

Pupil Premium Strategy Statement September 2019- July 2020

1. Summary information					
School	Market Weighton Infant School				
Academic Year	2019-20	Total PP budget (based on 26 children at Jan 2019 census) 23 FSM @ £1,320 = £30,360 1 Service Children @ £300=£300 2 PLAC @ £2,300	£35,260	Date for next internal review of this strategy	Termly Resources Committee
Total number of pupils (F2, KS1)	227	Actual Number of pupils eligible for PP (Feb 2020) 26 FSM; 0 PLAC; 2 Service Children	28 children		

Reception (F2) Data 2019-20					Key Stage 1 Data 2019-20				
	Pupils eligible for PP(9)		Pupils not eligible for PP(71)			Pupils eligible for PP(13)		Pupils not eligible for PP (63)	
	Entry 2019	June 2020	Entry 2019	June 2020		Entry Y2	June Y2	Entry Y2	June Y2
% on track for expected standard in Listening & Attention	33%	n/a	60%	n/a	% children reaching expected standard in reading	62%	n/a	68%	n/a
% on track for expected standard in Reading	33%	n/a	55%	n/a	% children reaching expected standard in writing	31%	n/a	54%	n/a
% on track for expected standard in Writing	44%	n/a	68%	n/a	% children reaching expected standard in maths	50%	n/a	68%	n/a
% on track for expected standard in Number	33%	n/a	61%	n/a					
% on track for managing feelings and behaviour	33%	n/a	63%	n/a					

PP: Pupil Premium PLAC: Looked after child (or previously in care) F2: Foundation 2 FSM: Free School Meals

June data 2020 unavailable due to national lockdown

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Listening & Attention skills: there is a wide gap on entry between PP children and non-PP children. This slows progress in basic skills as pupils find it difficult to pay attention.	
B.	Number skills: there is a wide gap on entry between PP children and non-PP children. PP children consequently find it difficult to catch up with their peers.	
C.	Managing feelings and behaviour: there is a wide gap on entry between PP children and non-PP children. This effects their behaviour, confidence and independence. This can have a significant effect on the learning of pupils.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	FSM children do not read at home as often as non-FSM children. This effects their progress in reading fluency and comprehension.	
E.	2018-19 attendance for pupils eligible for FSM children is 94.8% (non-FSM is 96.6%). This reduces individual's school hours and contributes towards them falling behind.	
F.	PP children are less likely to enrol in our own school nursey than non-PP children. This means that there is a higher chance that they will start school below average.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved listening and attention skills for pupils eligible for PP in F2. Measured by data tracking and lesson observation.	The gap in listening and attention narrows between PP and non-PP children by the end of F2.
B.	Improved number skills for pupils eligible for PP in F2. Measured by data tracking and lesson observation.	The gap in number narrows between PP and non-PP children by the end of F2.
C.	Improved managing feelings and behaviour skills of targeted PP children. Measured through data in F2 and ELSA evaluations.	The gap in managing feelings and behaviour narrows between PP and non-PP children by the end of F2. Children's social and emotional difficulties are being effectively addressed through dedicated ELSA time.
D.	Improved reading skills of targeted PP children. Measured through reading data.	The gap in reading narrows between PP and non-PP children by the end of F2 and KS1.
E.	Increased attendance rates for pupils eligible for FSM. Measured through attendance tracking systems.	FSM attendance remains higher than national FSM levels (92.7%); strategies are in place to support FSM children with attendance issues as appropriate.
F.	Increased school nursey enrolment of PP children. Attendance for 5 terms wherever possible. Measured by numbers of PP children attending our nursey.	More PP children start attending our nursery and their baseline is closer to non-PP children than 2019 entry figures.

4. Planned expenditure						
Academic year	2019-20					
How we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. TEACHING						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
A. Improved listening and attention skills B. Improved number skills	Introduce a Maths Mastery approach from September 2019 in F2 and following this through into Y1 in September 2020 and Y2 in 2021.	EEF indicate that mastery learning approaches are effective, leading to an additional five months' progress. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students.	- liaison with maths hub - staggered school introduction from F2 upwards to close the gap of lower 20% before it widens.	Maths & FS leaders	termly	Supply for staff training: £1,000 Monitoring & review: £100
A. Improved listening and attention skills D. Improved reading skills	Small group tuition in place of whole class teaching to ensure that pupils (eg boys) are active and involved according to their attention span.	EEF finds that small group tuition is effective and the smaller the group the better	- training for small group tuition - staff release time for monitoring	Teachers English leader	termly	TA cost: £10,000 Monitoring & review: £100
A. Improved listening and attention skills D. Improved reading skills	Purchase new Pink and Red Level Phonic books to closely match letter-sounds that have been taught so far.	EEF "Improving Literacy in KS1" finds that teachers should provide texts that are phonically decodable.	- English leader to source new books and teachers in each year group to help re-organise books.	English leader	Termly	Books: £2,500
D. Improved reading skills	Read, Write, Inc. training for new staff so that they can teach phonics effectively. Classroom support through observation and feedback.	EEF evidence states the importance of ensuring that staff, particularly teachers at an early stage of their career, are well supported and trained.	- use expertise of current staff to train new staff - keep staff up to date in their teaching of phonics.	English leader	termly	Training: £300 Supply: £350
Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. - End of Autumn term results showed the Maths Mastery approach was having a high impact on all children's attainment in "Number", including FSM children (33% to 67%) and non-FSM children (61% to 82%). Summer born children particularly benefitted with an increase from 50% to 71%. This strategy was then put on hold in March 2020 due to the national lockdown and it was not possible to collect further results. - Small group tuition was in place to support the lower attaining 20% of children in phonics. Observations showed that this enabled children to take an active part in phonics lessons and to make good progress up until the national lockdown in March 2020. - New Pink and Red Level phonic books were purchased. Monitoring showed that these enabled the texts children used to be matched to their phonics knowledge and this started to have a positive impact on children's reading in the EYFS when these books were introduced and with the lower attaining children in Year 1. End of year data is unavailable due to the national lockdown. - Nursery staff completed RWI training so that RWI can be introduced to children during the summer term each year. This was not able to take place in 2020 due to the national lockdown.						

Lessons learned (and whether you will continue with this approach)

- The maths mastery approach will be continued in 2020-21 due to the success of the attainment gains during the Autumn term of 2019.
- Small group tuition in phonics will continue as this enables pupils to make good progress.
- Further RWI phonics books will be purchased as this enables the text to be matched to the phonics level of each child.
- RWI will be introduced into our Nursery class in the Summer Term of 2021 so that they have a basic introduction and awareness of sounds before they start school.

ii. TARGETED ACADEMIC SUPPORT

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
A. Improved listening and attention skills D. Improved reading skills	Implementation of Lexia Reading Core5® as an intervention to help boost reading and phonics skills using bespoke ICT programme.	Some of the pupils need targeted support to catch up. Lexia is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Teachers	termly	Lexia: £1,000 TA cost: £2,500 Monitoring & review: £100
A. Improved listening and attention skills D. Improved reading skills	1 to 1 additional reading & maths support; TAs provide follow up and feedback on the morning's maths lesson.	EEF Toolkit finds that overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Provide training so that the adults involved are confident in their approach.	English lead / Teachers	termly	Adult support cost: £6,500 Monitoring & review: £100

Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.

- Lexia has been well used in Year 2 with a targeted group of lower attaining pupils and FSM pupils who were provided with access every morning. This has led to an improvement in their phonics knowledge. End of year data is unavailable due to the national lockdown; however, many pupils were able to continue with Lexia from home which enabled them to make improvements in their phonics attainment.
- Teaching assistants have provided one to one feedback on a regular basis when day to day assessment showed that they did not fully understand the learning objective in the maths lessons in Year 1 and Year 2. Book scrutinies showed that this feedback and support enabled the targeted pupils to meet the learning objectives.

Lessons learned (and whether you will continue with this approach)

- Lexia support will continue into 2020-21 as we can see that it helps to increase attainment in phonics. Should there be further lockdowns, it will also enable children to access this support remotely.
- One to one feedback will continue as a teaching strategy to help narrow the attainment gap as it has clear impact on children's achievements and enables them to understand the mathematical concepts being taught.

iii. WIDER STRATEGIES						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Cost
A. Improved listening and attention skills C. PSE issues of PP pupils are addressed	Targeted one to one support for children in F2 with specific behavioural needs.	EEF toolkit suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Regular monitoring.	SENDCo	Termly	TA cost: £4,000
A. Improved listening and attention skills C. PSE issues of PP pupils are addressed	1 x ELSA (Emotional Literacy Support Assistant) deployed to support children with individual social and emotional needs x 1 day per week. One new ELSA is being trained to support children in Y1.	EEF toolkit finds that on average, social & emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	SENDCo	termly	TA cost: £2,000 Supply: £650 Resources: £100 Monitoring: £100
E. Increased attendance rates	Office staff monitor pupils and follow up quickly on absences. First day response provision. Careful tracking of PP absence if causing concern.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of office about existing absence issues. Inclusion Manager, head, governors etc. will collaborate to ensure school processes work smoothly together.	Head-teacher	termly	Admin costs: £250
A. Improved listening and attention skills F. Increased school nursey enrolment	Office staff use knowledge of current families to encourage enrolment of younger siblings at school nursery. Increased amount of places provided in nursery so enable more FSM to enrol, including termly intakes so children can be with us for up to 5 terms.	EEF evidence suggests that early years interventions have a positive impact, delivering an average of around five additional months' progress. This is particularly beneficial for children from low income families. Extended attendance (one year or more) and an earlier starting age (three years old) are more likely to have an impact than shorter periods starting later. Disadvantaged children benefit from high quality programmes, especially where these include a mixture of children from different social backgrounds and a strong educational component.	Continue to ensure that staff in our school nursery are well qualified and are teaching effectively. High quality provision is likely to be characterised by the development of positive relationships between staff and children and by engagement of the children in activities which support pre-reading, the development of early number concepts and non-verbal reasoning. Advertise our school nursey to PP families as widely as possible.	Head-teacher	termly	Admin costs: £3,500

Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.

- The behaviour of the small number of children in Foundation 2 needing TA support is gradually improving. This can be especially seen across the lunchtime period when there are fewer incidents with other children.
- Having two trained ELSAs in school means that we are able to support the social and emotional needs of more children with greater effectiveness. Feedback from parents show that the children involved have benefitted from the engagement with the ELSAs.
- We are unable to evaluate overall attendance levels due to the national lockdown, but we ensured that adequate strategies were in place to monitor the remote learning and well-being of our Pupil Premium children during this time.
- We altered the age at which children become eligible for our school nursery to the term after they turn 3 and this has led to several children joining us for 4 or 5 terms instead of 3. Office staff actively sought to enrol children who are siblings of those children eligible for FSM. Final figures are not available due to the national lockdown.

Lessons learned (and whether you will continue with this approach)

- Supporting children with their individual behaviour needs in the Foundation Stage is something that will be continued as this leads to an improvement that benefits not only the child, but their whole class in the long-term as well as the short-term.
- ELSA support is very much in demand due to a growing number of children experiencing social and emotional difficulties. We feel that it is not enough to provide ELSA support in Key Stage 1, but that this is also needed in the Foundation Stage. Therefore, we will look to appoint a third ELSA for the Foundation Stage in 2020-21.
- We will continue to offer places for up to 5 terms in our school nursery for eligible children as well as actively seek to enrol children who are eligible for FSM because this is likely to have a positive impact on their baseline attainment upon entry to the main school.