

Pupil Premium Strategy Statement September 2020 - July 2021

1. Summary information					
School	Market Weighton Infant School				
Academic Year	2020-21	Total PP budget (based on children at January 2020 census) 29 FSM @ £1,345 = £39,005 2 Service Children @ £310 = £620 TOTAL £39,625	£39,625	Date for next internal review of this strategy	Termly Resources Committee
Total number of pupils (F2, KS1)	226	Actual Number of pupils eligible for PP (July 2021) 40 FSM; 0 PLAC; 4 Service Children	44 children		

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.	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 nurse 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 nurse enrolment of PP children. Attendance for 5 terms wherever possible. Measured by numbers of PP children attending our nursery.	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	2020-21					
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	Re-introduce a Maths Mastery approach from September 2020 in F2 and follow this through into Y1 in September 2020.	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 RWI home readers 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: £6,975
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 Year results show that the Maths Mastery approach is having a strong impact on all children's attainment in "Number", including FSM children (72%) and non-FSM children (87%). These results are an increase on 2019 results, with a difference of 12% for PP children and 3% for non-PP children despite the national lockdown this year. - Small group tuition was in place to support the lower attaining 20% of children in phonics. This enabled Y1 children to take an active part in phonics lessons and to make good progress (14% increase across the Autumn Term) up until the national lockdown in January 2021 which impacted on attainment in phonics, resulting in only just over half of the Y1 children (55%) meeting the expected level of attainment in our in-house Phonics Check this year. - New RWI phonic books were purchased which will enable us to move to a full commitment to the RWI scheme for reading from September 2021, enabling us to close the gap in attainment as a result of the national lockdowns. - New Nursery staff completed RWI training and RWI was introduced to children during the summer term in our school nursery. As a result, the children are now familiar with the first RWI sounds so that they will be able to move forward quickly with their learning from September 2021 when they start school.						

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

- The maths mastery approach will be continued in 2021-22 due to the success of the attainment gains during 2020-21.
- Small group tuition in phonics will continue as this enables pupils to make good progress.
- The school will move onto the RWI scheme for the teaching of reading in addition to using the materials for phonics, with whole staff training planned for September 2021.
- RWI will continue to be used in our Nursery class in the summer term every year so that pupils 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. 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.

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

- Lexia support will continue into 2021-22 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	3 x ELSA (Emotional Literacy Support Assistant) deployed to support children with individual social and emotional needs x 1 day per week.	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 three 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.
- Several children joined our nursery for 4 or 5 terms instead of 3. Office staff actively sought to enrol children who are siblings of those children eligible for FSM.

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 have now been able to support children in all three year groups. We are looking to train another ELSA in the next academic year.
- 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.