



Henleaze Infant School Pupil Premium strategy 2020-21

What is the Pupil Premium?

The **pupil premium** is additional funding for publicly funded schools in England. It's designed to help disadvantaged **pupils** of all abilities perform better, and close the gap between them and their peers. Dfee 2018

The Henleaze Offer

Understanding of the vital importance of early childhood learning experiences in ensuring any child (including those in receipt of Pupil Premium funding) are not disadvantaged. Research shapes our strategy including a focus on the language gap, relationships and early reading; all of which are key indicators in improving life chances of pupils.

This is in addition to a focus on a clear understanding of a child's individual strengths and barriers, enabling teachers to shape strategies based on the needs of a child.

Our strategy is a whole school approach which permeates our ethos; this is demonstrated through our behaviour policy, attendance policy and curriculum.

Common Barriers and Desired Outcomes for our Pupil Premium pupils

In school – areas to be addressed by school
External – areas which require action outside of school

- Low attainment upon entry to school particularly in Communication and Language skills and Personal Social and Emotional Development
- Low levels of resilience which could manifest itself as poorer engagement, independent learning and self-regulation
- Potential barriers in equality of wider experiences, which may disadvantage this group across the curriculum

As our Pupil Premium cohort is very small, we consider barriers on an individualised basis as well as looking for common trends to best tailor support.

Key Principles

Main areas of focus for this strategy informed by barriers and areas which have the largest impact:

- Teachers are informed and understand current research around best practice, especially in the key areas of relationship building, language and vocabulary development, reading, feedback and assessment
- Wellbeing and emotional regulation to enable pupils to enhance their PSED skills
- Health and physical wellbeing including a lunch, milk, breakfast club, structured/supported play and sports provision

Whole school approach including:

- Warm, professional office staff responsible for welcoming families, attendance review, parental/family relationships
- Teachers responsible for clear understanding of individuals' strengths and barriers and utilisation of a range of strategies to address barriers to diminish the difference, plus health, safety and wellbeing of all of the children in their care
- Professional development in evidence-based interventions for teachers and support staff
- Support staff responsible for lunchtime play and sports opportunities, supporting relationships, delivery of high-quality interventions by highly skilled practitioners
- SLT responsible for the strategic overview and direction, plus monitoring and evaluating impact of this strategy, ensuring staffing is deployed in the most effective manner.
- SLT mentoring through a weekly lunchtime 'nurture' group
- Governors responsible for the strategic overview and direction, plus monitoring status and evaluating impact of this strategy

Desired Outcomes for Pupil Premium Pupils

1. Pupils' wellbeing is supported effectively to ensure they are ready for learning and engaged fully with school life .
2. Children make accelerated progress in reading, writing and maths to close the gap on their non-disadvantaged peers both locally and nationally
3. Children have access to quality first teaching and intervention which ensures they attain at least ARE
4. Pupils engage in extra-curricular offers
5. Children attend school on time regularly in line with the national averages for all pupils

PLANNED SPEND 2020 – 2021					
Objective/Intervention	Rationale	Expected Outcome	Detailed provision	Cost	RAG rating (to be completed June 21)
To improve attendance for disadvantaged pupils through a supportive but clear approach	<p>Regular school attendance is vital to improving educational outcomes.</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>Maintain attendance in line or above the national average (96%)</p> <p>Progress not limited for any child as a result of poor attendance</p>	<p>Continue with previous provision. Detailed below are additional or items which incur an on-going cost</p> <ul style="list-style-type: none"> Attendance lead from the office team attends surgeries with EWS x 2 Parental support for most vulnerable (family liaison link) Office support (sign posting transport support, calls and advice) Inclusion team to review pupils attendance 	2 x half day sessions	
To ensure children are emotionally settled, healthy and safe by offering support for vulnerable families	<p>Social and emotional intervention supports pupils to develop learning behaviours.</p>	<p>Pupil well-being positive for this group and their parents (pupil survey)</p> <p>Concerns of parents and pupils are addressed quickly</p> <p>Children are learning ready and have a positive transition into school at the start of the school, day</p> <p>Provision for PLAC/LAC is outstanding</p> <p>Attendance in line with the national average</p>	<ul style="list-style-type: none"> Work with families through signposting and support in a range of areas, including safety, well-being, health, behaviour and attendance Access support for families through the school nurse and Team around the school Provide proactive early intervention and preventative support working in partnership with other agencies including The Virtual School TA employed for 30 minutes each morning to support transition to school Link TA and other staff work with Individuals and groups of children to support the development of social and emotional behaviours for learning. Play Therapy/Theraplay or SEMH activities offered where there is a need 	<p>£1455</p> <p>£1800</p> <p>£2000</p>	

			<ul style="list-style-type: none"> Inclusion team to link knowledge of children to ensure all aspects of child protection are joined up. 		
Team around the School meetings	<p>Parents are asking for support with parenting techniques and managing behaviour. This will provide an opportunity for effective strategies to be shared as well as signposting provision through children's centres.</p> <p>e.g Incredible Years Parenting course</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>	<ul style="list-style-type: none"> DSL release to work with teachers to prepare 'Signs of safety' DSL release to take part in meetings and follow up actions 	£720	
To improve children's behaviour ready for learning	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour for individuals</p> <p>Research tells us that outcomes for pupils with challenging behaviour in primary school are poor. We work with parents to address the root causes of poor behaviour; often sleep, diet, boundaries and routines.</p> <p>Whole-staff research-led training is developing consistency in supporting positive behaviour. (EEF Report 2019, Paul Dix)</p>	<p>Approach to supporting core behaviour expectations is consistent (welcoming children, transitions and movement around school)</p> <p>Staff report a reduction in low-level disruption</p> <p>Increased teacher awareness of root causes of challenging behaviour</p>	<ul style="list-style-type: none"> Staff attachment aware training SMSA CPD in supporting positive behaviour De-escalation training for support staff Team Teach Training for key staff 	£975	
To widen pupil experiences and raise aspiration	<p>Trips and visits offer an opportunity to broaden children's experiences. The cost of visits should not prohibit children taking part.</p> <p>Learning outside the classroom impacts on progress and attainment, especially on comprehension and writing skills</p>	<p>All children attend all trips and visits</p>	<ul style="list-style-type: none"> Subsidy for forest school contribution, trips and visits ensures that costs are kept to a minimum Parents are informed well in advance and staff support them to understand what the visit is and where to reduce anxiety Additional staff are deployed where appropriate to support pupils with emotional or behavioural impacts of being outside the classroom 	£ 100	
To support improved health outcomes for pupils	<p>All children eligible for Pupil Premium are entitled to free milk during the school day through opt-in by families</p>	<p>Children's healthy choices are not disadvantaged as a result of cost</p>	<ul style="list-style-type: none"> Milk if requested by families Daily breakfast club for all families proactively 	£ 100 £455	

	Breakfast club offers families a positive start to the day with time for eating and social activity. EEF research found that providing free, universal breakfast clubs in schools in disadvantaged areas improved both behaviour in class and pupil attainment.		offered for vulnerable children.		
To support well-being and confidence through a range of extra-curricular activities including arts and sports	<p>There is strong evidence that learning in the arts and as part of a group or team supports well-being.</p> <p>Children also need access to a range of activities to develop wider skills and hobbies.</p> <p>Vocabulary linked to expectations and in class learning</p>	<p>Access to targeted enrichment opportunities for children</p> <p>Improvements in spatial awareness, well-being and relationships with others</p> <p>Increased participation in new activities</p> <p>Increased physical development, supporting gross and fine motor progress</p> <p>Attendance at PE Clubs, Dance clubs, SHINE, forest schools</p>	<ul style="list-style-type: none"> • Range of sports clubs (subsidy) • Lunchtime clubs offer 3 x 40 mins per week with TA • Positive discrimination for PP children in inter-school sports opportunities • Staff CPD in REAL PE and REAL gymnastics 	<p>£1000</p> <p>£190</p>	
To enhance the pupil adult ratio across the school to support the delivery of intervention and support	<p>Sustained small group intervention is considered to be effective (more so than one to one tuition).</p> <p>Intervention in the Early Years is important to close gaps as early as possible. Studies show that that early year's intervention is particularly effective for children from low income families.</p> <p>Enable regular corrective teaching groups to ensure children do not fall behind in key skills</p>	<p>Improved outcomes for PP pupils in EYFS</p> <p>Increased support for KS1 children following turbulent 2019-20 year</p> <p>Tracking in particular PSED outcomes and CLL outcomes</p>	<ul style="list-style-type: none"> • Full-time TA in all Reception classes support the delivery of intervention and QFT strategies including feedback within lessons, pre/post teaching • TA in each KS1 class each morning to support English and maths; including corrective teaching groups • New staff to be trained in precision teaching • Support staff trained to deliver Funkey maths • Support Staff trained to deliver A-Z of literacy • Support through precision teaching of phonics, number intervention (including Funkey Maths) 	<p>2 x day Supply costs to release maths lead and EYFs lead to mentor support staff</p> <p>£400</p>	

			<ul style="list-style-type: none"> Improve communication with parents as more adults at the beginning and end of the day 1-1 Emotions coaching support and SEMH development for PLAC pupil 	£6000	
To improve the quality of teaching across the school	<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>Teachers who are experienced and able to coach less experienced teachers have a positive impact on improving the quality of teaching across the school</p> <p>To enable teachers to provide immediate and effective feedback to pupils within lessons to address misconceptions and inform planning</p>	Progress for PP children in all cohorts is better than expected in reading, writing and maths	<p>Programme of CPD for all staff, including weekly CPD focused on areas of school priorities</p> <ul style="list-style-type: none"> QFT strategies for improving outcomes in writing Differentiation strategies; including providing clear objectives and strategies for supporting progress of children with SEND Identification of gaps, targeted intervention strategies Peer coaching and lesson studies to increase teacher efficacy in professional development <p>Increase the effectiveness of school leaders to address weaknesses</p>	£700	
To improve reading outcomes	<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 quickly closed.</p> <p>Linked to the research on the impact of closing the vocabulary gap, focus particularly on opportunities to develop pupils' vocabulary through quality text and vocabulary exploration.</p>	Improved reading outcomes – progress of PP children in reading is accelerated, to be at ARE or better (or in line with EHCP targets)	<ul style="list-style-type: none"> CPD for all new staff in effective phonics teaching Segmenting and blending training and precision teaching training for Additional phonetically decodable reading resources 1-1 reading boosters Phonics interventions with a skilled practitioner A-Z of literacy intervention for children below ARE 	<p>£400</p> <p>£1650</p> <p>£1766</p>	
TOTAL SPEND				£19, 711	
SOURCES OF EVIDENCE/STUDY					
EEF Toolkit https://educationendowmentfoundation.org.uk					

Daniel Sobel: The Inclusion Expert

Marc Rowland: Rosendale Research School

The Key for School Leaders <https://schoolleaders.thekeysupport.com/curriculum-and-learning/raising-attainment/pupil-premium-support-learning/raising-the-attainment-of-fsm-pupils-effective-strategies/>

Review and update

December 2019	SLT/Governor review of impact	GF, SB, KM
March 2020	School analysis of group progress	GF, SB, RG
July 2020	SLT/Governor review of impact. Report created	GF, SB, KM