



# South Stanley Infant & Nursery School

## Pupil Premium Strategy Statement 2020-2021

**Pupil Premium Lead: Louise Thompson**

**Pupil Premium Governor: Emily White**

### 1. Rationale

At South Stanley Infant & Nursery School we believe that our practice ensures that the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non – Pupil Premium both within school and nationally. It is our desire that no pupil is left behind and we use our pupil premium funding effectively to achieve this.

### 2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Total Eligible Boys	Total Eligible Girls	Total Looked After Children/ Post LAC	Total Service Children	
70	Per Pupil: £1,345	Per Pupil: £1,345	Per Pupil: £1,745*/ £2,345	Per Pupil: £310	

\*Looked After Children receive £2,345 with £600 being retained centrally by the Local Authority.

### 3. Early Years Pupil Premium Funding

Total of Nursery Pupils	Total Eligible Pupils	Total Eligible Boys	Total Eligible Girls	Total EYPP Budget
7	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53

<b>4. Total Pupil Premium Funding 2020-2021</b>			£84,735	

<b>5. 2019 – Disadvantaged pupils outcomes</b>								
EYFS (2019 data) – 37 pupils (15 FSM/Disadvantaged)								
Good Level of Development	School Dis	NA Other 2019	School diff	Nat diff 2019				
	65%	75%	-10%	-19%				
KS1 (2019 data) Y2 – 39 pupils (24 Disadvantaged)		Expected Standard			Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2019	School Dis	NA Other	School diff	Nat diff 2019
Reading	58%	78%	-20%	-16%	13%	28%	-15%	-14%
Writing	58%	73%	-16%	-18%	4%	17%	-13%	-10%
Maths	63%	79%	-16%	-16%	9%	24%	-15%	-12%

<b>Barriers to future attainment (for pupils eligible for PP including HAP)</b>		<b>Desired Outcomes</b>
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A	65% of current Y2 pupils, who did not sit the phonics test in 2020 as Y1 children and undertook a baseline assessment on entry to Y2 which showed that they did not meet the phonics standard, were	Y2 phonics resits in December 2020 and June 2021 will confirm that an increasing number of disadvantaged pupils meet the standard.

	disadvantaged. This is going to slow their progress in all curriculum areas that demand effective reading strategies.	Y1 phonics results will show a reduction in the number of disadvantaged children who do not achieve the expected standard in phonics from previous year's data.
B	Many pupils who are eligible for Pupil Premium do not enter early years at age related-expectations. This means they need to make more progress across school than their peers to diminish that gap.	Pupils eligible for Pupil Premium in Reception make rapid progress– so that the gap narrows across YR and higher proportion of PP meet ARE. High quality provision both indoors and outdoors help supports PP children meet ARE. Tailored support for PP children.
C	Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	Improve emotional resilience for pupils eligible for PP. Lesson observations will demonstrate pupils' learning desire and good behaviours. Number of incidents of withdrawing PP children from lessons to decrease. Number of FTE for PP children to decrease.
<b>External barriers (issues which also require action outside school, such as low attendance)</b>		
D	Low attendance rates for some PP children impacts on their learning. This means they are constantly having to catch up to their peers. Lateness impacts upon the learning of some PP children.	Increased attendance rates for PP children. Reduce the number of persistent absentees so that it is at least in line with NA. Increased punctuality for PP children.
E	Less engagement in after school activities by some PP children.	PP children increased attendance at free after school clubs and breakfast clubs run by school.

<b>5. Planned expenditure</b>					
<b>Academic Year</b>			<b>2020-2021</b>		
<b>(i) Quality of teaching for all and</b>					
<b>(ii) Targeted Support</b>					
<b>Desired Outcome A</b>	<b>Action</b>	<b>Evidence Source</b>	<b>Expenditure</b>	<b>Baseline Data</b>	<b>Evaluation</b> <b>(Autumn, Spring, Summer)</b>

<p>Y2 phonics resits in December 2020 and June 2021 will confirm that all disadvantaged pupils meet the standard.</p> <p>Y1 phonics results will show a reduction in the number of disadvantaged children who do not achieve the expected standard in phonics.</p>	<p>Sounds Write Training for all additional staff. Additional TA time to provide pre-teaching and lunchtime interventions targeting PP children.</p> <p>Small group interventions</p>	<p><i>DFE listed Systematic Synthetic Phonics Scheme that meets all DFE criteria.</i></p> <p><a href="https://www.gov.uk/government/publications/phonics-self-assessment-form-sounds-write">https://www.gov.uk/government/publications/phonics-self-assessment-form-sounds-write</a></p> <p>EEF teaching and learning toolkit - review of evidence of impact of high quality additional adult feedback: <i>High impact for very low cost based on moderate evidence. (+8)</i></p>	<p>Training for TAs not trained - £1000.00</p> <p>TA time to provide additional support for pre-teaching, interventions and small group interventions across school. 0.5 £13,000.00</p>	<p>65% of current Y2 pupils, who did not sit the phonics test in 2020 as Y1 children and undertook a baseline assessment on entry to Y2 which showed that they did not meet the phonics standard, were disadvantaged.</p> <p>77% of Y1 disadvantaged children in school passed Y1 phonics test in 2019 compared to 88% of non-disadvantaged children in school.</p>	<p>December resit - 35% of disadvantaged Y2 children did not meet the standard. Reduced from 65%</p>
<b>Total budgeted cost:</b>					<b>£14,000.00</b>

Desired Outcome B	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
<p>Pupils eligible for Pupil Premium in Reception make rapid progress—so that the gap narrows across YR and higher proportion of PP meet ARE.</p> <p>High quality provision both indoors and outdoors help supports PP children meet ARE.</p> <p>Tailored support for PP children.</p>	<p>Small classes with additional support to target PP children.</p>	<p>EEF teaching and learning toolkit - review of evidence of small group tuition:</p> <p><i>Moderate impact for moderate cost based on limited evidence. (+4)</i></p> <p>DFE Research Brief 'Supporting the performance of disadvantaged pupils NREF research 2015' (pp5) states:</p> <p><i>'Schools with larger year groups overall (including both disadvantaged and non-disadvantaged pupils) were associated with lower performance among disadvantaged pupils.'</i></p>	<p>TA time to provide additional support for small group tuition for PP children 1.0</p> <p>£26,000.00</p>	<p>12% PP children at GLD</p>	<p>14% off PP children at GLD.</p>
<b>Total budgeted cost:</b>					<b>£26,000.00</b>
Desired Outcome C	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)

<p>Improve emotional resilience for pupils eligible for PP. Lesson observations will demonstrate pupils' learning desire and good behaviours. Number of incidents of withdrawing PP children from lessons to decrease. Number of FTE for PP children to decrease.</p>	<p>Provision of emotional resilience interventions across school. (One-to one Listening Matters; Small group Good to be Me program; Relax Kids; Small group Taming the Tempersaurus program, Story Links)</p>	<p>EEF teaching and learning toolkit - review of evidence of impact of social and emotional learning:  <i>Moderate impact for low cost based on extensive evidence. (+5)</i></p>	<p>TA to provide emotional resilience support. (0.5)</p>	<p>Boxhall Profiles undertaken as appropriate.  Children's questionnaires completed.</p>	<p>Fewer incidents of daily withdrawal. Reduced disruption across school. Zero FTE.</p>
<b>Total budgeted cost:</b>					<b>£13,000.00</b>
<b>(iii) Other approaches</b>					
Desired Outcome D	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
<p>Increased attendance rates for PP children. Reduce the number of persistent absentees who are PP so that it is at least in line with NA. Increased punctuality for PP children.</p>	<p>Employ Attendance &amp; Welfare Officer with ability to support target families more widely and monitor and provide support to vulnerable families.</p>	<p>Employment of Attendance Officer in previous year had positive effect in improving persistent absentee attendance rates for children but further work is required to reduce D/ND gap and ensure punctuality for those targeted disadvantaged children.</p>	<p>Attendance Officer £20,000.00</p>	<p>September 2020-October 2020 – Overall 12% of pupils at 90% absence or below. 9 PP children below 90% at end of the year. (50% of all below 90% for year were PP)</p>	<p>December 2020 – reduced to 7 PP children (39% of those at 90% or less were PP in this term)</p>

<b>Total budgeted cost:</b>					<b>£20,000.00</b>
Desired Outcome E	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
PP children have increased access to enrichment activities that support their development.	PP children given priority for attendance at free after school clubs run by school.	Extensive research points to the benefits of developing resilience and raising self-esteem through allowing children opportunities to engage in outdoor adventure. High performing schools subsidise trips and extra-curricular activities for disadvantaged pupils. (DfE Supporting the attainment of disadvantaged pupils August 2018)	TAs/Teachers delivering after school clubs/Breakfast Supervisors/ Subsidised Trips & Visits £12,000.00	Number of PP children accessing: - Breakfast Club - After school clubs (PP children given priority) - Subsidised Trips	December 2020 – 65% of children accessing breakfast club are PP children.
<b>Total budgeted cost:</b>					<b>£12,000.00</b>

**Total Budgeted Cost – 2020-2021 – £85,000.00**

<b>Governance</b>			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Governor: Emily White			
Pupil Premium Meeting	Autumn:	Spring: April 2021	Summer: July 2021
Autumn Summary			
Spring Summary			
Summer Summary			