**Pupil premium strategy statement (primary) including a Review of Funding 2019-2020**

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| 1. **Summary information** | | | | | |
| **School** | Arden Forest Infant | | | | |
| **Academic Year** | 2020-21 | **Total PP budget** | £42 725 | **Date of most recent PP Review** | 11.10.19 external  31.10.20 |
| **Total number of pupils** | ~~171~~ 167 | **Number of pupils eligible for PP** | 42 (25%) | **Date for next internal review of this strategy** | 01.03.21 (inc period Sept 20 – March 21) |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard or above in reading, writing and maths** | Baseline  KS1 47%  42.5% (20-21) | KS1 65%  82% (2020-2021) |
| **% making expected progress in reading** | 97% (Aut 19 – Spr 20)  89% (2020-2021) | 75% (78% Non PP / 75% all)  87% (2020-2021) |
| **% making expected progress in writing** | 94% (Aut 19 – Spr 20)  87% (2020-2021) | 64% (73% Non PP / 70% all)  84% (2020-2021) |
| **% making expected progress in maths** | 97% (Aut 19 – Spr 20)  98% (2020-2021) | 79% (79% Non PP / 76% all)  84% (2020-2021) |
| **% achieving expected standard or above in EYFS (GLD)** | Baseline EYFS 25%  41% (2020-2021) | EYFS 57%  68% (2020-2021) |

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| 1. **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)* | | | | |
|  | | Writing attainment and progress (not being school ready – more significant since Covid 19 and Summer Lockdown) | | |
|  | | Higher level of SEMH, including those with autism, attachment needs and disorders within the PP grouping | | |
| **C.** | | Transition for Service Children (both arriving and leaving) | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Attendance – separate occasions cumulating in lower than target percentages | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | 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. | | Majority (51%+) of PP children will make better than expected progress (accelerated progress) and 90% make expected progress. |
|  | 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. | | Large majority (65-79%) of children with emotional needs have been effectively supported to access Quality First Teaching most of the time (80%) |
|  | 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 | | 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. |
|  | 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. | | School target is 96.7% has been reached by all pupils and by a very large majority of PP children (96.7%+) |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2020-2021** | | | | |
| 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. | | | | | |
| 1. **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?** |
| *Context: Significant increase in numbers of PP children from previous year – now above national.*  PP children will access Quality First Teaching in all core and foundation subject areas.  PP children will be ready to learn and there will be consistent, positive engagement in class lessons. | CPD, Coaching and mentoring of new and established staff to   1. Use high-quality information about pupils current capabilities to select best steps for teaching 2. Teach pupils to use strategies for planning and monitoring their writing   Termly assessment input into tracking system and evaluation of progress.  Pupil progress meetings. | <https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/>  Assessment for Learning at the point of teaching will be utilised to adapt teaching accordingly. This will be more efficient and less time wasted.  Strategies for planning and monitoring writing, i.e. Modelling and structured support will boost confidence and develop skills to improve success and independence.  Any progress concerns are quickly identified and addressed through PPMs. | Teachers accessing high quality CPD, and reflect on the impact of this on their teaching through flipped monitoring (Inset days and Staff CPD sessions).  Teaching and Learning reviews  Termly assessment, tracking and pupil progress meetings. | all | Mid Year Review 08.03.21  PPMs – termly December 20, March 21 & July 21  ***Mid Year Review:***  This lockdown from 4th January – 8th March 2021. Typically, 32% of whole school are in this includes 33% of PP cohort and 40% of Service Children. Rest are at home accessing remote learning. Engagement is typically good in class and at home with the majority of PP chn (67% engaging more than 80% of the time) engaging in remote learning (Average 75% engagement).  ***End Year Review:***  *Progress for PP cohort was better than non PP in all areas of Rdg, Wtg and Maths. In KS1 there is consistency of engagement amongst PP cohort. In EYFS, those not making progress are in more than one category, eg SPP & SEN. Nevertheless, there is still a very small minority of PP children not closing the gap.* |
| **Total budgeted cost** | | | | | £16000 |
| 1. **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?** |
| *Context: Covid 19 has impacted significantly on children particularly SEMH where support has not already been provided or initiated.*  Children with SEMH, including those with attachment needs and disorders will have improved positive behaviour and be emotionally ready to learn. | School will implement and be an ‘Attachment and Trauma Aware School’ | 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. | Dedicated training time in the Summer Term 2020 by highly skilled coaches and complemented by expert coaching and mentoring. | SLT | July 2021  ***Mid Year Review:***  *PP Case studies from the Autumn term 2020 evidence positive changes in behaviour, learning attitudes, engagement in school, personal development.*  *Attachment & Trauma Training has been successful in implementation so far.*  ***End Year Review:***  *ACHIEVED*  *Att&Trauma training has been completed and the final half term enabled staff to apply and consolidate learning. This will be continued next year to ensure the ethos is fully embedded into everyday practise. However, we did see pupils with SEMH be emotionally more ready and demonstrate consistently good behaviour. Particularly in KS1 where pupils know staff better. Evidence in reduced behaviour incidents recorded on CPOMS.* |
|  | Dedicated support, including small group and 1:1 support | 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  <https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/> | Observations and reviews – checking for consistency and coherence (whole school as well as individually). | SLT & SENCO | Mid Year Review 08.03.21  PPMs – termly December 20, March 21 & July 21  ***Mid Year Review:***  *1:1 support for key individuals is happening in school through the online remote learning and where PP chn are in school.*  ***End Year Review:*** *ACHIEVED*  *1:1 support was implemented after the lockdown for those children with SEMH needs in both EYFS and KS1. Together with Phased Reintegration Plans, relationships were re established and behaviour management improved.* |
| *Context: Significant increase in numbers of SC children from previous year – (doubled)*  Service children will experience smooth (seamless) transition both arriving and leaving Arden Forest Infant school. | Weekly PSED support through ‘Little Heroes’ group with trained adult.  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. | ‘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.  This ensures children aren’t taught topics already familiar eg Ancient Egyptians and therefore curriculum remains engaging, relevant and interesting. | Dedicated weekly time for groups.  Dedicated time for transition – as needed. | HT with SN | Mid Year Review 08.03.21  PPMs – termly December 20, March 21 & July 21  ***Mid Year Review:***  50% service children have continued to attend school during this third lockdown and therefore are being well supported in engaging with learning and school work. Transition at present is smooth.  ***End Year Review:*** *ACHIEVED*  All SC pupils made progress in every area (except 1 ch in Wtg in Y1). Transition was smooth for those leaving school mid yr as Yr Gps provided appropriate support and understanding for individual needs. |
| **Total budgeted cost** | | | | | £20000 |
| 1. **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?** |
| *Context: Some parents/carers are anxious about Covid and this has impacted upon attendance as well as need for pupils to self-isolate because of possible symptoms.*  Strengthen attendance figures through improving systems and procedures that are more rigorous and challenge reasons behind non-attendance. | Dedicated person who leads on attendance; liaise with families and improve communication to remove attendance barriers. | With a dedicated person taking the lead and responsibility, with specific before and after school time (8.15 – 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. | Appointment of the ‘right person’ and then regular monthly meetings which analyse both whole school, but also PP children attendance. | HT initially then the new Learning Mentor | Mid Year Review 08.03.21  Monthly meetings with LM  ***Mid Year Review:***  *Most recent lockdown has meant that some PP children have not been attending although invited to attend. Challenge has been given including challenging Social Workers who have not backed school.*  ***End Year Review:*** *ACHIEVED*  Analysis shows that PP children’s attendance is broadly in line with Non PP attendance at the end of the school year. This is marginally below the target of 96.7% - as it was 95.45% Learning Mentor/Family Support Worker has continued to work and communicate with parents, including those who were identified as having a need eg Early Help. |
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| **Total budgeted cost** | | | | | £16000 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2019-2020** | | |
| 1. **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** |
| PP children will access Quality First Teaching in all core and foundation subject areas.  PP children will be ready to learn and there will be consistent, positive engagement in class lessons. | CPD, Coaching and mentoring of new and established staff to   1. Use high-quality information about pupils current capabilities to select best steps for teaching 2. Teach pupils to use strategies for planning and monitoring their writing   Termly assessment input into tracking system and evaluation of progress.  Pupil progress meetings. | Majority (51%+) of PP children will make better than expected progress (accelerated progress) and 90% make expected progress.***ACHIEVED***  ***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.)*  ***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*  *This did have impact for the PP children up until the end of the Spring Term, however as schools were closed to the vast majority of pupils from end of March until June ‘2020, progress was not sustained and this was not demonstratable for the whole year.* | We will continue this approach and include it in the 2020-2021 PP Premium Strategy as the school PP percentage has increased significantly and as of September 2020, are now above national.  See comment above: ***Mid Year Review:***  *PP Case studies from the Autumn term 2020 evidence positive changes in learning attitudes and engagement in school.*  ***End Year Review:*** *See comment above*  *Covid did disrupt continuity of learning despite the strong Remote learning that staff delivered ‘live’.*  *This approach needs to continue next year in order that we ensure that ALL PP children make progress.* | £12000 |
| 1. **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** |
| Children with SEMH, including those with attachment needs and disorders will have improved positive behaviour and be emotionally ready to learn. | School will implement and be an ‘Attachment and Trauma Aware School’ | Large majority (65-79%) of children with emotional needs have been effectively supported to access Quality First Teaching most of the time (80%) ***ACHIEVED***  ***Mid Year:***  *School has been accepted onto the next cohort for ‘Attachment and Trauma Aware’ training which is due to start September 2nd 2020.*  ***End School Year:***  *Due to Covid 19 – this did not start until September 2020, when training was delivered virtually to teachers, TAs, Governors and MDS.*  *Records of Visit from Task Group Chair and LA support evidenced in the Spring Term that the vast majority of children with emotional needs were accessing QFT most of the time.*  *One cohort had significant need around SEMH, all of which were PP, 75% were accessing QFT in the classroom most of the time by March 2020.*  *This did have impact for the PP children up until the end of the Spring Term, however as schools were closed to the vast majority of pupils from end of March until June ‘2020, transition back to school and being ‘emotionally ready’ was assessed as being unlikely for the large majority.* | We will continue this approach and include it in the 2020-2021 PP Premium Strategy as the more children with SEMH are attending, both because of new cohort specific needs, but also because of the impact of school closure and nationwide lockdown on children and their families.  See comment above: ***Mid Year Review:***  *PP Case studies from the Autumn term 2020 evidence positive changes in behaviour, learning attitudes, engagement in school, personal development.*  ***End Year Review:*** *See comment above* | NA |
|  | Dedicated support, including small group and 1:1 support | ***PARTIALLY ACHIEVED***  ***Mid Year:***  *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.*  ***End School Year:***  *Due to Covid 19 and school closures – dedicated support did not take place.*  *This did have impact for the PP children up until the end of the Spring Term, however as schools were closed to the vast majority of pupils from end of March until June ‘2020, progress was not sustained and this was not demonstratable for the whol* | We will continue this approach and include it in the 2020-2021 PP Premium Strategy as the school PP percentage has increased significantly and as of September 2020, are now above national and we need to ensure that this is fully embedded.  See comment above: ***Mid Year Review:***  *1:1 support for key individuals is happening in school through the online remote learning and where PP chn are in school, but alos this includes the interventions in the Autumn Term 2020.* | £15000 |
| Service children will experience smooth (seamless) transition both arriving and leaving Arden Forest Infant school. | Weekly PSED support through ‘Little Heroes’ group with trained adult.  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. | 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. *ACHIEVED*  ***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.*  ***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.*  *This intervention was both positive and had good impact on the SC children. It was a safe space in which children could be themselves and bond with each other; recognising that they shared similar feelings with each other because of their shared experiences.* | We will continue this approach and include it in the 2020-2021 PP Premium Strategy as the school Service Children population has increased significantly (doubled) and as of September 2020. However, because of ‘bubbles’ and Health and Safety restrictions – this will need to be three separate groups as opposed to one whole school group.  We will need one person to lead upon this so that there is some uniformity, purposeful support and joined up thinking behind the intervention.  More money will need to be assigned to this next year.  See comment above: ***Mid Year Review:***  *50% service children have continued to attend school during this third lockdown and therefore are being well supported in engaging with learning and school work. Transition at present is smooth.*  ***End Year Review:*** *See comment above* |  |
| 1. **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** |
| Strengthen attendance figures through improving systems and procedures that are more rigorous and challenge reasons behind non-attendance. | Dedicated person who leads on attendance; liaise with families and improve communication to remove attendance barriers. | School target is 96.7% has been reached by all pupils and by a very large majority of PP children (96.7%+)  ***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.*  ***End School Year:***  *An appointment was made for a temporary, part time 0.6 Learning Mentor. This position started in September 2020.* | We will continue this approach and include it in the 2020-2021 PP Premium Strategy as the school PP percentage has increased significantly and as of September 2020, are now above national.  We will also experience poorer attendance due to families who are more anxious about Covid and because of the need for pupils and families to self-isolate when symptoms are experienced.  Attendance data will need to be analysed, both whole school with and without the X (Covid) code.  See comment above: ***Mid Year Review:***  *Most recent lockdown has meant that some PP children have not been attending although invited to attend. Challenge has been given including challenging Social Workers who have not backed school.*  ***End Year Review:*** *See comment above* | £10000 |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  This PP Strategy document reflects the new academic school year 2020-2021, but due to the national lockdown from 23rd March 2020 – 22nd June 2020 for Reception and end July 2020 for Years One and Two, many of the targets have been achieved (or were on track) up to the point of school closure. As a result of this, many of the targets have continued into the new school year 2020-2021, especially in light of our increased PP and SC numbers and the need to fully embed the changes that were started.  Section 6 – Review of Expenditure, includes a review of 2019 – 2020 from September 2019 up until September 2020, with the inclusion of the lockdown period. This means that the last term of the school year for the Premium funding expenditure is incomplete. As a result of this, Section 6 will be continued to be used to monitor the grant’s impact at the end of the financial year as well as  **Coronavirus update: flexibility in pupil premium reporting requirements**  14 September: the DfE told us that due to coronavirus and school closures, it understands that you won't be able to evaluate the impact of your pupil premium for all of the 2019/20 academic year.  Instead, it says 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.)  You'll still need to write and publish your strategy statement that includes your plans for the 2020/21 academic year. |