



Pupil Premium Strategy 2020-2023

Introduction | What is the Pupil Premium?

Pupil Premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils.

'Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.'

'In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.'

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

For further details visit: https://educationendowmentfoundation.org.uk/public/files/Publication s/Pupil_Premium_Guidance_iPDF.pdf

Strategy: A tiered approach

At Stoke Hill Infant & Nursery School we have adopted a tiered approach to Pupil Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact. These are:

- 1. Teaching** At the forefront of all we do is the determination to improve a teacher/TAs subject knowledge and pedagogy, so that all children benefit from quality first teaching. We ensure that staff have access to high quality, research led CPD. In addition we provide for teachers to work in teams to plan the curriculum together, so they might benefit from one another's expertise and experience.
- 2. Targeted academic support** We provide a range of targeted academic support. We use in class and pre-teaching to reduce the need for remediation. Where remediation is necessary it is 1:1 or in small groups. We also provide an additional specialist environment for children with SEND. A mixture of teachers and TAs provide targeted academic support in line with the recommendations of the EEF. All intervention are led by subject leaders and closely monitored to ensure optimum progress.
- 3. Wider strategies** We provide support in tackling the most significant non-academic barriers to educational achievement, including attendance. In addition we endeavour to support families with educational costs and to enrich the lives of those children whose life experience is very limited.

1) Teaching

- Quality First Teaching, supported by research lead CPD for teachers/TAs
- An emphasis on children becoming good communicators first, followed closely by becoming readers
- Rigorous and methodical approach to the teaching of the basic skills of handwriting, phonics and spelling
- Consistency in language, imagery and resources in maths
- Whole school focus on key vocabulary acquisition
- Effective feedback and marking

2) Targeted Academic Support

- Phonic remediation for FS and KS1 children
- Better Reading Partners remediation for KS1 children
- TISiWiRi writing remediation for KS1 children
- Numbers Count remediation for KS1 children
- Alternative provision for a small group of FS and Y1 SEND children, where specific, individual needs can be met with an emphasis on communication, interaction and basic skills,

3) Wider strategies

- THRIVE based intervention for children with personal, social and emotional needs.
- Families have access to the Federation Education Support Worker
- FREE daily breakfast or after school club
- Subsidized school uniform and educational visits
- Enrichment

Contextual Information | Basics

Pupils in school	294
Proportion of disadvantaged pupils	9%
Pupil premium allocation	£32,722
Academic years	2020-23
Publish date	December 2020
Review date	July 2021
Pupil premium lead	Mrs Alison Kenney
Governor lead	Mr Andy Pheasant

Contextual Information | Barriers

- **Speech, language and communication skills are poor on entry** We are helping children through early identification and intervention in the Nursery and Foundation Stage classes. We are in the second year of increasing children's language skills through the Developing Vocabulary Project. This is increasing staff pedagogy for the teaching vocabulary.
- **Poor Y1 Phonic Check results in 2019** Following high quality, targeted CPD the whole school now follows a consistent approach to the teaching and assessment of phonics. There is now robust and effective targeted support, intervention and remediation to ensure that more children achieve the Phonic Check in Y1.
- **Persistent absence/ lateness** We are working with families to ensure that the pupils are routinely in school and on time.
- **Impact of family circumstances on children's ability to focus on learning** The Educational Support Worker responds quickly and effectively when needs arise and works closely with external agencies.

Contextual Information | Early Years Foundation Stage and Key Stage 1 Outcomes

Pupil Premium Attainment | 2018 to 2020

Phase	Year group	Area/ subject	2018 %	2019 %	2020 %
EYFS	FS	GLD	73 (71)	60 (72)	*
KS1	Y1	Phonics	57 (83)	33 (82)	*
	Y2	Reading	71 (75)	67 (75)	*
	Y2	Writing	31 (70)	67 (69)	*
	Y2	Maths	62 (76)	33 (76)	*
	Y2	Science	77 (83)	89 (82)	*

Key: () the national average for all children. * No official data available due to Covid 19.

Pupil Premium Strategy Aims

Priority	Desired outcome
1. Improve the teaching and assessment of phonics through CPD.	<ul style="list-style-type: none"> Children achieve age related expectations and use their phonic knowledge effectively in reading and writing.
2. Reduce vocabulary deficit through the Developing Vocabulary Project.	<ul style="list-style-type: none"> Children know understand and can use targeted vocabulary in English, maths and science.
Projected spending	£23100

Teaching – priorities for the current academic year

Priority	Implementation	Target date	Cost
EYFS/KS1 Quality First Teaching	Refresh through literature and team discussion the principles of QFT.	September	n/a
KS1 Ensure maximum time for basic skills	Use the 'Getting Back on Track' strategy to a) undertake a review of curriculum content b) review available time. Increase teaching time in phonics, English and maths. Ensure that basic skills are practised across all subjects e.g. as part of project learning.	October February May	£900 £900 £900
EYFS/KS1 Phonics	Ensure phonic assessment follows best practise. Refresh through CPD phonic subject knowledge for all staff.	Aut/Sum/Spr	n/a n/a
EYFS/KS1 Feedback & Marking	Refresh through CPD the pedagogy and policy for feedback and marking.	November	n/a
EYFS/KS1 Developing Vocabulary Project (DVP)	Refresh through CPD the key principles of the DVP. Undertake monitoring of PPG children and the environment. Re-engage with the LA advisor support for the DVP.	November Aut/Spr/Sum January/April	n/a £600 n/a
FS/KS1 Maths	Refresh through CPD key images and language for the teaching of number in maths	Spr 1	n/a
		Total	£3300

Targeted academic support - priorities for the current academic year

Priority	Implementation	Target Date	Cost
Children pass the Phonic Check in Y1 and Y2	Y2 Phase 3 Remediation Y1 Phase 2 Remediation Y2 Phase 5 Remediation Y1 Phase 3 Remediation Y1 & Y2 Phase 5 Booster	Autumn Spring Summer	£1500 £1500 £1500
EYFS and KS1 Targeted in class support	Teacher focuses their attention on the lower attaining children in English, phonics, handwriting, maths, reading and writing lessons whilst the TA supports the other children.	Autumn Spring Summer	£6000 £6000 £6000
		Total	£22500

Wider strategies - priorities for the current academic year

Priority	Implementation	Target Date	Cost
STEPS – Thrive based 1:1 support	Based on assessed need.	December	
Education Support Worker	Works with families to overcome barriers to educational achievement.	September	£5000
FREE Breakfast and After School club	Offered to all families, whether working or in need.	September	n/a
Subsidies	For uniform and educational visit costs.	Aut/Spr/Sum	£1000
Enrichment	Provide opportunities for disadvantaged children to have wider experiences and enrichment.	On going	na

Review – Last year's aims, implementation and outcomes

Aim	Implementation	Outcomes (up to March 2020)
To introduce a whole school approach to teaching vocabulary	<ol style="list-style-type: none"> 1. Developing Vocabulary is a SIP for 2019/20. 2. In the absence of an English Co the DHT is leading the project and Juliet Okey was asked to support her. 3. The DHT and the English Co have dedicated time to work together. 4. The DHT plans the PDM timetable and can ensure that the necessary sessions are available to deliver the programme over the course of the spring and summer terms. 5. Rebecca Cosgrave visits each half term to support the implementation and monitor progress. 	<p>Sessions 1 & 2 taught on 06/01. Session 3 was delivered on 21/01. RC visited on: 23/11 21/01 03/03</p>
PPG pupils pass the Y1 Phonic Check	<ol style="list-style-type: none"> 1. Improving Phonic Check results is a SIP for 2019/20. 2. In the absence of an English Co the DHT is leading this SIP, supported by Juliet Okey. 3. The DHT and the English Co have dedicated time to work together. 4. The DHT leads on the PDM timetable and was able to secure x2 sessions of phonic training in the spring term. 5. Rebecca Cosgrave is working alongside the DHT and Juliet Okey to monitor the impact of the phonics training. Together they will observe phonic T&L sessions in early May 2020. 	<p>Phonic Training was delivered on: 15/01 03/03</p>

