observation and pupil voice.	Headteacher	Jan 2021
A. All pupils are confident in their own ability and willing to contribute in lessons across the curriculum.	Additional learning supported group work	Within whole class teaching they use guided work to address misunderstandings and barriers to learning, often adapting lessons to facilitate this.	Lesson observations Progress	Headteacher	March 21
C. Behavioural issues anxieties of PP children addressed.  Particular consideration given to the periods of lockdowns/isolation.	Employment of a Teaching Assistant to run a Fine and Gross Motor Skills program each morning	Planning is linked to Cool Kids project and Brain Gym activities. Work is supported by Occupational therapist advice.  Headteacher to follow up any concerns following periods of lockdown or isolation.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Headteacher	March 21

<p>D. Pupils emotional and mental health needs are identified and supported quickly and effectively.</p> <p>Particular consideration given to the periods of lockdowns/isolation.</p> <p>Behavioural/anxiety issues of PP children addressed.</p>	<p>Shared employment of School and Family support worker with local schools.</p> <p>1:1 support for children to maintain concentration/on task behaviour as necessary.</p>	<p>Eligible pupils have the opportunity to spend quality time once a week with a School and Family Support Worker who can address their specific issues. When necessary the School and Family Support Worker is able to act as Lead Professional in the CAF and TAC process.</p> <p>Pupils are well supported in order to enable them to access all aspects of the curriculum.</p> <p>Pupils and parents are well supported in order to enable them to access all aspects of the curriculum when remote learning.</p> <p>Headteacher to follow up any concerns following periods of lockdown or isolation.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	<p>Headteacher</p>	<p>March 21</p>
<b>Total budgeted cost</b>					<p>£6,000</p>
<p><b>iii. Other approaches</b></p>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>D. All eligible pupils have the opportunity to take part in all activities offered by the school.</p>	<p>Free attendance at Breakfast Club. Selection for specific sporting events to raise self esteem,, co operation and raise aspirations.</p>	<p>Enrichment opportunities engage and enthuse pupils and leads to higher attainment outcomes.</p>	<p>Headteacher to provide more opportunities for Breakfast Club with parental engagement to encourage attendance.</p>	<p>Headteacher</p>	<p>March 2021</p>

D. All eligible pupils have the opportunity to take part in all activities offered by the school.	All costs involved for school visits and out of school activities met for eligible pupils.	In a National Audit Office survey of children (2015) 40% believed that going on educational visits helped them to learn.	Headteacher to provide opportunities for children to take part in a range of out of school trips and experiences with parental engagement to encourage attendance.	Headteacher	March 2021
D. All eligible pupils will be supported to have access to remote learning, including technology e.g. laptop or ipad.	Cost met by school to provide equipment.	Remote learning is a national requirement through periods of lockdown/isolation since October 2020.	Headteacher to monitor provision for PPG children to ensure it is appropriate to their needs.	Headteacher	Ongoing from Oct 2020.
<b>Total budgeted cost</b>					£850

<b>Previous Academic Year</b>	<b>2019/2020</b>				
<b>6. Review of expenditure</b>					
<b>i. Quality of teaching for all</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)	<b>Cost</b>	
A. All pupils are confident in their own ability and willing to contribute in lessons across the curriculum	Professional Development for Teachers, Teaching Assistants and Governors Involvement of Teaching Assistants in Pupil Progress and Book Scrutiny meetings	Mixed: training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met. Approach shows promise. End of Key Stage 1 and EYFS pupils made expected progress and achievement but data shows that not all Year 1 PP pupils achieved ARE.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.  Due to periods of lockdown it was felt that although the activity packs supported PPG children well, a learning platform such as Teams would be more beneficial to enable children to have daily contact with their Teachers.	£500	

B. Improve phonic skills for pupils eligible for PP in Reception and Year 1. Enable Year 2 children who need to re-take the test the support necessary.	Professional Development for Teachers, Teaching Assistants and Governors Involvement of Teaching Assistants in Pupil Progress and Book Scrutiny meetings	Met: Pupils eligible for PP in Reception and Year 1 made rapid progress by the end of the year so that all pupils eligible for PP met age related expectations for Phonics.	Identifying pupils early using Phonic Test assessments and addressing their needs in small targeted groups is very effective in supporting children's individual needs.  Ensure phonics teaching remains an important aspect during periods of isolation.	As above
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## ii. Targeted support

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)	Cost
A. All pupils are confident in their own ability and willing to contribute in lessons across the curriculum	Eligible pupils have the opportunity to work 1:1 work with an adult.	High: observed increased confidence in mathematics and reading skills amongst participating children compared to peers. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£4600
C. Behavioural issues of PP children addressed.	Employment of a Teaching Assistant to run a Fine and Gross Motor Skills program each morning	High: The children identified as needing to take part in Fine and Gross Motor skills programs had fewer behaviour incidents recorded for these pupils on the school system.	Less children required Cool Kids programme so it was more reappropriate for their fine and gross motor needs to be incorporated into classroom morning activities.	2 x TA support 9.00-9.20am each morning
C. Behavioural issues of PP children addressed.	Shared employment of School and Family support worker with local schools.	Mixed: The additional support from a trained School and Family Support Worker has been very beneficial to the school. The children that were supported benefitted but still required additional support from other agencies to begin to address their needs.	The School and Family Support Worker was able to act as Lead Professional in the CAF and TAC process and meet with parents. Their role was supportive for the school, pupils and parents. We will continue next year as required.	£800. Shared costs with Cluster schools.

## iv. Other approaches

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)	Cost
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D. All eligible pupils have the opportunity to take part in all activities offered by the school.	Free attendance at Breakfast Club. School visits and trips paid for with funding.	High: Some Pupil Premium children attended Breakfast Club and enjoyed eating a healthy breakfast and starting the school day calmly. Success criteria: met.	The good uptake and convenient for parents. We will continue next year.	£650
E. Early identification of eligible pupils	Parents encouraged to complete identification form at the Parents Induction meeting	High: All pupils identified before they started Reception. Success criteria: met.	This approach will be continued. It was just as effective as previous year's when items of uniform were offered on completion of a form.	None

## 7. Additional detail

Our full strategy document can be found online at: [www.churchastoninfantschool.co.uk](http://www.churchastoninfantschool.co.uk)