

Pupil premium strategy statement (primary) 2020-2021

1. Summary information					
School	Upminster Infant School				
Academic Year	2020/21	Total PP budget	£13 260	Date of most recent PP Review	July 2020
Total number of pupils	269	Number of pupils eligible for PP	9	Date for next internal review of this strategy	Dec 2020 April 2021 July 2021

2. Current attainment		
end of KS1 July 2019 (no 2020 data due to COVID-19)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average end of KS1)
% achieving in reading, writing and maths	33.3%	78.6%
% expected in reading	83.3%	84.5%
% expected in writing	66.7%	81%
% expected in maths	66.7%	89.3%

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.	Communication and language skills have been diminishing in a year on year analysis of EYFS on-entry profile assessment over the last five years (see data) and Pupil Premium children have to make additional progress to reach and exceed expected. These skills to support children's social skills and emotional development.
B.	Improvement of fine motor skills of pupil premium children and they are not being out-performed by non-pupil premium children.
C.	Improvement of reading including comprehension skills of pupil premium children and they are not being out-performed by non-pupil premium children.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Changing demography: Staff understanding the need for a vocabulary rich learning environment to support children starting school with speaking and listening skills significantly below expected.
E.	Engaging parents/carers to develop their understanding of the need for good attendance and punctuality at school.

4. Desired outcomes					
	<table border="1"> <thead> <tr> <th>Desired outcomes and how they will be measured</th> <th>Success criteria</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Desired outcomes and how they will be measured	Success criteria		
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A.	<p>That Speech and Language link identifies Pupil Premium pupils in Reception requiring targeted intervention. Children will engage in speech and language programmes to meet their individual needs. Through staff training, children to engage with the use of new vocabulary in different contexts Children will know the social skills needed to interact positively with peers and can be measured by the reduction of inappropriate choices being made. Children will show minimal anxiety and social communication difficulties.</p>	<ul style="list-style-type: none"> • Children will show ARE+ in attainment and progress. • Resources and training for speech and language link in place for individual children's needs. • Children to show consistent/ accelerated attainment and progress through termly data analysis. • Data at the end of EYFS shows differences in communication skills have diminished against 2018/19 (no data for 2019-2020 due to COVID-19). • EYFS provision for speaking, listening and vocabulary are judged as good or better through Trust audit. • Minimal cases of children being anxious or upset.
B.	<p>Pupil Premium children to perform at or above that non-pupil premium children at the end of KS1 in writing</p>	<ul style="list-style-type: none"> • Teaching staff to identify gaps in fine motor and support children to reach the expected standard in writing at the end of KS1. • Outcomes at end of KS1 for Pupil Premium pupils demonstrate accelerated progress and differences between Pupil Premium and national other have diminished. • Children in Year 2 will develop confidences and are able to write sustained pieces of work following the schools handwriting style. • Children in year 2 will develop a fluency in their handwriting
C.	<p>Pupil Premium children to perform at or above that non-pupil premium children at the end of KS1 in reading (data and conferencing).</p>	<ul style="list-style-type: none"> • Teaching staff to identify gaps in reading and support children to reach the expected standard at the end of KS1. • Outcomes at end of KS1 for Pupil Premium pupils demonstrate accelerated progress and differences between Pupil Premium and national other have diminished. • Children in Year 2 confidently using the accelerated reader program. • Children in year 2 will develop a joy for reading through engagement with accelerated reader resources
D.	<p>Increased attendance and punctuality rates for pupils. All pupils to be in school and engage with quality first teaching.</p>	<ul style="list-style-type: none"> • HSSW's to ensure positive and accountable impact on hard to reach families (data and surveys). • That Pupil Premium attendance and punctuality difference with other pupils diminishes. • That parents judge support of HSSW as good or better. • That Trust audit judges impact of HSSW as good or better.

5. Planned expenditure					
Academic year		2020/2021			
<p>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.</p>					
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>A. Improve communication – speech and language skills for targeted children.</p>	<p>All teaching staff are to provide a rich environment for promote communication skills.</p>	<p>This year children are starting school with poorer skills in communication and language due to missed opportunities due to Covid19 and the national lockdown – Early data</p>	<p>HOS will source high quality CPD for staff. Professional discussions and reviews within school alongside home school</p>	<p>HL/HR/EH</p>	<p>Termly</p>

<p>Improve early identification for children with speech and language difficulties. Improve use of resources and strategies for working individual/ groups of children.</p>	<p>Pupil Premium children perform at or above non-pupil premiums in communication and language skills.</p>	<p>demonstrates below national expectations for communication skills. Need to ensure pupil premium children are provided with a rich foundation of speaking to give them the best start to their learning journey. Sutton Trust and EEF research as well as school data shows that when children receive specialist support and high quality feedback, attainment improves.</p>	<p>communication provide a holistic approach to meet the child's needs.</p>		
<p>B. Improve Gross and Fine Motor skills for targeted children. Improve early identification for children with Fine and Gross Motor control. Improve use of resources and strategies for working individual/ groups of children.</p>	<p>All teaching staff are to provide a rich environment and enhanced activities to promote the development of small motor skills. Pupil Premium children perform at or above non-pupil premiums in communication and language skills.</p>	<p>This year children are starting school with poorer skills in gross and fine motor skills through missed opportunities due to Covid19 and the national lockdown – Early data demonstrates decrease fine and gross motor skills. Need to ensure pupil premium children are provided with a range of opportunities to develop gross and fine motor skills With support of pupils small motor skills they will increase in confidence and control</p>	<p>HOS will source high quality CPD for staff. Professional discussions and reviews within school alongside home school communication provide a holistic approach to meet the child's needs.</p>	HL/HR/EH	Termly
<p>C. Training for all staff to teach early stages of reading – phonics. Training for staff to use accelerated reader program.</p>	<p>All teaching staff are able to identify areas of need to ensure children progress in their reading. Pupil Premium children perform at or above non-pupil premiums in reading at the end of KS1 and end of EYFS. All staff to follow the school's phonic programme and deliver phonics with confidence.</p>	<p>Independent reading provides children with confidence and the vocabulary to improve their communication skills. All children are able to read CVC and high frequency words appropriate for their age in EYFS and Year 1.</p>	<p>Staff training sessions. Monitoring and support with reading.</p>	HL/EH/SW	Termly
<p>D. Consistent attendance rates for pupils eligible for pupil premium.</p>	<p>HOS/ Attendance Officer/ HSSW and EWO to monitor attendance and follow up on absences. First day calling. Attendance awards/ celebrated</p>	<p>Children encouraged to be at school every day to make the most progress. Children given opportunities to catch up on missed work – lunchtime club.</p>	<p>Daily attendance check between HOS and Attendance Officer. First day calling for absences. Monthly monitoring with EWO and absent letters sent to those below 90% with attendance printout.</p>	HL/FC/HB	Daily Monthly

Attendance Certificates £500 Phonics Training £1000					Total budgeted cost £1,500.00
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?
A. Children will engage in speech and language programmes tailored to their individual needs. Children will know the social skills needed to interact positively with peers and adults.	Speech link Language link SALT team TA interventions and support within class	Individual needs will be identified and staff will be able to target children with the support they need. Children will show an improvement in their speech and/or language skills. This will enable them to access the curriculum at a greater depth with an emphasis on accelerated progress in phonics.	Year R children to be screened in Autumn term 1. Year 1 children to be re-assessed in Autumn term 1 following 5 months out of school.	EH/HR/SW	Termly
B. Children to engage in tailored support programme Staff to provide enhanced provision through rich activities Staff can support children's progress in	Pegs to paper programme Daily dough disco in year 1 Teacher Assessment of pencil control Resources to support enhanced provision Half termly reading race	Children are confident to have a go with their mark making to early writing Regular writing activities to support development in classroom and in outside area to build confidence. Individual needs will be identified and staff will be able to target children with the support they need.	Monitoring in year groups by year group lead intervention Monitoring of pencil control and progress in all classes and pupils writing areas are inviting. Assessment lead to work with year group leads to accurately assess children and identify next steps.	HR/EH/SW Class Teachers	Daily Termly
C. Staff are able to teach early reading effectively and identify next steps of each child. Staff can support children's progress in reading by identifying individual needs.	Accelerated Reader program Benchmark Reading kit Phonics Assessments Reading incentives to be used Half termly reading achievement certificates	Children are confident to have a go with their reading. Regular reading at home to build confidence. Children to use phonic skills to decode words. Reading race displayed in class, promote reading at home.	Monitoring in year groups by year group lead of reading race, reading books being checked, reading areas are inviting. Assessment lead to work with year group leads to accurately assess children and identify next steps.	HL/HR/EH/ SW Class Teachers	Daily Termly

<p>TA Interventions £2,000 In class support by TA's £6,000 Resources £60</p>					<p>Total budgeted cost £8,060</p>
<p>iii. Other approaches</p>					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children will be able to participate in extracurricular physical activities.	Ensure children are able to participate fully in all areas of the curriculum both inside and outside the classroom. Offered a PE kit if needed.	All children should participate in PE, which is part of the National Curriculum. PE activities improve stamina and confidence.	Monitoring of PP children.	Class Teachers	When necessary
Pupil premium children will take part in extra-curricular activities.	All PP children's families will be offered financial support to enable their children to attend clubs and school visits.	Families who are entitled to PPF are often not able to support their children in attending extra-curricular activities.	PP children will be identified when applying to attend clubs. The school office will liaise with parents about payment.	TH Office Staff	When necessary
Families of PP children are supported with their children in the home.	SLT/ Emotional Wellbeing Practitioner are available and open to discussions around the home.	Families who are entitled to PPF often ask for support with their children and home – Early Help Referrals are offered and parent/ carers are supported in the application. Parenting and behaviour workshops offered to parents.	Weekly safeguarding meetings with DSL team.	DM/MM/AG	Weekly
<p>Educational Visits £3700 Staff Led Clubs – Dance/ Games £0 HSSW Groups and Interventions £0</p>					<p>Total budgeted cost £3700</p>
					£13 260