

Pupil premium strategy statement (primary) Review following Covid Lockdown March – July 2020

1. Summary information					
School	Arden Forest Infant				
Academic Year	2019-20	Total PP budget	£37 060	Date of most recent PP Review	11.10.19
Total number of pupils	176	Number of pupils eligible for PP	33	Date for next internal review of this strategy	08.03.21 (inc period Sept 20 – March 21)

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	KS1 50%	KS1 65%
% making expected progress in reading	90%	75% (78% Non PP / 75% all)
% making expected progress in writing	80%	64% (73% Non PP / 70% all)
% making expected progress in maths	86%	79% (79% Non PP / 76% all)
% achieving expected standard or above in EYFS (GLD)	EYFS 46%	EYFS 57%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Writing attainment and progress (not being school ready)
B.	Higher level of SEMH, including those with attachment needs and disorders
C.	Transition for Service Children (both arriving and leaving)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance – separate occasions cumulating in lower than target percentages
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<p>A.</p>	<p>PP children will make accelerated progress in writing through accessing Quality First Teaching in English and across the curriculum. Measured by consistent high standards of Teaching and Learning.</p>	<p>Majority (51%+) of PP children will make better than expected progress (accelerated progress) and 90% make expected progress.</p> <p><i>Using end of Autumn Term data 89% (32 out of 36) of PP pupils made expected or better than expected progress.</i> <i>Spring 2020 data showed 94% (34 out of 36) had made expected or better than expected progress.</i></p>
<p>B.</p>	<p>PP children will be ready to learn and be accessing Quality First Teaching in all core and foundation subject areas. Measured by consistent engagement in class lessons.</p>	<p>Large majority (65-79%) of children with emotional needs have been effectively supported to access Quality First Teaching most of the time (80%) <i>One PP child became Electively Home Educated – at the end of the Autumn Term.</i> <i>One key group of four Y1 individuals are accessing QFT most of the time, but at this stage averaging 70% of the time.</i> <i>Rest of the children (31 out of 36) have been supported to access QFT in class for vast majority of the time.</i> <i>In the Spring Term, Records of Visits from Task Group Chair and LA support showed that behaviour and engagement in learning throughout the school was good as there was effective support to QFT. The Yr1 pupils were staying in class 75% of the time and all except one of these Y1 pupils were attending school throughout the lockdown in our school's 'Nightingale Provision' (key workers and vulnerable group).</i></p>
<p>C.</p>	<p>Smooth transition periods for Service Children pupils between schools. Information including assessments and pupil details are shared between schools in readiness for any changes. Pupils have an opportunity to visit new school and ask questions. Pupils needs are met and they settle quickly</p>	<p>Most (80%+) Service children will be enabled to make friends and have both their emotional and learning needs identified/understood and met quickly so that they settle and can report that they are happy and are enjoying school. <i>Pupil Well-Being Survey in forthcoming weeks will evidence happiness. All of the service children have friends, are settled and are having their learning needs met. They are settled in class and no issues have been identified or raised for the vast majority.</i> <i>Of the Service Children cohort, 87.5% (7/8) had their needs understood and met.</i></p>
<p>D.</p>	<p>Strengthen attendance figures through improving systems and procedures that are more rigorous and challenge reasons behind non-attendance. Liaise with families and improve communication to remove attendance barriers.</p>	<p>School target is 96.2% has been reached by all pupils and by a very large majority of PP children (96.2%+) <i>School is currently below target.</i> <i>As of 16.03.2020 it is 95.1% of which the PP attendance is 94.23%</i> <i>This reflects a number of illnesses that circulated the school before and after the Christmas Holidays.</i> <i>Of the PA children 7 are PP - 20% of the PP cohort and 29% of PA list 17 are not PP – 71% of PA list</i> <i>Attendance during the lockdown was not able to be measured due to the unique nature of the situation schools found themselves in.</i></p>

5. Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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?
<p>PP children will access Quality First Teaching in all core and foundation subject areas.</p> <p>PP children will be ready to learn and there will be consistent, positive engagement in class lessons.</p>	<p>CPD, Coaching and mentoring of new and established staff to</p> <p>a) Use high-quality information about pupils current capabilities to select best steps for teaching</p> <p>b) Teach pupils to use strategies for planning and monitoring their writing</p> <p>Termly assessment input into tracking system and evaluation of progress. Pupil progress meetings.</p>	<p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/</p> <p>Assessment for Learning at the point of teaching will be utilised to adapt teaching accordingly. This will be more efficient and less time wasted.</p> <p>Strategies for planning and monitoring writing, i.e. Modelling and structured support will boost confidence and develop skills to improve success and independence.</p> <p>Any progress concerns are quickly identified and addressed through PPMs.</p>	<p>Teachers accessing high quality CPD, and reflect on the impact of this on their teaching through flipped monitoring (Jan 2020 Inset day).</p> <p>Teaching and Learning reviews</p> <p>Termly assessment, tracking and pupil progress meetings.</p>	all	<p>Mid Year Review 09.03.19 PPMs – termly December 19, March 20 & July 20</p> <p>Mid Year: Progress data for PP children is strong, particularly in Year One. Vast majority are making expected progress. Now hope to see more making accelerated progress at end of Spring term. Teaching & Learning reviews and Governor Monitoring Days show improvements in the teaching of Writing. (See success criteria above for data figures.)</p> <p>End School Year: Progress date for Spring 2020 showed 94% (34 out of 36) had made expected or better than expected progress. This was an improvement on the Autumn Term and an upward trajectory.</p>
Total budgeted cost					12000

ii. 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?
<p>Children with SEMH, including those with attachment needs and disorders will have improved positive behaviour and be emotionally ready to learn.</p>	<p>School will implement and be an 'Attachment and Trauma Aware School'</p>	<p>Promoted by Warwickshire County Council (LA) and SEND provision. It is an inclusive strategy, led by highly skilled coaches, which teaches specific strategies as well as enables positive relationships, therefore reducing incidents of challenging behaviour.</p>	<p>Dedicated training time in the Summer Term 2020 by highly skilled coaches and complemented by expert coaching and mentoring.</p>	<p>SLT</p>	<p>July 2020 (and Autumn 2020)</p> <p>Mid Year: <i>School has been accepted onto the next cohort for 'Attachment and Trauma Aware' training which is due to start September 2nd 2020.</i></p> <p>End School Year: <i>Due to Covid 19 – this did not start until September 2020, when training was delivered virtually to teachers, Tas, Governors and MDS.</i></p>
	<p>Dedicated support, including small group and 1:1 support</p>	<p>1:1 support will enable these specific children to have a supportive relationship as well as someone who understands the pupil's context and inform effective responses to misbehaviour</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/</p>	<p>Observations and reviews – checking for consistency and coherence (whole school as well as individually).</p>	<p>SLT & SENC O</p>	<p>Mid Year Review 09.03.19</p> <p>Mid Year: <i>Observations, including those from STS and Ed Psyc have shown that for three pupils, dedicated support has been had a significant positive impact. For a further child, this has not been so successful.</i></p> <p>End School Year: <i>Due to Covid 19 and school closures – dedicated support did not take place.</i></p>

<p>Service children will experience smooth (seamless) transition both arriving and leaving Arden Forest Infant school.</p>	<p>Weekly PSED support through 'Little Heroes' group with trained adult.</p> <p>Link adult will also provide 1:1 support during initial transitions, eg getting to know pupil, abilities, attainment and ensure no duplication of learning between schools.</p>	<p>'Little Heroes' intervention promotes a shared identity amongst the Service Children community; encourages and supports building friendships; safe space to talk about feelings, emotions and worries and provides opportunities to communicate with family members who are away.</p> <p>This ensures children aren't taught topics already familiar eg Ancient Egyptians and therefore curriculum remains engaging, relevant and interesting.</p>	<p>Dedicated weekly time for groups.</p> <p>Dedicated time for transition – as needed.</p>	<p>HT with SN</p>	<p>Mid Year Review 09.03.19</p> <p>Mid Year: Only one service child 'left' during this period. Support was given to ensure this transition was smooth. Three children have since joined us. Where possible, books were received and this enabled us to quickly identify attainment and provide 'learning' continuity for the individuals.</p> <p>End School Year: 87.5% of this cohort experienced smooth transition. One pupil was supported in the school's 'Nightingale Provision' (key workers and vulnerable group) throughout lockdown and external support was enabled in September 2020.</p>
Total budgeted cost					15000
iii. 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?
<p>Strengthen attendance figures through improving systems and procedures that are more rigorous and challenge reasons behind non-attendance.</p>	<p>Dedicated person who leads on attendance; liaise with families and improve communication to remove attendance barriers.</p>	<p>With a dedicated person taking the lead and responsibility, with specific before and after school time (8 – 4pm) this will build both capacity and ability. In turn this will enable greater flexibility for parents/carers and will both encourage and promote communication and wider family support.</p>	<p>Appointment of the 'right person' and then regular monthly meetings which analyse both whole school, but also PP children attendance.</p>	<p>HT initially then the new Learning Mentor</p>	<p>Start April 2020 and will review July 2020</p> <p>Mid Year: Interviews are imminent for LM position. Monthly meetings between HT and SBM have been taking place, including sending letters or inviting parents of persistent absentees to attend a meeting.</p> <p>End School Year: An appointment was made for a temporary, part time 0.6 Learning Mentor. This</p>

					<i>position started in September 2020.</i>
Total budgeted cost					10000

6. Review of expenditure**Previous Academic Year****i. Quality of teaching for all**

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)	Cost

ii. 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)	Cost

iii. 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)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.aschool.sch.uk

This PP Strategy document was not used previously (2018-2019) and approaches were not tiered in the appropriate manner of this document. Therefore the review of PP 2018-2019 has been added to the previous year's document. Review of PP funding from last year has shown that there was a need to be clearer about the barriers, identifying specifically what they were, as well as how this would be addressed moving forward. Since Autumn 2019, the school has changed assessment systems which should enable better tracking of the PP children and evidence both progress and attainment moving forward. This will be more important as the school is seeing an increase in both PP and SC numbers.

PP progress and attainment 2018-2019:

Strengths:

- Service children attained well in all Year Groups and the majority made good progress.
- PP children made very good progress in Maths throughout the school. Their attainment across the school was broadly in line with their non PP peers.
- The relatively small numbers of children mean that each child accounts for larger percentages in each Year group, therefore where data shows a difference between PP and Non PP attainment and progress this is typically 1 or 2 PP children.

Areas of development:

- PP children made least progress in Writing – this was a whole school area, but also reflected in the PP group.
- The gap between PP and Non PP exists at the end of EYFS and increases at the end of KS1. This is in line with the national picture, but this analyse of data is being used in 2019-2020 to ensure closer monitoring of this key group and look to 'close the gap'
- In 2018-2019 the PP children in Year Two were also pupils who were in multiple 'vulnerable' categories, i.e. also had SEN needs and although many made 'expected progress' they did not make the accelerated progress to achieve ARE and therefore less likely to 'close the gap'.

Coronavirus: flexibility in reporting requirements

The DfE understands that due to coronavirus and school closures, it won't be possible for you to evaluate the impact of your pupil premium for all of the 2019/20 academic year.

Instead, they say you should monitor and report on the grant's impact at the end of the 2020/21 financial year. This report should cover the whole period between September 2019 and March 2021, but you can give most detail about the grant's use and impact for the period between September 2020 and March 2021. (Note that if you want, you can include any changes you made to your pupil premium spending due to coronavirus.)