



# Pupil Premium Strategy 2020 - 2021



College Park Infant School's Pupil Premium Strategy 2020-21			
Executive Headteacher	Mr Richard Hunter	Signature	
Head of School	Mrs Jan Lathem	Signature	
Chair of Governors	Mr Hugh Whitaker	Signature	

Pupil Premium Profile 2018-19			
Number of eligible pupils	59 (based on Jan 2020 census, however 67 children in 2020-21)	Number on roll	356
Proportion of pupil population	19%	Date of most recent PP review	Not applicable
Total pupil premium budget	£79,975 *based on 57 chn	Date of next internal review	February 2021

## Executive summary

**Overall aims / Desired outcomes**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To address the main barriers to learning faced by our disadvantaged pupils.
- To increase the life experiences of our disadvantaged pupils.
- To help parents to support their child effectively, particularly in cases of low confidence on the part of parents.

**Main barriers faced by eligible pupils:**

- Use of spoken language and limited range of vocabulary;
- Special Educational Needs and Disabilities;
- Lack of experience and exposure to books and other forms of literature;
- Lack of wide life experiences restricts vocabulary and understanding;
- Children's confidence in their own ability and closed mindset to challenge, aspiration and achievement;
- Emotional stability and welfare;
- Parental confidence, their own level of formal education and experience of school.

- Impact of not attending school during the Covid-19 first lockdown and particularly missing the foundations for learning that form a major part of the earliest teaching and learning (EYFS and Year 1).

**What is working well:**

- Where provision and interventions are carefully matched to pupil – their starting points, next steps, preferred approaches/learning styles, parental support, etc.
- A balanced approach to use of Quality First Teaching and high quality support and interventions delivered by support staff.
- Support that skilfully encourages a pupil's independence and increasingly less reliance on adult support over time.
- Regular reviews of interventions and their impact so that approaches can be adapted to meet a pupil's needs at any given time.
- An approach that takes into account the whole child, and most especially their emotional health and wellbeing, so that they are able to fully access learning opportunities.
- Clear communication with parents so that they are both able to support their child at home, and celebrate their successes with them.
- Specialist teachers working closely with other staff in order to upskill and build capacity and expertise further.

**Due to the cancellation of statutory assessments in Summer 2020 we can only report on results from the previous year 2018-19.**

2018-19 results	All pupils		Disadvantaged pupils		
	CPIS	National	CPIS	National disadvantaged	National all other pupils
EYFS Good Level of Development	82%	72%	63%	57%	74%
Year 1 Phonics Screening Check	85%	82%	70%	71%	84%
KS1 Reading EXS+	82%	75%	84%	62%	78%
KS1 Writing EXS+	81%	69%	80%	55%	73%
KS1 Maths EXS+	85%	76%	76%	62%	79%

## Action plan

Approach	Outcomes and success criteria	Owner	Milestones	Impact & evidence	Review date	Total cost
<p>A fully qualified teacher and Reading Recovery specialist (0.4 FTE) delivering:</p> <ul style="list-style-type: none"> <li>• Planning of Targeted support programmes in Yr 2.</li> <li>• Recommendations to staff for strategies, interventions &amp; approaches.</li> <li>• High quality CPD for staff on the teaching of reading and reading linked to writing</li> </ul>	<ul style="list-style-type: none"> <li>• No widening of gap in attainment between Disadvantaged pupils and non-disadvantaged in Reading at end of KS1</li> <li>• Quality of Teaching and Learning is no less than good.</li> <li>• Disadvantaged children make better than expected progress from their starting points.</li> </ul>	<p>Head of School</p> <p>Inclusion Lead</p> <p>SENCo</p> <p>Year 2 Leader</p>	<p>Progress updates each half-term show narrowing gaps.</p>		Half-termly	£21,963
<p>An Emotional Literacy Support Assistant to support emotional development in order to maximise learning readiness and engagement. Disadvantaged children are given priority consideration for support.</p>	<ul style="list-style-type: none"> <li>• Positive feedback received from pupils, parents &amp; staff with regards to resilience, attitudes to learning, behaviour.</li> </ul>	<p>Head of school</p> <p>Inclusion Lead</p> <p>SENCo</p>	<p>Feedback gathered termly from staff and pupils and annually from parents.</p>		Termly	£17,178
<p>Financial support to enable educational visits including the Yr 2 residential trip* and activities to widen life/cultural experiences are subsidised.</p>	<ul style="list-style-type: none"> <li>• Take up of disadvantaged pupils on the Year 2 residential is equal to or better than non-disadvantaged pupils.</li> <li>• Feedback from pupils, parents and staff</li> </ul>	<p>Head of School</p> <p>School Business Manager</p>	<p>Initial take up monitored at October half-term.</p>		October half-term	£720
<p>Opportunities for extension and enrichment</p> <ul style="list-style-type: none"> <li>• (e.g. to attend musical performances, attend local events, after school clubs)*</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of pupils indicates improvement in growth mindset, self-confidence, engagement, attendance and progress.</li> </ul>	<p>Leadership team</p> <p>Year Leaders</p>	<p>Monitoring activities termly to include: tracking of attendance and progress, pupil</p>		Termly	£3000

<ul style="list-style-type: none"> <li>• Character building programme (CJ's in school).</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have experienced new activities and can talk about success/strengths in a non-academic domain.</li> </ul>		conferences, feedback from parents and staff.			
Additional Learning Support Assistants to deliver targeted small group or 1 to 1 in class support, particularly for English/Literacy or Maths (including emotional/social barriers to learning). Plus Catch-Up, Precision Teaching, Better Reading, FFT Wave 3 interventions as required.	<ul style="list-style-type: none"> <li>• No widening of gap in attainment between Disadvantaged pupils and non-disadvantaged in Reading at end of KS1</li> <li>• Quality of Teaching and Learning is no less than good.</li> <li>• Disadvantaged children make better than expected</li> </ul>	SENCo  Classteachers	Half-termly Pupil Progress Meetings to review impact of intervention programmes and review provision.		Half-termly	£46,141
Training for teachers and learning support staff in particular programmes & to develop particular skills to support accelerated achievement for pupils	<ul style="list-style-type: none"> <li>• Staff report improved levels of confidence &amp; knowledge.</li> <li>• Greater percentage of pupils achieve the expected standard.</li> <li>• Progress for pupils is more rapid due to well-matched approaches.</li> </ul>	SENCo  Reading Recovery teacher	Termly appraisal meetings review staff confidence, knowledge & skills.		Termly	£1,500
<b>**Pupil Premium meetings take place termly to evaluate barriers, progress, current provision and impact and plan any necessary changes.</b>						
<b>Pupil premium expenditure:</b>						£90,502