

Pupil premium strategy statement

School overview

Metric	Data
School name	Westacre Infant School
Pupils in school	320
Proportion of disadvantaged pupils	8.75%
Pupil premium allocation this academic year	£36,625 plus £2,240 'Catch up' funding
Academic year or years covered by statement	2020-2021
Publish date	October 2021
Review date	September 2021
Statement authorised by	Mr A. Edmunds.
Pupil premium lead	Mrs C. Smith
Governor lead	Mrs J. Wright

Disadvantaged pupil attainment for the last academic year results were available. Children achieving the expected standard or above (last standardised KS1 results Summer 2019)

Measure – EXS, GDS	Score
Reading	52%
Writing	33%
Maths	48%

Disadvantaged pupil Teacher assessment Spring term 2020 (prior to Covid 19 lockdown)

Measure – % achieving age related expectations or above	Score
Reading	79%
Writing	36%
Maths	64%

Strategy aims for disadvantaged pupils

Measure	Activity	Evidence
Priority 1	To ensure disadvantaged children are given quality first teaching through pre-teaching activities delivered by teachers to prepare them and give scaffolding for whole class lessons.	<p>Rationale for this approach comes from research from the Pre-teaching Autism hub and Reading Centre: 'Pre-teaching is a strategy that involves teaching students concepts or skills prior to a lesson or subject ... Pre-teaching can provide students with more knowledge and confidence when approaching a new topic. This can help to increase engagement and reduce frustration.'</p> <p>The Education Endowment Foundation also promotes the use of and effectiveness of small group and 1:1 teaching and recommends this in supporting the aims of the Tutoring Programme.</p>
Priority 2	To introduce and embed a phonics reading scheme of home readers to run alongside in-class RWI phonics teaching sessions to support children in becoming fluent readers.	<p>The rationale for this is outlined by the Education Endowment Foundation which states that '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. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.'</p>

Barriers to learning these priorities address	<p>Children have experienced inconsistency in teaching and a disrupted term of schooling during the summer term lock-down. A Recovery curriculum will operate to support the children in adjusting to school and its new arrangements and support any underlying anxiety issues children may have.</p> <p>Children's attendance may be affected by continuing Covid-19 outbreaks and isolation of class 'bubbles'.</p> <p>Staff will need to be up-skilled in their ability and confidence in providing remote learning.</p> <p>Parents will need training/support to become familiar with the books and how they complement RWI phonics lessons in class. Restrictions currently mean that training will need to be available remotely and not all parents may be able to access it.</p>	<p>Professor Barry Carpenter, Professor of Mental Health in Education, Oxford Brookes University has highlighted the need for a Recovery Curriculum in a think piece titled 'Loss and life for our children and schools post pandemic'. He states that 'For most children their daily goal in going to school is not just to learn but to see their friends and to feel a sense of self-worth that only a peer group can offer... the social interaction is as key to their holistic development as any lesson'.</p> <p>'The loss of friendship and social interaction could trigger a bereavement response in some children... The loss of routine and structure will be traumatic for some... The anxious child is not a learning child.'</p>
Projected spending	£4,600	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Accelerated progress to be made in Year 1 and 2 for PP children	July 2021
Progress in Writing	Accelerated progress to be made in Year 1 and 2 for PP children	July 2021
Phonics	Y2 PP children to pass the Phonics Screening test Autumn 2020 Percentage of Y1 PP children to passing the Phonics Screening test Summer 2021 to be in-line or above National PP figures.	December 2021 July 2021
Other	Improve the attendance of disadvantaged pupils to be in-line with whole school figure 95%	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Facilitate small group pre-teaching intervention groups (initially for one session per week in the Autumn term) to introduce new concepts/language and skills required for phonics and literacy lessons. Sessions to be led by class teacher or lead teacher enabling focused support to be given to all PP children (including the more able), to extend their learning further. Build in greater flexibility to the timetable to enable this to take place. Additional teacher support to be funded by government 'Catch up funding' and these sessions will include PP children.
Priority 2	Additional RWI books for home reading have been purchased and will be introduced to all children in Autumn 2. Ensure all staff are confident in delivering RWI phonics in a consistent way across school. Lead teachers to model lessons and support colleagues.
Barriers to learning these priorities address	<p>Children who have missed home-learning during lockdown and need to consolidate key learning concepts can be given quality teacher time to accelerate their learning and reduce the gap between them and other children who have been supported at home. Consider using 'catch up' funding or the Tutoring Programme to pay for support teacher time.</p> <p>Greater confidence in applying phonic knowledge will aid children's reading and spelling and indirectly their writing which has been an area of weakness for disadvantaged pupils.</p>
Projected spending	£9,305 initially for pre-teaching. Additional group support £14,691 @ 30 mins per pupil per week

Wider strategies for current academic year

Measure	Activity
Priority 1	Continue to embed the breakfast club and ensure that this facility is made known to parents of disadvantaged pupils.
Priority 2	Enrich children's experiences by funding after school Soccer 2000 club each week. Fund Outdoor school for adopted child 1day per week
Priority 3	Pay for milk for disadvantaged children
Priority 4	Purchase Service Level Agreement for an Educational welfare officer – part-time
Barriers to learning these priorities address	To improve attendance – the more time the children spend in school the greater their access to teaching time. Children who are not hungry are more ready to learn.
Projected spending	£4,870

Monitoring and Implementation

Area	Actions	Intended outcomes	Evidence/Rationale for this choice	Challenge and Mitigating action	How will you ensure it is implemented?	Review of implementation			Evaluation			Staff lead
						Aut	Spr	Sum	Aut	Spr	Sum	
Teaching	Increase small-group focused support for PP children in small groups to practise reading/phonics and writing skills	Children will gain confidence in phonics and their reading will improve. Greater understanding of genres and SPAG will allow them to actively participate in lessons and move their learning forward	External: EEF Internal: Teacher assessments in 2019-2020 showed that the use of pre-teaching was reducing the gap between PP and non-PP children	Challenge - Lead teacher time and leadership support time to be allocated to the development of staff skills and monitoring of consistency across year groups and key stages. Action - Timetable staff meetings and INSET training to address needs and priorities. Lead teachers to be covered by HLTA's or members of SLT when monitoring or modelling lessons	Learning walks – half termly	NA						Learning walks AE,CS, LT Analyse data AE, CS Pupil voice AE/CS
					Analyse data							
					Pupil voice	NA						
Targeted support	Pre-teaching sessions to initially be carried out 1x per week Additional teacher support for small groups	Additional practise in small groups of key skills will accelerate children's learning.	External: EEF Internal: Teacher led small group sessions were found to be more effective in 2019-2020	Challenge -Timetables need an element of flexibility to allow for class teachers to deliver pre-teaching sessions. Action - HLTA's to cover short sessions in class or additional support staff time funded by 'catch up' funds or Tutoring Programme.								SLT
Wider strategies	Inform parents of the need for children to be attending school and that absences will be questioned. Reinforce how minutes lost due to lateness equates to lost learning time. Inform parents of any new guidance relating to Covid-19 and how this has been addressed in school.	Children's attendance figures will improve and there will be improved punctuality. Parents will be reassured that school has taken appropriate measures and is a safe environment for their children and they are happy for them to attend.	External: DfE (Aug 2020)	Challenge -Forge links with families who may be facing additional challenges resulting from the Covid-19 pandemic. Ensure all children have a valid reason for not being present at school. Action -Maintain contact with professional agencies within the local authority who could be signposted to identified families. School secretary to call parents if their child is absent and these to be followed up by the Headteacher. Persistent absences to be referred to Educational Welfare Officer. Reason codes for absences to be applied to identify those absences relating to Covid-19 isolation or infection.	Weekly review of attendance figures. Persistent absence to be picked up by EWO							AE, JL

Review: last year's aims and outcomes

2019-2020 outcomes have been nullified due to lockdown and the Covid-19 restrictions imposed at the end of the Spring term

Aim	Outcome
Raise the attainment of Pupil Premium children in Literacy and Maths in Year Two so that the gap between the PP and non-PP children working at Expected Outcomes (EXS) or Greater Depth (GDS) is narrowed compared to 2018-19 figures where the difference was 40% for Writing and 25% for Maths	<p>Comparison of end of term assessments for Autumn and Spring show that there was a slight improvement in the percentage of PP children working well-below age-related expectations in Reading and Writing. Figures for PP children working at age related expectations fell in all areas.</p> <p>The Spring term figures show that the gap between PP and non-PP children in Writing (35%) and Maths (20%) was less than the end of year figures for Expected Outcomes and Greater Depth in 2019 and may indicate that had this continued in the Summer term that the gap would have narrowed year on year.</p>
Raise the attainment of Pupil Premium children in Literacy and Maths in Year One so that the gap between the PP and non-PP children working at age related expectations (1 Secure (or above) is narrowed compared to 2018-19 figures where the difference was 37% for Writing and 26% for Maths.	<p>Spring term assessments showed that Year 1 Pupil Premium children were working broadly in-line with non-PP children at age related expectations or above in Reading. The difference being 8% of PP children were above compared to 24% of non-PP children.</p> <p>In Writing 58% of PP children compared to 63% of non-PP children were working at age-related expectations and 8% compared to 14% above.</p> <p>The difference is more evident in Maths where 67% of PP children were working at age-related expectations compared to 68% of non-PP children. 24% of non-PP children were working above age related expectations.</p> <p>However, if these figures were to give an indication of end of year attainment it would show that the gap in Writing would have narrowed to 10% compared to 2019 and remained in-line at 25% for Maths.</p>
	Cost 25,000
Increase attendance rates and improve punctuality of PP children to be in line with non-PP children (95% attendance)	Attendance figures for all PP children during the Spring term was 88.5% compared to 90% for all children.
Widen the opportunity for PP children to take part in extra-curricular activities by paying for school trips, extra-curricular activities and Holiday Club sessions.	<p>Due to the Covid-19 lockdown school trips for Year 1 did not take place in the summer term and there were no extra-curricular clubs. This meant that children missed out on wider learning opportunities which would normally have been provided.</p> <p>Money allocated but not used £720</p>

	<p>Holiday club sessions did not take place at half term or during the Summer holidays which meant that children's access to quality extra-curricular opportunities was reduced.</p> <p>Awareness of gaps in the children's learning experiences will need to be taken into account by staff when planning initially for a Recovery Curriculum at the beginning of the 2020-2021 academic year and for topics and areas of learning throughout the rest of the year. This will need to be reviewed by school leaders on a regular basis each term.</p>
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Children ready to learn – payment of school milk £405	<p>Milk continues to be a valuable way of ensuring that the children have an important source of valuable nutrition and will continue next academic year.</p> <p>Money allocated but not used £135</p>
	Cost £6319.50