

Review of Paulton Infant School Pupil Premium Strategy for 2019 – 2020

Coronavirus update: flexibility in pupil premium reporting requirements

As of 14 September 2020: the DfE said that due to coronavirus and school closures, it understands that schools won't be able to evaluate the impact of your pupil premium for all of the 2019/20 academic year.

Instead, the DfE recommend to monitor and report on the grant's impact at the end of the 2020/21 financial year. This report should cover the whole period between September 2019 and March 2021, but you can give most detail about the grant's use and impact for the period between September 2020 and March 2021. (Note that if you want, you can include any changes you made to your pupil premium spending due to coronavirus.)

Schools still need to write and publish your strategy statement that includes your plans for the 2020/21 academic year.

What is Pupil Premium?

The Pupil Premium is an allocation of money given to the school each year by Central Government to narrow attainment gaps between pupils from disadvantaged families and their peers. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

In 2018/19 schools received £1,320 per pupil eligible for free school meals in the past 6 years, and £300 for pupils from service families.

Schools are free to spend the pupil premium as they see fit. However, they will be held accountable for the effectiveness and impact of the funding. It is part of the Ofsted framework and schools are required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the premium.

Summary Information Pupil Premium allocation 2019 - 2020

Number of pupils and PPG grant received

Total number of pupils eligible for PPG	33 at time of January 2019 School NOR Jan 2019: 236 Sept 2019: 225
Amount of PPG received per pupil	£1320
Total amount of PPG anticipated by the school. These funds were allocated based upon the January 2019 census. The next allocation will be based upon the January 2020 census and will be allocated in the financial year 2020-2021. However schools do not have to spend all of it within that financial year. They may carry some or all of it forward to future financial years.	£43,560

Summary of PPG Provision

Barriers identified from Data and monitoring:

“Deprivation does not determine destiny. Many young people from low-income families succeed brilliantly. There are also schools that overcome these barriers for low-income families...they do this because they have the highest expectations of each of them and are relentless in what they do to secure excellent headway in realising these expectations.” Unseen Children: access to achievement 20 years on - OFSTED

Common Barriers

The school recognises there are common barriers that families face and which therefore impact adversely on children’s development, wellbeing and learning. National and international evidence suggests that some children are more likely to enter schools with:

- low levels of children’s Personal, Social, Emotional and Physical development;
- low levels of children’s Communication and Language development;
- low levels of Parental Engagement (or parental capacity) in contributing and supporting children’s learning and development;
- the potential for a higher proportion of children to be at risk of significant harm and have Safeguarding Plans.

As a school we are continually learning and evaluating what works best to make the most lasting success for children. The attainment of all children is regularly assessed and Pupil Progress Meetings take place each term to monitor progress and identify children at risk of underachievement. Vulnerable children are given additional support and the impact of interventions is regularly evaluated to ensure the use of resources is effective. Particular attention is given to children who are in receipt of the Pupil Premium Grant to ensure they are making the best progress possible.

Our provision for Pupil Premium is based on some of the higher impact strategies identified by groups such as The Sutton Trust (ST), Education Endowment Foundation (EEF), Ofsted documents such as ‘The Pupil Premium How schools are spending the funding successfully to maximise achievement’ and other research reports such as the Nuffield Foundation funded report where researchers from [NatCen Social Research](#), [Newcastle University](#) and [ASK Research](#) analysed information on more than 6,400 English children born in 2000-01 who are being followed by the [Millennium Cohort Study](#). In light of the findings and recommendations of the above groups we are confident that we are using interventions and approaches with a track record of success.

The school has identified the following areas to focus the use of the pupil premium 2019 – 2020:

- Phonics and Reading attainment – efficient decoding earlier and comprehension skills explicitly taught – (linked to poor writing achievement)
- Early identification of Language and communication difficulties
- Thrive Interventions for children who are dysregulated or have experienced early trauma or adversity
- Theraplay and/or Forest School support and intervention
- Supporting children to manage behaviour and learning disengagement
- Supporting low self-esteem/lack of self confidence
- Attachment difficulties
- Improving Parental engagement with learning e.g. use of Parent Support Advisor (PSA); School Nurse

- Absence from school
- Issues arising from long term low level neglect

Aims - To close the gap for disadvantaged pupils by:

Raising the attainment of disadvantaged pupils through:

- Removing barriers to learning such as:
 - social and emotional needs
 - language and communication
 - Lack of self-confidence and self esteem
 - Low expectations from children of what they can achieve /what they will be/low expectations from home.
 - Levels of parental engagement with learning (including learning at home such as supporting reading and phonics)
- Improving teaching and learning for identified children
- Providing additional support for those disadvantaged pupils who are at risk of underachieving in English and maths.
- Accelerating the progress of disadvantaged pupils
- Increasing attendance rates of disadvantaged pupils so they are at least in line with all pupils.
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Intended Impact

- Children have emotional and social support to help with barriers to being ready to learn and to boost self-esteem.
- Reading/Phonics/Writing/Maths attainment and progress improve to at least target levels, including disadvantaged pupils
- The attainment gap is reduced between those pupils who are eligible for pupil premium grant and those that are not, in Reading, Writing and Maths
- Where attainment of disadvantaged pupils is low overall, it is improving at a faster rate than nationally, over a sustained period

Intended Strategy Review points

Dec 2019 – this review took place. Dec 2019 Gov deep dive into PPG/Learning walk

Mar 2020 – this review was partial because of Lockdown in March 2020.

June 2020 – this review did not take place due to Lockdown/partial school opening Summer 2020

Strategy <i>Evidence for this choice</i>	Intended Outcomes	Indicators and how impact will be measured	In Year Evaluation & review
<p>Extra teacher time for ongoing support/mentoring for child's emotional and behavioural well being</p> <p><i>Research : Feedback + 8 months</i> There are a substantial number of reviews and meta-analyses of the effects of feedback. Educational studies identify positive benefits where the aim is to improve learning outcomes.</p> <p><i>Research SEL: +4 months</i> Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p>	<p>Targeting social and emotional learning (SEL) seeks to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	<p>Supported children allow teachers to teach and learning to happen.</p> <p>Increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.</p> <p>Use of approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', are in place in classrooms and core subject planning.</p> <p>Pupil Progress Meetings/PPG Provision mapping x 3 per year indicate children are on track to meet ARE and provision is in place</p>	<p>Feedback from Gov Review Dec 2019: <i>Data is constantly good for our PPG children above both national and local with our children making good progress, the school has very clear strategies with provision mapping, class intervention plans and pupil progress meetings ensuring that we monitor, act and reflect across our PPG offering.</i></p> <p><i>The children's understanding of gem powers really shone through and their ability to link them to learning shows how well they are embedded school wide.</i></p> <p>This strategy worked well but was hampered by lockdown from March 2020</p> <p>Support for children at home was picked up by Teachers/HLTAs/TAs through regular remote meetings</p>
<p>TA hours for 1-1/ intervention small group support</p> <p><i>Research – Small group tuition +4 months</i> A qualified teacher is more likely to achieve greater progress and raise attainment. Intensive tuition in small groups is highly effective Pupils are grouped according to current levels of attainment or specific needs</p> <p><i>Research – Teaching Assistants</i> Teaching Assistants are most effective when leading a specific intervention program or</p>	<p>Attainment in reading and maths is increased in both areas in comparison with previous data.</p> <p>Disadvantaged pupils attain in line with peers. In-school and national gap is closed</p> <p>To expand proven classroom approaches – providing effective feedback on pupils' performance, encouraging pupils to think about their own learning strategies, and getting pupils to learn from each other.</p> <p>To provide focused support to ensure positive attitudes, behaviour and learning. To</p>	<p>Short, regular sessions are in place (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) resulting in optimum impact.</p> <p>Short termly checks on attainment and progress</p> <p>Intervention is addition to, but explicitly linked with, normal teaching, and teachers are monitoring progress to ensure the support is beneficial.</p>	<p>There is evidence within school to show that where pupils have failed to make the expected progress support has been put into place using targeted intervention</p> <p>This strategy had high impact up until the point of the closure in March. Data does not support this intervention from this point onwards</p> <p>Across 2020-2021 the school will continue to offer specific literacy interventions and maths interventions, based on the individual needs of the pupils. Priority access will be given to</p>

when they work closely with the class teacher.	overcome barriers to learning.		children entitled to the PP and those who have dipped as a result of Covid. <i>This will be prioritised according to Aut Term 1 assessments in school as part of our forward planning.</i>
Strategy Evidence for this choice	Intended Outcomes	Indicators and how impact will be measured	In Year Evaluation
<p>Phonics whole school focus</p> <p>Research Phonics +4 months The evidence suggests that phonics can be an important component in supporting the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p>	<p>Attainment in Phonics is increased in both areas in comparison with previous/national data.</p> <p>Disadvantaged pupils attain in line with peers. In-school and national gap is closed</p> <p>To provide focused support to ensure positive attitudes, behaviour and learning.</p> <p>To overcome barriers to learning.</p>	<p>Short, regular sessions (about 15 - 20minutes, 4-5 times a week) over a set period of time (6-12 weeks) results in optimum impact.</p> <p>Checks on attainment and progress 3 x per year.</p> <p>Intervention should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the support is beneficial.</p> <p>Phonics outcomes improve for Y1 and Y2 disadvantaged children compared to previous school performance and in relation to national data.</p>	<p>Summer 2020 Phonics check did not take place for Y1. This was postponed until December 2020</p> <p>Across 2020-2021 the school will continue to offer specific literacy interventions and maths interventions, based on the individual needs of the pupils. Priority access will be given to children entitled to the PP and those who have dipped as a result of Covid.</p>
<p>Specialist speech and Language support Speech and Language Interventions such as Talk Boost, Listening and attention groups</p> <p>Research Oral Intervention + 5 months. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. All pupils appear to benefit from oral</p>	<p>Disadvantaged pupils attain in line with peers. In-school and national gap is closed.</p> <p>Outcomes in EYFS CLLD as well as KS1 attainment and progress are improved.</p>	<p>Developing spoken language work includes links to class foci and current vocabulary.</p> <p>Children engage in oral activity more in small group and whole class situations.</p> <p>Where a speech and language plan/targets are in place there is progress towards targets which is monitored on a termly basis.</p>	<p>SENCO has able to intervene with PPG children who also have SEN needs. This has meant that class teachers have been further supported in developing provision to target PPG children.</p>

<p>language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).</p>			
<p>Strategy Evidence for this choice</p>	<p>Intended Outcomes</p>	<p>Indicators and how impact will be measured</p>	<p>In Year Evaluation</p>
<p>Support for families from Parent Support Advisor(PSA) ST Research Parental Involvement +2 months Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.</p> <p>Support for children from Thrive practitioners/theraplay ST Research +4 months SEL (social and emotional learning) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p>	<p>Targeted families have received specialist support. This helps to support families in ensuring that child attends school regularly, makes positive behaviour choices at home and school and aids in supporting in everyday issues e.g. finance, housing, boundaries at home.</p> <p>Families aware that there is a designated person within the school that they can talk to and ask advice of, who has a presence on the playground before and after school. Parents can also drop in or set a time for meetings.</p> <p>Work with parents to identify and overcome barriers to their child's learning.</p>	<p>Parents are identified and targeted for support by PSA.</p> <p>Increased parental support for pupils eligible for pupil premium.</p> <p>Increased attendance rates for pupils eligible for pupil premium.</p>	<p>All families have engaged well with PSA and, as a result, have made progress with the targeted interventions and outcomes.</p> <p>Key meetings: CP, EHA, TAC/TAF, CMEO have been focused upon the child with key input from those working with the children on a daily basis. This has ensured that the whole child's needs were taken into account in planning teaching and learning experiences as well as identifying any family support needed.</p> <p>There was great thrive and play intervention with a Thrive practitioner employed by the school and the school play lead who was able to meet/liaise with parents and staff and agree plans.</p>
<p>Support for children and families from Behaviour Panel services e.g. Key worker therapy, play buds, supporting family change</p> <p>Research – Behaviour Intervention +3 months Behaviour interventions produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impact is larger for targeted interventions matched to specific students</p>	<p>Learner's outcomes are improved and progress matches those of their peers.</p> <p>Children's self-esteem and confidence is enhanced by therapy support. This impacts upon behaviour as well as learning needs.</p>	<p>Behaviour and social needs are no longer a barrier to learning.</p> <p>The child has more sense of self and is able to articulate emotional needs.</p>	<p>Key meetings: CP, EHA, TAC/TAF, CMEO have been focused upon the child with key input from those working with the children on a daily basis. This has ensured that the whole child's needs were taken into account in planning teaching and learning experiences as well as identifying any family support needed.</p>

with particular needs or behavioural issues.			
Strategy Evidence for this choice	Intended Outcomes	Indicators and how impact will be measured	In Year Evaluation
<p>Enrichment and extension activities e.g. clubs</p> <p>Personalised books and resources ST Research – +2 months Being involved in extra – curricular sporting activities may increase attendance and retention.</p> <p>Nuffield research found: Children taking part in organised sports and physical activities at the ages of 5, 7 and 11 were almost one and a half times more likely to reach a higher than expected level in their Key Stage 2 (KS2) maths test at age 11.</p> <p>Those who attended after school clubs also fared better than their peers who did not take part in such groups. On average, they achieved a 2-point higher total score in their KS2 assessments in English, maths and science.</p>	<p>Children’s self-esteem and confidence is enhanced by inclusion in a variety of experiences.</p> <p>This impacts upon behaviour, self - esteem as well as learning needs.</p> <p>Learner’s outcomes are improved and progress matches those of their peers.</p>	<p>PPG children are accessing all areas of school life including clubs and swimming.</p>	<p>PP income was used to cover the cost of a variety of resources and clubs/trips for pupils entitled to the PP. (evidenced in our provision mapping)</p> <p>Many of these children don’t regularly attend any other after school clubs. We continue to ask pupils about the range of clubs they would like to attend and, as a result, will alter the provision of clubs as soon as possibly pertinent after Covid.</p>

Appendix A: Eligibility for Free School Meals (and therefore for Pupil Premium-funded support in school)

You can register your entitlement for Free School Meals - Eligible by Benefit (EBB) if :

- you have children who attend a school in Bath and North East Somerset, and
- you are in receipt of any of the qualifying benefits listed below.

Qualifying benefits for Free School Meals:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support
- Income Based Jobseekers Allowance
- Income Related Employment and Support Allowance
- Child Tax Credit, without any Working Tax Credit, and an annual household income (as assessed by Her Majesty's Revenue and Customs) that is not more than £16,190
- Run-on Working Tax Credit which is only paid for 4 weeks after you STOP qualifying for Working Tax Credit
- Guaranteed Element of State Pension Credit
- Support under part VI of the Immigration and Asylum Act 1999

To register for Free School Meals, please speak (in confidence) to one of our Office staff, who will give you the correct form and will send it for you to the local authority.

Appendix PPG Data this is data from 2018 – 2019

Context:

At Term 6 2019 the number of PPG had risen to 33 children across the school classed as 'disadvantaged'.

When funding had been allocated in Jan 2018 it had been 23 children.

This comprised of: EYFS x 7 children, Y1 x 15 children and Y2 x 11 children

This comprised of 18 on the SEN register for various needs including:

1 child with an EHCP for ASD and learning

2 x Children with attendance

6 x Children with attachment needs,

2 x Children with behaviour panel support and support for social emotional needs,

5 x Children with Child Protection needs,

4 x Children serious social and emotional needs,

1 x child who attended an alternative provision for 2 terms

Therefore intervention and support has been drawn upon from outside agencies: Speech and Language, Play therapy, Social Services, Child Protection, Parent Support Advisor, PEP and CAF meetings as appropriate plus Forest School, Talk Boost interventions etc...

COHORT EYFS Term 6 Data Analysis – June 2019

Below Typical (BT) = inc/below (ELG) 2e, On Track (OT) = (ELG) 2d/2s, Above Typical (AT) = Exceeding ELG 3e and above

		Communication & Language									Physical Development						Personal, Social & Emotional Development								
		Listening & Attention			Understanding			Speaking			Moving & Handling			Health & Self-Care			Self-confidence & Awareness			Managing Feelings			Making Relationships		
		BT	OT	AT	BT	OT	AT	BT	OT	AT	BT	OT	AT	BT	OT	AT	BT	OT	AT	BT	OT	AT	BT	OT	AT
All pupils in cohort	73	4	67	29	10	63	27	10	66	25	12	67	21	4	67	29	12	70	18	11	77	12	0	88	12
Non-disadvantaged pupils	66	5	65	30	7	64	29	7	67	26	9	70	21	5	65	30	9	71	20	9	79	12	0	88	12
PPG pupils disadvantaged	7	0	86	14	29	57	14	29	57	14	43	43	14	0	86	14	43	57	0	29	57	14	0	86	14
LAC pupils	0																								
Total Disadvantaged	7	0	86	14	29	57	14	29	57	14	43	43	14	0	86	14	43	57	0	29	57	14	0	86	14

		Literacy						Mathematics						GLD
		Reading			Writing			Number			Shape, Space & Measure			
		BT	OT	AT	BT	OT	AT	BT	OT	AT	BT	OT	AT	
All pupils in cohort	73	19	67	14	23	74	3	22	64	14	19	68	12	73%
Non-disadvantaged pupils	66	18	67	15	20	77	3	20	65	15	18	68	14	76%
PPG pupils (disadvantaged)	7	29	71	0	57	43	0	43	57	0	29	71	0	43%
LAC pupils (disadvantaged)	0													
Total Disadvantaged	7	29	71	0	57	43	0	43	57	0	29	71	0	43%

Overview of Whole School Attainment T6 Summer 2018

(Y2 National/LA 2018). Plus where available 2019 Nat/LA figures are included. Information taken from school data – Sims/Data Dashboard/DFE: First Response Data

	2018 Disadvantaged	2019 Disadvantaged	2018 Non- dis	2019 Non- dis
Reading Y1 ARE +	73%	53%	73%	70% (67 chn)
Writing Y1 ARE +	55%	60%	64%	67%
Maths Y1 ARE+	45%	67%	72%	72%
Reading Y2 ARE +	100% (61%/52%)	73% (11 chn)	79%	83% (65 chn)
Writing Y2 ARE +	100% (52%/46%)	64%	77%	72%
Maths Y2 ARE +	80% (60%/54%)	73%	82%	82%
Science Y2 Met	100% (69%/71%)	82%	91%	91%
Phonics Y1	58%	60% (15 chn)	73%	73% (69 chn)
Phonics Y2	100%	60% (3 out of 5 chn)	46%	74% (14 out of 19 chn)
Phonics combined	No PPG retakes at T6	82%	93%	92%

DRAFT Overview of **Progress** T6 Summer 2019 – EYFS to Y2 = 12 terms
 Information taken from school data – Sims

	2018 Disadvantaged EXPECTED+ PROGRESS	2019 Disadvantaged EXPECTED+ PROGRESS	2018 Non- dis EXPECTED+ PROGRESS	2019 Non- dis EXPECTED+ PROGRESS
Reading Y1	100% 12 chn	87% (15 chn)	90% 71 chn	89% (66 chn)
Writing Y1	92%	87%	82%	94%
Maths Y1	83%	100%	94%	88%
Reading Y2	100% 5 chn	80% (10 chn)	91% 66 chn	87% (62 chn)
Writing Y2	100%	70%	88%	77%
Maths Y2	80%	70%	86%	89%