

3 Year Pupil Premium Strategy Plan April 2021 – April 2024

Summary Information (Infant School)

Pupil Premium Strategy Plan

Current Pupil Information (2021 – 2022)

Total No. of Pupils	205	Total Pupil Premium Budget	£10,760
Number of Pupils Eligible for Pupil Premium	8	Amount of Pupil Premium Received Per Child	£1345

Strategy Statement

The impact of COVID has had a significant impact on the academic attainment of children as well as their mental health and wellbeing.

Pre COVID our strategy has primarily focused on academic interventions. These included First Class Maths, Talk Boost and Phonics. Pre and post assessment data for these interventions shows children making good progress.

Whilst we need to retain this we also recognise that more funding needs to be made in order to increase capacity within our pastoral team to provide 1-1 or small group support as well as for enrichment activities such as peripatetic music lessons.

We have also looked into the latest research and in particular the research around the London Effect. This research highlights the impact of:

- Parental expectations about the young person going to university (accounting for 27.1% of the overall London effect)
- Hours spent on homework (18% of the total effect)
- Academic self-belief (17.5%)
- Personal aspirations for Year 12 (7.8%)
- Parental attendance at parent-teacher evenings (5.5%)

We are therefore going to allocate some funds towards building closer links with families and to provide additional support e.g. translators at parent evenings and homework clubs.

We have reviewed this strategy and whilst we will continue with these interventions, we are now also going to focus on:

1. Raise attainment in phonics, reading, writing and maths.
2. Ensure all children have access to enrichment activities and have support with their mental health and wellbeing.
3. Improving parental engagement.

COHORT INFORMATION 2020-2021

Characteristics of Cohort	Number	Percentage
Boys	5	63%
Girls	3	37%
SEN (K)	1	13%
SEN (EHCP)	3	1.5%
EAL	5	2.4%
Ethnicity (Turkish)	1	13%
Ethnicity (White and Black Caribbean / Black Caribbean)	2	25%

Assessment Data

EYFS: Good Level of Development

	Pupil Eligible for PP	All Pupils	Nat Avg (PP v Non PP)	Data from Previous 3 Years		
Cohort	6 / 10%	54 / 90%	15% / 85%	2017/2018 (4)	2016/2017	2015/2016 (5)
2018/2019	2 / 33%	42 / 78%	57% / 74%	2 / 50%	/ 75%	2 / 40%

YEAR 1 PHONICS

	Pupil Eligible for PP	All Pupils	Nat Avg (PP v Non PP)	Data from Previous 3 Years		
Cohort	5	52	14% / 86%	2017/2018 (4)	2016/2017	2015/2016 (2)
Results	2 / 40%	46 / 89%	71% / 84%	3 / 75%	? / 75%	0 / 0%

KS1

	Pupil Eligible for PP	All Pupils	Nat Avg (PP v Non PP)	Data from Previous 3 Years		
Cohort	7 / 12%	53 / 88%	20% / 80%	2017/2018 (6)	2016/2017 (3)	2015/2016 (4)
R/W/W	4 / 57%	38 / 72%	50% / 69%	No Data	0 / 0%	0 / 0%
Reading	5 / 71%	41 / 77%	62% / 78%	3 / 50%	1 / 33%	1 / 25%
Writing	5 / 71%	38 / 72%	55% / 73%	3 / 50%	0 / 0%	1 / 25%
Maths	4 / 57%	44 / 83%	62% / 79%	4 / 67%	1 / 33%	1 / 25%

Attendance

	Pupil Eligible for PP	All Pupils	Nat Avg	Data from Previous 3 Years		
Cohort	7 / 12%	53 / 88%	15%/85%	2017/2018 (6)	2016/2017 (3)	2015/2016 (4)
2018/2019	92.8%		No Data	88.3%	92.4%	92.6%

Other Data

Look at:	Strengths	Areas to Further Develop
Assessment Data (During COVID Pandemic)	Assessment Data for reading, writing and maths from Aut 2020 shows that the children who were attaining at or above expectations are broadly similar to levels compared to pre COVID.	However assessment data for reading, writing and maths for children who were working below age expectations pre pandemic are now further behind and need significant support.
Behaviour Data	No marked concern for number of incidents reported.	<p>A significant number of children have additional SEN/EAL needs which can contribute to any behaviour needs/risk of disengagement.</p> <p>50% of SEN needs are speech and language.</p> <p>Building stronger partnership with parents.</p> <p>In-class targeting of social skills such as speaking and listening and being gentle.</p> <p>Universal provision to meet the co-occurring needs of these PP children (well-being, SEN, EAL).</p>
Safeguarding Referrals	Once referred to outside agencies, the interventions tend to decrease risk level in a time appropriate manner.	Getting to know families and their circumstances as well as families also being aware of support available and how to access it.

LONG TERM PLAN (2021 / 2024)

1. Raise attainment in phonics, reading, writing and maths.
2. Ensure all children have access to enrichment activities and have support with their mental health and wellbeing.
3. Improving parental engagement.

PRIORITY 1 To raise attainment in phonics, reading, writing and maths.

Member of staff responsible: Natasha Crabbe / Victoria Herringshaw / Tracey Baptiste

Objectives	Actions to be Taken	By whom	By when	Resources Needed	Progress Indicators	Success Criteria	Review
To raise standards in reading / writing through high quality teaching of phonics.	Introduce Sounds Write program through EYFS and KS1.	LP	Implement in Sep '20	Sounds Write Materials £5,625	All teachers receive 4 days of Sounds Write Training.	All children pass the year 1 phonics assessment and are on track within the daily supported reading program for their year group.	Summer 2021
	To employ a full time HLTA to replace a 0.6 position to increase capacity for interventions.	HT	Spring 2021	HLTA FTE 0.4 £11.500	Staff member is trained in Sounds Write. All children who are working behind age expectations have access to additional support.	All children receiving additional support are making accelerated progress and narrowing the gap with age expectations.	Summer 2022
To raise standards in maths.	Ensure member of support staff is training to deliver First Class Maths.	SENCo	?	First Class Maths Materials	Staff member is trained. All children who are working behind age expectations have access to additional support.	All children receiving additional support are making accelerated progress and narrowing the gap with age expectations.	Summer 2022
Total Budgeted Cost							£17250

PRIORITY 2 Ensure all children have access to enrichment activities and have support with their mental health and wellbeing.

Member of staff responsible: Wendy Fitt, Jonathan Smith

Objectives	Actions to be Taken	By whom	By when	Resources Needed	Progress Indicators	Success Criteria	Review
All children offered places on at least one after school club each term.	To identify interests of children and match them up with after school provision.	PM	Summer 2021	ASCs £5000	Interests of Pupil Premium children are identified and spaces offered.	All children attend at least one after school club.	
All children have access to emotional and social support.	Employ an additional learning mentor to increase capacity of our pastoral team.	HT / PM	Autumn 2021	Learning Mentor	Learning Mentor is in place. Additional social skills groups, mentoring support is in place. Reduced disruption in specific classes.	White slips	
Total Budgeted Cost							£5000

PRIORITY 3 To improve parental engagement.

Member of staff responsible: Jonathan Smith

Objectives	Actions to be Taken	By whom	By when	Resources Needed	Progress Indicators	Success Criteria	Review
To improve parents knowledge of the education system in England and school policies and procedures.	To create workshops involving children and their parents celebrating their cultural heritage and raising their aspirations.	HT	Sum '19	Time for workshops	Workshop timetable has been agreed. Attendance is good.	Excellent parent feedback about workshops. Improved attendance at structured conversations and parent evenings. Improved participation in home learning activities identified in structured conversations.	After workshops completed.
To build closer links with Turkish Community and Black Families network.	Identify individual/s who can be the link between communities and school. Recruit LM / EMA / FSW to work closely with our Turkish community and Black Families Community group.	HT	Aut 2021	Turkish Speaking TA Learning Mentor / EMA Staff Member	Turkish / BCRB Family Support worker / volunteer employed.	Parents from different community groups are playing a greater role in the school. Parents speak highly of community links and the impact they are having on communication and provision for their children.	Through new community groups.
To improve children's attendance so that it is in line with the whole school rate.	Create groups on Integris to be able to analyse attendance of key groups each half term.	HT/DS HT	Sum 2021 Sum 2021	N/A	Attendance records show paper trail for children whose attendance is a concern.	Attendance is in line with the whole school rate.	Termly

	HT to analyse attendance every Friday.						
To improve attendance and engagement levels for Turkish speaking families at parent evenings.	To employ a Turkish speaking interpreter for parent evenings.	HT	Sum 2021	Turkish speaking teaching assistant	Turkish speaking teaching assistant is employed.	100% attendance at parent evenings	Termly
To reinstate structured conversations (AfA) for focus children.	Identify 2 key children from all classes. Contact parents. Plan timetable and cover arrangements.	HT	Aut 2021	Cover for teachers £3200	Children identified Parents contacted. Timetable agreed.	100% attendance at structured conversation meetings. Parents provide positive feedback about meetings. Other indicators such as attendance at school, enrichment activities is high. There are improvements in areas of concern e.g. attendance, behaviour etc.	Each Term Structured Conversations Take Place
Total Budgeted Cost							£3200

Total Revenue from Pupil Premium Grant	£10,760
Total Cost	£25,450
Difference to come from main school grant	-£14,690

Review of Expenditure from Previous Year 2018/2019

In 2018/19 the pupil premium was used to (Costs relate to Financial Year):

Area of Spend	Total Allocation	Intended Outcomes	Actions	Impact
Academic				
First Class Maths intervention led by TA 3x PMs a week	£6,610	Improved learning outcomes in maths.	Train a teaching assistant in the program and timetable to deliver 3 times a week in the afternoons. Inclusion manager to track impact of program with pre and post assessments.	First Class Maths Intervention 100% of the 2 children in Year 1 who receive Pupil Premium who took part in this intervention made good progress in their Maths age. One is on watch and one still requires intervention to meet end of Key stage standards.
Deploy an HLTA to deliver phonics interventions.	£6,610	Improved learning outcomes in phonics.	Regular assessment of children.	Phonics Results 40% of 5 children who receive Pupil Premium met the expected standard. 0% of these children were meeting the expected standard before intervention.
Talk Boost intervention led by NN 3x PMs a week	£6,610	Improved speech and language learning outcomes Improved confidence for pupils in specified areas Learning tasks tailored to meet specific needs of children – closing gaps in understanding. Consolidation of learning completed in class – time for practise and application of skills	Train a nursery nurse in the program and timetable to deliver 3 times a week in the afternoons. Inclusion manager to track impact of program with pre and post assessments.	Talk Boost Intervention (Speech and Language Intervention) 100% of the 2 children receiving pupil premium who took part in Talk Boost made good progress.
Pastoral Support				

<p>Employ a Learning Mentor to develop children's personal, social and emotional wellbeing i.e. improved confidence, self-esteem, attitudes to learning.</p>	<p>£1563</p>	<p>To provide dedicated time and support (1:1 and group) to help build children's emotional development. To improve the self-esteem, social skills and behaviour of identified children leading to increased confidence and attainment in the classroom. Increased attendance and improved punctuality ensuring children are benefit from school provision.</p>	<p>Clear procedures for staff to refer children for support from pastoral team. Termly meetings between pastoral team, inclusion manager and deputy and head to review progress being made with children.</p>	<p>Attendance Pupil Premium Attendance was 92.8% which is up from 88.3% the previous year.</p>
<p>Enrichment Activities</p>				
<p>Funding for After School Provision so children have access to a wide range of enrichment activities.</p>	<p>£500</p>	<p>Social skills are developed through participation in a range of clubs provided by the school or external providers. Children enjoy the experience or being at school and are keen to come before / stay later to participate in chosen activities. Talent, skills and efforts in non-academic subjects are</p>	<p>Annual analysis of number of pupils who have taken part in clubs and whether they receive pupil premium funding. Staff to talk to children / parents about possible interests and available clubs.</p>	<p>ASC Participation There were 5 places being taken up by children receiving pupil premium funding throughout 2018-2019.</p>

		celebrated and develop self-confidence.		
Funding for Music Provision e.g. ASC and peripatetic provision which would otherwise be unobtainable.	£500	Children are able to pursue their interests and talents in music, broadening and enriching the curriculum.	Identify children who receive pupil premium funding and have a keen interest in music. Liaise with parents to organise appropriate provision. Support parents with registering with Haringey Music Services for peripatetic provision.	Music Provision 3 children in KS1 who were on the waiting list now having lessons in Autumn 2019