PUPIL PREMIUM 3 YEAR STRATEGY

2020-2023

Twin Sails Infant School & Nursery

SUMMARY INFORMATION - CURRENT PUPIL INFORMATION 20-21	
Total number of pupils:	385
Number of pupils eligible for pupil premium:	30
Number of pupils eligible for Free School Meals (£1345)	37
Number of pupils eligible for Service grant (£310)	53
Number of pupils eligible for Looked After Children grant (£2345)	2
Total pupil premium budget: 30 fsm6- £52,455 53 Service- £16,430 2 LAC- £4690	PP- £40,350 All Funding- £61,470

PUPIL PREMIUM COHORT INFORMATION 20-21		
CHARACTERISTIC	NUMBER IN GROUP	% OF GROUP
Boys	17 fsm + 2 fsm6= 19	9.5%
Girls	20	11%
SEN support	8	18%
EHC plan	0	0%
EAL	1	2.5%

Potential Barriers for Future Attainment	**Success Criteria**
1. Poor attendance of pupil premium children (19-20 was 92.6)	Attendance strategy ensures PP children attend at 96%+ in order to fully access education
2. Turbulence, with in the infant school impacts on the amount of time available for children to catch up	Effective support is targeted to enable those 'in year' entry children to make at least expected progress
3. % of families needing access to Early Help	Effective support and sign posting with multi-agencies better support families to thrive
4. Poor acquisition of expressive and receptive language in Early Years, in particular those who may not have attended the school's-maintained nursery	Early identification and effective S&L programmes enable children to acquire the skills to communicate and comprehend well Quality first teaching enable children to overcome delays and acquire a language rich environment and curriculum
5. Embedding of secure phonological knowledge is secure	PP children achieve a phonics screening score of 38+
6. Additional value-added for PP children limited in an infant school due	Over time with the 3 year strategy, working with the Junior school to ensure that with more time children will accelerate in Reading and Writing to attain higher standards

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Assessment data – Trends over time

EYFS **2019-2020**	**PP pupils school on track**	All pupils School on track	National all 2018- 2019 (pre-covid)	**Previous trends for PP children in school**		
				2016-2017	2017-18	2018-19
Good level of development (GLD)	78% (covid)	77% (covid)	77%	59%	58%	78%
Reading	Not available	67% (covid)	76.9%	65%	67%	78%
Writing	Not available	69% (covid)	73.7%	59%	58%	78%
Number	Not available	67% (covid)	79.8%	59%	75%	89%

Phonics Screening 19-20	**PP children**	All pupils	National average	**Data from previous 3 years PP**		
				2016-17	2017-18	2018-19
Year 1	100%	87%	n/a	81%	70%	71%
Year 2 retakes	86%	82%(11 new)	n/a			

END OF KS1 - 19-20	**PP children**			All Pupils						Data from previous 3 years						
				School ave			National ave 18-19			2016-17			2017-18			
% achieving **expected standard or above** in reading, writing and maths (TA March)	R 64%	W 57%	M 57%	R 75%	W 72%	M 77%	R 75%	W 65%	M 75%	R 78%	W 74%	M 74%	R 64%	W 55%	M 68%	
% making **expected progress** in Reading	100%			98%												
% making **expected progress** in Writing	86%			93%												
% making **expected progress** in Maths	86%			95%												

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LONG-TERM PLAN (3 YEAR TIMESCALE):

Due to the existing barriers identified above these 3 key areas will be our priorities:

1) Improve attendance: to ensure children eligible for pupil premium funding have attend school regularly and punctually

2) End of KS1 attainment and progress data, for each child, best prepares them for success KS2: in particularly phonics, reading and writing

3) Positive well-being and the mental health of pupils eligible for pupil premium, enables them to thrive at school

4) Growth mindset enables children to manage the barriers they face and see possibilities and success

Objective 1: Improve attendance: to ensure children eligible for pupil premium funding have attend school regularly and punctually

Objectives	Actions to be taken	By whom	Resources needed	Progress indicators	Success criteria
1. Embed the Attendance Policy	• Review and amend Attendance Policy • Communicate the Policy to all stakeholders • Review Policy and procedures	HT	LA and Trust documentation Attendance data	Termly attendance data analysis shows improvements (covid)	Policy understood by all stakeholders
2. Embed the whole school attendance strategy	• Review the attendance procedures – 4 stage approach • Review and establish roles and responsibilities • Early identification and clear action plans applied • Engagement with new BCP Hub agencies are established • Monitoring half termly the effectiveness of procedures	HT AHs Admin team	BCP First response HUB SAW Bromcom Data analysis tracker	Half termly data analysis	AH (inclusion leads) hold the lead in improving attendance of PP children 2022
3. Effective use of Bromcom enables attendance team to quickly identify and tackle poor attendance (lates and absent)	• Bromcom established • SLT clear on how to analyse data, reporting • Teachers engaged with low level attendance • Administrators are effectively using Bromcom and parent communication to ensure efficient and timely challenge to poor attendance	HT admin	Bromcom Bromcom helpline Hamwic Trust advisor BCP - Hub	Regular data analysis identified targeted groups improving attendance rate	PP attendance data improves each half term Timely support and challenge strategies impact on improving attendance for PP children

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4. Families with attendance barriers are challenged and supported to overcome them	• Regular meeting with identified families • Regular engagement, support and monitoring by Pastoral team • Timely referral to BCP First Response • Analysis of military in term holiday requests • Transportation barriers identified • Holiday request unauthorized and fining timely • Expert knowledge about families context understood and used to support and challenge	HT AH	Half termly BCP meetings Bromcom Meetings with HT/ Admin/ AH and Pastoral	Data analysis highlights improving attendance Records show diligence to support and challenge process with BCP, impact from BCP clear	PP attendance data improves each half term Timely support and challenge strategies impact on improving attendance for PP children

Objective 2) End of KS1 attainment and progress data, for each child, best prepares them for success KS2: in particularly phonics, reading and writing					
Objectives	**Actions to be taken**	**By whom**	**Resources needed**	**Progress indicators**	**Success criteria**
1. Identify and support children to develop age appropriate CLL skills to effectively access national curriculum in KS1	• Language rich environments in nursery and reception • Quality first teaching that addresses gaps in speech and language • Early identification process effective • Targeted support for those with specific needs or disorders in place • Phase 1 delivery and assessment informs provision	EY lead Rec Lead Nurs team	Enrichment experiences in and beyond school that develop first hand language Home Play packs Communication rich resources	Termly data analysis shows improvements	Consistent high quality learning environments and teaching
2. SEND strategy and provision map effectively supports CLL needs and delay	• AHs review existing provision • Research other S&L programmes • Train key persons to deliver • Identification process in place	HT AHs Admin team	Language assessment & support programmes	Half termly data analysis	PP children with CLL needs are quickly identified and supported to diminish the gap

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3. The English curriculum offer is high quality and enables all children to have a secure phonological awareness and therefore develops age appropriate reading skills	• Quality first teaching – teachers have strong subject knowledge, effective resources and opportunities for application in reading and writing • Investment in phonically matched books to children's ability • Learn to read environments are supportive • Provide additional resources to support pupils' reading at home – toolkits/ learning aids • Use of IT platforms that are used everyday to develop word recognition • Targeted programmes for identified children • Identify and ensure frequent opportunities for children to develop a love of reading and to be heard frequently	DHT English Leaders	Reading bags Phonics strings Volunteer readers On-line resources Enrichment experiences that develop love of books Extra reading avenues – PAT dog Pre-teach resources	Data drops allows early identification Catch up strategies measure impact rapidly Phonics tracker identifies gaps and progress Book look highlights application	All PP children securely pass the Y1 screening check or the Y2 retakes, with more than a score of 38 Most children are attaining ARE by the end of KS1
4. The English curriculum offer is high quality and enables all children to make at least expected progress or better in reading and writing, and the disadvantage is diminished for the most vulnerable	• INSET develops staff knowledge on effective teaching of Reading and Writing • Reading and writing curriculum map ensures coverage of all skills and knowledge, includes the use of high-quality texts, visual literacy • Early identification, tracking and targeted support focuses on closing gaps • Provision planning identifies key areas for targeted support • Monitoring activities including data drops ensure effective support is targeted and timely • Awareness of the families most in need to be better supported during lockdowns with devices, connectivity and live teaching	DHs English Leaders	Reading books that match phonetical ability Writing packs Class readers, extra for the most vulnerable to take home Visual Literacy Shed membership Pupil premium TA Library visits Love of Reading books Development of library Parent survey about devices & connectivity Invest in technology to loan for lockdown	Parent survey identifies families with no remote learning devices Loan agreements in place, on-line resources accessible for PP Monitoring by SLT and English Leaders Book look for most vulnerable and targeted shows accelerated progress targeted support Data drop, pupil progress meetings	PP children make expected progress or more for Reading, writing Most PP children are meeting ARE in Reading and Writing by the end of KS1

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Objective 3): Positive well-being and the mental health of pupils eligible for pupil premium, enables them to thrive at school					
Objectives	**Actions to be taken**	**By whom**	**Resources needed**	**Progress indicators**	**Success criteria**
1. Review and create a Well-being strategy that develops our existing provision for well-being and mental health – at individual level and whole school approach	• SLT review existing processes and supports for individual children • Map out the desired provision at different tiers • Clarify roles and responsibilities across the Pastoral team and Inclusion team	SLT	Agreed programme i.e. Stormbreak Training of staff – cpd costs	End of year 2021 – Pastoral strategy clearly defined and in place	Well-being and mental health strategy is in place
2. Research and adopt whole school and targeted mental health initiatives for children	• Research effective mental health approaches • Understand the national documentation n schools • Agree which approaches to adopt and create a timeline for implementation • Engage with Hamwic ' behaviour specialist' to deliver cpd to leaders and staff • Develop staff understanding of mental health and well-being • Clarify every body's role and responsibilities within area of this focus • Establish a whole Federated programme to support all pupils, with particular focus on the most vulnerable, with well-being/ mental health • Understanding the barriers and impact of these, to ensure the support pathways are effective for the child and family • Work with other agencies to better support identified children / families • Explore the extended use of Boxall profile, nurture groups, forest schools, THRIVE etc	SLT & PHSE leads	Agreed programme i.e. Stormbreak Training of staff – cpd costs	Mental health initiatives in place by end of 1st year	Well-being approaches and mental health support strategies are in place. Timely impact measures indicate good progress on the child/ and or family All staff are able to deliver a well-being curriculum effectively Successful identification and support processes for the most vulnerable are effective

3. Identification processes are established, enabling clear pathways for effective targeted support	• AHs and Pastoral team generate a clear pathway of support through the tiered approach • Teachers are clear about the processes for identifying children's needs and the available pathways for support, within school and with the use of external resources and the monitoring • Parents are clear of the support their child is receiving and the impact it has had, strategies are shared with parents	SLT	Pastoral team	Graduated response in place summer 21 Referral systems to access each level used	Parents are clear on the strategies available to support their child Parents are confident the support their child has received is effective
4. Enable children to access enrichment activities to inspire, motivate and engage them beyond academic school life	• Special visitors, trips or events that provide opportunities for children to see, feel, explore other avenues and first-hand experiences • Use of HPJ minibus • Y2 targeted PPG swim club	DHTs Yr Ldrs	Theatre visit Trips Resources	Register kept of which children receive enrichment and the impact	Children access an early swimming programme and enrichment opportunities access

Objective 4: Growth mindset enables children to manage the barriers they face and see possibilities and success					
Objectives	**Actions to be taken**	**By whom**	**Resources needed**	**Progress indicators**	**Success criteria**
Develop a growth mindset culture and ethos across the Federation	• Deliver CPD to all staff to develop share understanding of growth mindset principles • Set expectations for applying this in the school life: classroom, lunch, celebrations etc • Use EEF materials to support the delivery and understanding of metacognition • Develop clear understanding of metacognitive strategies that better support learners	HT DHT	Displays Learning pits individual/ class Parent tracker Metacognition strategy packs	Monitor the implementation through talking to children and observations	Classroom & wider school dialogue both adults and pupils indicates application of growth mindset ethos

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Develop a target programme of support for the most vulnerable that focuses on growth mindset development	• Develop strategies to support those with fixed mindset alongside other barriers • Staff are able to use specific metacognitive strategies to support targeted vulnerable children • Specific staff are trained to deliver growth mindset intervention support, which is measurable back in the classroom	HT/DHT AH	Use of learning spaces for more bespoke workshop groups	Targeted children's tracker	The most vulnerable children are provided with group sessions
Parents understand the growth mindset ethos, and how their child applies these skills to enable them as learners, particularly the most vulnerable	• Parents are aware of the growth mindset ethos and approaches • Parents whose children are vulnerable and targeted for specific growth mindset workshops are clear	SLT	Website Parent consultations Parent workshops	Tracker for growth mindset skills & attributes	Parent feedback indicates understanding

EXPENDITURE:

STAFFING COSTS: £46,300	**NON-STAFFING COSTS: £10,400**
Pastoral Support Assistant and Deputy Headteachers time Additional teaching staff English Leaders & PHSE Leaders time CPD time & INSET days Attendance at Hamwic courses/ partnership sessions Additional sessions for nursery – Early Help	Additional resources Tablets devices, learning support platforms, PAT dog, Specialist resources/ assessments and experts Additional support programmes Enriching experiences: outings, musical experiences, visitors Bespoke support to improve absence Mental health and well-being whole school programme/ approach