# Pupil premium strategy statement 20/21

## School overview

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| **Metric** | **Data** |
|  School name | Church Hill Infant School  |
| Pupils in school | 204 |
| Proportion of disadvantaged pupils | 24 (+2 PLAC)  |
| Pupil premium allocation this academic year | £42,660 |
| Academic year or years covered by statement | 2020-21 |
| Publish date | December 2020 |
| Review date | October 2021 |
| Statement authorised by | Balinder Kazi |
| Pupil premium lead | Meera Bulsara |
| Governor lead | Balinder Kazi |

## Disadvantaged pupil attainment for last academic year:

**Disadvantaged pupil performance overview for last academic year: Key Stage 1**

| end of Ks1 |
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|  | Pupils eligible for PP  | Pupils not eligible for PP  |
| Pure outcomes are not available due to the Covid pandemic and removal of statutory assessments for July 20. Teacher Assessments were administered in March 20 to identify pupils on track to achieve the expected standard. |
| % attainment in Reading | 6/12 pupils | 71% |
| % attainment in Writing | 4/12 pupils | 73% |
| % attainment in Maths | 6/12 pupils | 80%  |

**Disadvantaged pupil performance overview for last academic year: Year 1 Phonics**

| year 1 phonics screening check\* |  |  |
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| Pupils eligible for PP | Pupils not eligible for PP | National average |
| Actual outcomes for June 2020 are not available. A Statutory Phonic Screening took place for the current Y2 in November 20 instead and the report reflects these results. |
| 8/9 pupils passed -89%1/9 diss-applied (SEND) | 84% | National data not available for 2020 |

## Strategy aims for disadvantaged pupils

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| * **Measure**
 | * **Activity**
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| * Priority 1 - Curriculum
 | To ensure the recovery curriculum re-engages our most disadvantaged families/ pupils to school life and learning |
| * Priority 2 – attainment/ achievement
 | To ensure the progress and attainment in reading, writing and maths through tailored provisions which identifies lost learning gaps All staff – Teachers, Learning Support Assistants deliver high quality provision for disadvantaged children alongside high quality first teaching. |
| Priority 3 – Well being | To ensure that the pupils return to school and have their individual and collective mental health and well-being needs met. |
| Priority 4 – Online provision | To ensure pupil continue to have positive attitudes to learning in the event of closures and that all pupils in receipt of pupil premium are given opportunities to access online learning. |
| Priority 5 - Attendance | To ensure that all pupils in receipt of pupil premium attend school regularly and have attendance of above 95% |
| * Barriers to learning these priorities address
 | * Pupils have limited access to reading materials outside of school and are often not heard read on a regular basis at home. Reading is not prioritised
* Parents often are unsure of how to support at home.
* Pupils in receipt of pupil premium have attendance below that of those who are not.
* As a result of lockdown, some pupils are socially and emotionally more immature or vulnerable. More families have been referred to Early Help due to financial and domestic issues in the home.
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| * Projected spending
 | * £42,660
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## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date**  |
| Progress in Reading | Progress in line with other pupils in school and nationally | Jul 21 |
| Progress in Writing | Progress in line with other pupils in school and nationally | Jul 21 |
| Progress in Mathematics | Progress in line with other pupils in school and nationally | Jul 21 |
| Phonics | To ensure all pupils in receipt of pupil premium are on track to pass the phonics screening at the end of Year 1 and catch up in Year 2. | Jul 21 |
| Enhanced well being  | Enhanced engagement, self-confidence and positive relationships. | On going |

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1 - curriculum | * Bespoke curriculum re mapped with prioritised PHSE links
* Identification and links to post lockdown themes, ensure these are addressed through the recovery curriculum.
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| Priority 2 – QFT/ intervention | * Identify specific gaps related to the learning lag in core subjects and ensure these are addressed through QFT.
* Cohort action plans are designed to support QFT interventions which ensure learning is embedded and secure.
* Cohort analysis is used to identify specific in class intervention programmes led by both Teachers and Teaching Assistant
* Frequent low-stakes testing to ensure all disadvantaged students experience success, celebrate the acquisition of knowledge and skills with clearly mapped out next steps
* Effective feedback
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| Priority 4. Online provision | * Development of IT to enable children to access lessons online. (Staff, parents children)
* Use online platform to support specific aspects of teaching for e.g feedback, modelling, consolidation of key core skills, regular reading at home.
* Reading platform
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| Barriers to learning these priorities address | Poor reading skills and lack of regular reading at home.Misconceptions and gaps in their learning and devleopment due to pandemic related closures which prevent progress. Reduced parental engagement due to reopening/ pandemic measures (minimum face to face) |
| Projected spending | £35,000 |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1 – Curriculum enhancement | Resources for whole school events to rebuild a sense of communityInvestment in books to support recovery curriculumReading book packs |
| Priority 3 – Wellbeing / PHSE | Rebuilding relationships with parents through online provisionIndividual Support (Uniform, clubs, trips etc)Home learning packs/ resourcesPsychology service/ counselling/ELSA |
| Priority 4 – Online provision | Devices for PLAC pupils |
| Priority 5 - Attendance | Termly meetings with Attendance officer to identify support |
| Barriers to learning these priorities address | Children who do not attend school regularly will not make the same amount of progress as their peers.Covid 19 Self-Isolation – Pupils may not have access to home learning devices/wifi.  |
| Projected spending | £7,660 |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Children who do not attend school regularly will not make the same amount of progress as their peers.Covid 19 Self-Isolation/ further school closuresConsistency of quality provision through online offer | Focussed teaching, learning and feedback followed up with small group interventions /1:1 with teacher/HLTATermly reviewsMiddle Leader moderation/ monitoring of online offer/ Staff training |
| Targeted support | Pupils progress in all subject areas, particularly in phonics, reading and maths.  | Class lead Phonics, Reading and Maths interventions targeted around identifiable gaps in learning which are preventing progress. |
| Wider strategies | Lack of devices to access on line offerWellbeing of families/ individual circumstances | Consultation with parents and staff. Identify appropriate support |

## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
| CPD to improve Quality First TeachingContinue to enhance the quality of teaching in Reading across the schoolUnderachievement/ intervention | * CPD centred around school priorities (Reading/ Oracy/Core skills in Foundation Stage) ensures Quality First Teaching provides personalised learning opportunities for pupils
* Quality feedback given to ensure misconceptions are addressed swiftly
* Enhanced curriculum provision and access to experiential and contextualised learning
* Children can confidently use the sounds they have been taught to decode words appropriate to their level.
* Accelerated progress made through the book bands from starting points.
* Children can confidently talk about their book and are able to answer simple questions.
* Increased fluency and enjoyment for reading
* Improve and/or sustain positive attitudes to reading (HAP) Year 2 and Year 1
* Underachievement and catch up on identified areas of learning are carefully linked to quality provision
* A large proportion of pupils were on track to meet attainment expectations for their year (KS1 R,W,M and phonics)
* Higher standards of work in books – with more opportunities for in depth learning and improving work through responding to feedback
* (ELSA)Children are supported, where needed, to be able to understand and cope with a variety of emotions.
* Growth mind set and attitudes to learning empower pupils to build resilience, developing ownership of learning and deepen understanding of new concepts
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| Other approaches | * Proven impact of working with vulnerable families/ positive strategies in place to support emotional wellbeing and mental health issues
* Improved attendance/lower persistent absenteeism, positive parental engagement
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