

Pupil premium strategy statement

School overview

Metric	Data
School name	Paulton Infant School
Pupils in school	218
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£43, 040
Academic year or years covered by statement	2020-2023
Publish date	Dec 2020
Review date	July 2021
Statement authorised by	Julie Hogan
Pupil premium lead	Chloe Butcher
Governor lead	David Howson

Disadvantaged pupil progress scores for last academic year (2018 -2019 due to covid)

Measure	Score
Reading (KS1)	73% (National 62%)
Phonics (Year 1)	60% (National 71%)
Writing (KS1)	64% (National 55%)
Maths (KS1)	73% (National 62%)
EYFS GLD	43% (National 57%)

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS1 Estimated % to be reviewed through the year following COVID school closures	Reading = 65% Writing = 65% Maths = 70% Phonics = 71%
Achieving high standard at KS1 Estimated % based on 2019 outcomes but to be reviewed through the year following COVID school closures	Reading =40% Writing = 20% Maths = 20%
Achieving GLD at end of EYFS	50%
Meeting the Y1 phonics screening check	

Measure	Activity
Priority 1	Provide appropriate evidence based interventions in English and Maths for disadvantaged pupils to ensure they catch up following school closures
Priority 2	Develop high quality explicit teaching strategies through the use of evidence based professional development
Priority 3	Improving mental health wellbeing and readiness for learning for the most disadvantaged pupils.
Priority 4	Supporting children with accessing school activities and resources
Barriers to learning these priorities address	Children who are the most disadvantaged will have fallen the furthest behind due to school closures and will be less ready to learn on return to school
Projected spending	£ 43,040

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading Estimated % to be reviewed through the year following COVID school closures	62% ARE at end of KS1 (in line with 2019 national %)	July 2021
Progress in Writing Estimated % to be reviewed through the year following COVID school closures	55% ARE at end of KS1 (in line with 2019 national %)	July 2021
Progress in Mathematics Estimated % to be reviewed through the year following COVID school closures	62% ARE at end of KS1 (in line with 2019 national %)	July 2021
Phonics Estimated % to be reviewed through the year following COVID school closures	Y2 Target Autumn 2020 = 75% Y1 Target Summer 2021 = 75%	Dec 2020 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	Take active steps to ensure that the teaching of systematic synthetic phonics has the rigour, pace and rehearsal required to enable all children to confidently master early reading skills. Focus on the lowest 20%

Priority 2	Boost early oracy skills of children within EYFS
Priority 3	Support and structured modelling of writing
Priority 4	Embed mastery approaches in mathematics and across the curriculum
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Consistent delivery of and equal access to high quality teaching of phonics across the school 2. Strong, modelling, scaffolding and questioning will identify gaps in learning and enable teachers to provide explicit teaching for disadvantaged pupils. 3. Ensuring the needs of each year group are met within mixed aged classes. 4. Ensuring staff routinely use evidence-based, time framed, whole-class and small group teaching interventions where these are needed to secure expected progress.
Projected spending	£18,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Providing support and mentoring where needed within the school to key children
Priority 2	Provide additional support to deliver specific interventions across all year groups e.g. Nurture, Mentoring, ELSA
Priority 3	Provide subsidised support for activities that will enrich children's life experiences and engagement in the curriculum
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Improving mental health wellbeing and readiness for learning for the most disadvantaged pupils. 2. Improve attendance and participation for the most disadvantaged pupils. 3. Financial barriers preventing access to enrichment activities for the most disadvantaged pupils
Projected spending	£15,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given for subject leaders to monitor teaching learning and progress	Use of HLTA to provide release time

	Ensuring the whole team are available for training (CTs and TAs)	Use of inset days plus additional release from class for training. Release of phonics leads as needed to train in house and with English Hub
Targeted support	Ensure time is given for focus TA time for targeted support of all groups of our most disadvantaged children.	Ensuring we have enough capacity in the staff team to allow delivery of these interventions across all year groups/classes
Wider strategies	Engaging families with the highest needs and the hardest to reach.	Working closely with other agencies including use of PSA to provide support to address barriers from learning developing Leading on Early Help and signposting outreach support as appropriate

Review: 2020-2021's aims and outcomes

AIM	OUTCOME

Review: 2021-2022's aims and outcomes

AIM	OUTCOME

Review: 2022-2023's aims and outcomes

AIM	OUTCOME

