



## Southbroom Infants School

### Pupil premium strategy statement October 2020 - Proposed spend this year and impact of spending in 2019-2020

Summary information					
School	Southbroom Infants School				
Academic Year	2020/21	Expected total PP budget	£52,000	Date of most recent PP Review	October 2020
Total number of pupils	123	Number of pupils eligible for PP	42 (34%)	Date for next internal review of this strategy	October 2021

Current attainment - KS1 data March 2020 (Latest teacher assessments prior to Covid 19 Lockdown)			
Context- 17 of the 46 children in the year 2 cohort were eligible for PP funding (37 %). 35 % of the Year 2 PP children were also on the SEN register. 24 % on non PP children were on the SEN register	Baseline Sep 2017 ARE/Above ARE	SIS March 2020 % assessed as Expected standard or above	National (2019)End KS1 % achieving Expected standard or above
<b>WRITING</b>			
Eligible for PP	6 %	59 %	55 %
Not Eligible for PP	7 %	65%	73 %
<b>READING</b>			
Eligible for PP	0 %	65 %	62 %
Not Eligible for PP	7%	76%	78 %
<b>NUMERACY</b>			
Eligible for PP	24%	76 %	62%
Not Eligible for PP	24%	69 %	79 %

% of Year 1 who passed Phonics screening (2020)	Eligible for PP N/A	Not Eligible for PP N/A
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Current attainment - EYFS data March 2020		
% of Year R who were predicted GLD (2020)	Eligible for PP 55 %	Not Eligible for PP 61 %
<b>Context-</b> 11 of the 29 children in the Year R cohort were eligible for PP funding (38 %). 45% of the Year R PP children were also on the SEN register. 50 % on non PP children were on the SEN register	<b>Baseline Sep 2019 ARE/Above ARE</b>	<b>SIS March 2020 Year R Teacher assessments % Expected standard or above</b>
<b>WRITING</b>		
Eligible for PP	36 %	18 %
Not Eligible for PP	17%	33 %
<b>READING</b>		
Eligible for PP	36 %	18%
Not Eligible for PP	28 %	33 %
<b>NUMERACY</b>		
Eligible for PP	36%	36%
Not Eligible for PP	28 %	50 %

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	A significant proportion of children have levels of social and emotional development which are below age related expectations on entry
B	There are high levels of SEND among pupils eligible for PP in all year groups ( Across the school 45% of children eligible for PP are also SEN)
C.	Key skills (reading, writing, maths) on entry to school are generally lower for pupils who are eligible for PP
D	Communication and language skills on entry to school are lower for pupils who are eligible for PP
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Attendance and punctuality of pupils eligible for PP is not in line with those pupils not eligible for PP
F.	A significant number of pupils who are eligible for PP face challenges at home that are caused by external factors
G.	Parents of pupils eligible for PP tend to engage less with their child's learning at home and school (identified as vulnerable/hard to reach)

Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Children who are eligible for PP make good personal, social and emotional progress in their Reception year and this progress is maintained throughout KS1	EYFSP shows good progress in PSE development and all PP children engage positively in lessons and wider school life. This progress is continued throughout the school.
B.	PP children with SEND make progress which is at least good	Tracking data for KS1 shows that PP children with SEND are making progress which is at least good
C.	The majority of pupils eligible for PP make accelerated progress during their time in school (reading, writing, maths, phonics, science)	Pupils eligible for PP make accelerated progress during their time in school (for any pupil entering school below or well-below ARE). Pupils eligible for PP attain in line with national pupils eligible for PP at all statutory assessment points
D.	Improved levels of communication skills evident in reception pupils for pupils who are eligible for PP	Improvement in reception classes in communication skills of pupils eligible for PP. At least 70% of the EYFS PP children should get Expected or above in 'Speaking' at the end of year assessments.
E.	Attendance of all PP children to be at least National Average for disadvantaged children.	Attendance gap diminished between PP and Non PP – in line with National Average. Monitoring systems in place that show immediate action taken place with parents if ch's attendance drops below 94%. Monitoring of late arrivals- concerns referred to EWO in order to target support where necessary.
F.	Pupils who are eligible for PP who face challenges at home receive effective support and are able to participate in all learning opportunities	Chronologies and case studies will demonstrate the impact of individual and family support. Pupils who are eligible for PP will participate in enhancement experiences and extra-curricular activities
G.	Increased engagement of parents of pupils eligible for PP in school and home learning	100% attendance at Parents Evening for PP pupils' parents Class teachers to monitor reading at home weekly

Planned expenditure					
Academic year	2020-2021				
The table below demonstrates how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Quality of teaching for all / Targeted 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	When will you review implementation?
Children who are eligible for PP make good personal, social and emotional progress in their Reception year and this progress is maintained throughout KS1	<p>Regular PSHE lessons across the school. Circle time in Year R.</p> <p>For those children where it is thought appropriate, ELSA will be provided.</p> <p>In addition, certain children meeting the criteria will have the ability to attend the nurture room for up to 5 mornings per week.</p> <p>Breakfast club offers families a positive start to the day with time for eating and social activity.</p>	<p>Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries.</p> <p>Social and emotional intervention supports pupil to develop learning behaviours.</p> <p>ELSA/ Nurture can allow children to open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.</p> <p>EEF found that providing free, universal breakfast clubs in schools in disadvantaged areas improved both behaviour in class and pupil attainment.</p>	<p>Continue to use PSHE scheme , Jigsaw across the school.</p> <p>Boxall profiles will be carried out on entry and exit to Nurture Room</p> <p>Class teachers, parents and Nurture Room practitioners will monitor the impact of these interventions.</p>	JJ/NF/HF	JJ/NF/HF to monitor termly
PP children with SEND make strong progress from their starting points.	<p>Class teachers to identify PP children with gaps in their learning. Provide suitable interventions to improve phonics, reading levels, numeracy skills etc.</p> <p>After Assess, Plan , Do , Review cycle, liaison with SENCo to determine whether referral to outside professional is appropriate</p>	45 % of our pupils eligible for PP are also identified as having SEN.	<p>Class teachers and trained TA's to deliver high quality interventions.</p> <p>SLT and SENCo to monitor progress of ch at PPMS .</p>	JJ/SW	Each term.

<p>The majority of pupils eligible for PP make strong progress during their time in school (reading, writing, maths, phonics)</p>	<p>Quality first teaching is the first wave of intervention for all pupil premium eligible pupils. This requires teachers to have the strongest possible skill set.</p> <p>Provide extra support through support staff to enable pupils to master basic skills.</p> <p>Staff CPD (e.g phonics training) to improve QFT with a focus on mastery of basic skills and effective feedback.</p> <p>Support staff provide targeted interventions for pupils eligible for PP, with objectives targeted at gaps in their learning to accelerate progress.</p> <p>Acquisition of specific reading schemes to help children who are struggling to reach expected reading levels.</p>	<p>EEF T and L toolkit that mastery learning and feedback are effective in accelerating progress .</p> <p>The presence of carefully deployed teaching assistants with excellent skill sets to support the class teacher is a significant contributor to meeting the children’s needs appropriately.</p> <p>Reading is the gate-keeper to the curriculum for all children. Early intervention for children who are falling behind will ensure that gaps are not allowed to widen.</p>	<p>CPD for staff to share expectations and best practice in mastery and feedback.</p> <p>Leaders attend regular CPD to remain informed of recommended practice.</p> <p>SLT to monitor PP attainment and progress in reading, writing, maths, phonics and communication; identify priorities and respond as appropriate.</p>	<p>Class Teachers and Support staff in classrooms</p>	<p>SLT to monitor progress. PPMS Discussions with Link Governors</p>
<p>Improved levels of communication skills evident for all pupils who are eligible for PP so they can make strong progress in their learning.</p>	<p>Encourage staff to embed effective teaching of speaking and listening skills across the curriculum.</p> <p>Specialist TA to deliver Sp &amp; Lang programs designed by SALT.</p> <p>All staff to roll out Word Aware approach to teaching vocabulary.</p>	<p>EEF T and L toolkit evidence that effective feedback to pupils accelerates pupil learning.</p> <p>Evidence shows that children who make statistically significant progress in their early language improves writing outcomes, and that the teaching of vocabulary improves attainment in reading, writing, maths and science.</p>	<p>Specialist TA to deliver Sp &amp; Lang. Class teachers and SLT lead to monitor PP attainment and progress in reading, writing, maths, phonics, science and communication; identify priorities and respond as appropriate.</p>	<p>HB , SLT</p>	<p>PPMS . Evaluation at end of Sp and Lang reviews</p>
<p><b>Total budgeted cost</b></p>					<p><b>£ 47,000</b></p>

Other Approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
An increase in % attendance & improved punctuality for pupils eligible for PP to bring in line with national average. (Last year school's PP attendance was 94.3 % (up until 20.3.20))	<p>Increased input from SLT ref attendance and punctuality – communication with parents .</p> <p>Attendance surgeries with EWO. Parental support for the most vulnerable.</p> <p>Safeguarding team to review attendance of pupils</p> <p>Weekly class attendance award. Individual annual awards for attendance.</p>	<p>PP research identifies issues around attendance and punctuality as contributory factors to limited progress/attainment. Regular school attendance is vital for improving educational outcomes.</p> <p>Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.</p> <p>Children enjoy receiving awards and will often try harder when an award is being offered.</p> <p>We know that it's important to address the root causes of non-attendance to secure long term improvements in attendance and educational outcomes.</p>	<p>SLT to closely monitor attendance. Discussion of issue at termly Pupil Progress (PPMS)</p> <p>Any absence will be addressed immediately.</p>	JJ/SW	JJ to monitor weekly. Report regularly to Link Governor.
Increased engagement of parents of pupils eligible for PP in school and home learning so parents understand their children's learning.	<p>Class teachers/ SLT to monitor parental involvement. Class teachers to invite parents in to ask how we can help them support their ch. Individual invitations to stay and play sessions, celebration assemblies and other school events.</p> <p>Questions about learning can be asked in a safe and supportive environment.</p> <p>Parents have the skills needed to support their children.</p> <p>Parents understand the importance of school and learning.</p>	<p>School monitoring and analysis shows that where parents understand how to support their child's learning, and engage with school life, pupils demonstrate higher self-esteem and make more rapid progress.</p> <p>EEF T and L toolkit shows that parental involvement accelerates learning</p> <p>Parents tell us that school is now is different from their own early experiences. They are not always sure how to support their children but would like to. They prefer the sessions with people they know i.e., school staff.</p>	Monitor parental involvement.	Class teachers	Each term

Pupils who are eligible for PP who face challenges at home receive effective support so progress can be made to narrow the attainment gap.	Provision of family support and educational welfare support.	A significant proportion of our PP children face challenges at home. Challenges include, bereavement, exposure to domestic abuse, family health issues etc many requiring the involvement of social care.	Family support worker (FSW) works closely with our SENCo and the Senior Leadership Team. She receives regular appraisal and support. There is regular involvement of the educational welfare officer.	ZD, JJ, NF, SW	Each term.
<b>Total budgeted cost</b>					<b>£4,000</b>

<b>Review of expenditure 2019-2020</b>			
Quality of teaching for all/ targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Children who are eligible for PP make good personal, social and emotional progress in their Reception year and this progress is maintained throughout KS1	<p>Regular PSHE lessons across the school. Circle time in Year R.</p> <p>For those children where it is thought appropriate, ELSA will be provided.</p> <p>In addition, certain children meeting the criteria will have the ability to attend the nurture room for up to 5 mornings per week.</p>	<p>17 pupils in Year R were eligible for PP . Of these –</p> <p>82% made expected progress and 28% made better than expected progress in ‘Managing Feelings and Behaviour’</p> <p>82% made expected progress and 28% made better than expected progress in ‘Making Relationships’</p> <p>82% made expected progress and 28% made better than expected progress in ‘Self Confidence and Awareness’</p> <p>55 % of these children also attended ELSA/Nurture Room sessions. Boxall Profiles indicate the success of the nurture Room provision.</p>	<p>Across the school the use of the Jigsaw scheme for PSHE has been successful so we will continue to follow that scheme.</p> <p>The ELSA sessions and Nurture Room provision is also very successful and will continue</p>





Other approaches			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
An increase in % attendance & improved punctuality for pupils eligible for PP	Increased input from SLT ref attendance and punctuality – communication with parents	PP attendance 94.3 % (02.20.19 - 20.03.20) Non PP attendance 95.2 %  PP unauthorised absence – 1.0 % Non PP unauthorised absence – 0.65 %	Attendance generally across school was low in the final few weeks before lockdown. (This has effected the figures provided). Attendance monitoring and involvement of the EWO will continue.
Increased engagement of parents of pupils eligible for PP in school and home learning	Class teachers/ SLT to monitor parental involvement. Class teachers to invite parents in to ask how we can help them support their ch.  Individual invitations to stay and play sessions, celebration assemblies and other school events	Teachers ensured that all parents of PP children attended parents evening so targets can be shared and concerns raised.  Regular dialogue between teachers and parents	The PPG funding of this strategy is a modest one, but we feel it is vital to keep the dialogue going with parents.  Jigsaw family work was due to continue but this was unable to take place due to Covid.  Regular contact made during lockdown for Covid -19 resulting in reassured parents and children. PP children not belonging to a vulnerable group' supported through access to keyworker bubble in school received regular emails/phone calls
Pupils who are eligible for PP who face challenges at home receive effective support.	Provision of family support and educational welfare support.	The impact of this service is mostly limited to a handful of families , but where it has been required it has been a significant stabilising help.	This valued service will continue , fully funded by the PPG
<b>Total cost</b>			<b>£4,000</b>

### Support During Lockdown/ Partial school closure

Desired outcome	Desired outcome Chosen action/approach
To support our most disadvantaged families during lockdown and school closures to lessen impact on the attainment gap.	A range of measures were introduced with the aim of minimising the potential widening of the attainment gap. These included: <ul style="list-style-type: none"> <li>• Phone Calls – Regular phone calls were made to all children (including extra calls for our most vulnerable).</li> <li>• Emails – for some parents, phone calls were a bit overwhelming and intrusive therefore they preferred email contact and responded much more positively with contact in this way. Social stories and resources were provided via email.</li> <li>• Food parcels/care packages – Our most vulnerable families were given care packages which included food, and other essentials. These</li> </ul>

were made by us as a school and parents have collected them or we have dropped them off.

- Learning Packs - For some of our nursery families, we dropped off learning packs to support the children's learning and playing at home
- Extra contact - In line with government and LA guidance, we made daily contact with some of more identified disadvantaged: children with social worker, previous social worker, identified vulnerable etc. parents have been very grateful.

We have also continued to make referrals to agencies where people are struggling. Referrals have been made to CAMHs, Early Help, Health Visitors and more.

- Reading – To support families with reading at home, teachers set reading books using Bug Club reading and targeted support through Purple Mash.
- Regular contact was made with the pupils by the teachers via seesaw to support children's mental wellbeing and learning so children could communicate with their teacher in a safe environment.
- Daily posts were uploaded by teachers to support engagement in learning.
- Microsoft teams meetings with teachers/Senco were also used to support individuals.
- Video – To maintain a sense of community, whole-school videos were made and posted on our social media channels.

A Zoom meeting was held with every pupil joining Year R in September 2020 to enable the child/parent to get to know the teacher, ask questions etc to aid a smooth as possible start in to Reception.

<b>Breakdown of 2019-2020 Spend</b>	<b>Approx Cost</b>
Treetops ( Nurture Room)	£ 27,000
Speech & Language TA	£4,000
ELSA provision	£3,600
PSA	£3,000
SENCo	£8,000
MDSA to support vulnerable learners at lunch/playtimes	£1,700
Additional TA support	£4,000
Misc (trips, uniform, equipment etc)	£1,000

<b>Planned Expenditure 2020-2021</b>	<b>Approx Cost</b>
Treetops ( Nurture Room)	£ 27,000
Speech & Language TA	£3,000
ELSA provision	£2,600
PSA	£3,000
SENCo	£8,000
Additional TA support	£5,200
Misc (trips, uniform, equipment etc)	£1,000
Counselling	£1,000