

Pupil premium strategy statement – Polehampton C. of E. Infant School

School overview

Metric	Data
School name	Polehampton CE Infant School
Pupils in school	171
Proportion of disadvantaged pupils	5.2%
Pupil premium allocation this academic year	£14,248 [based on census]
Academic year or years covered by statement	2019-2021
Publish date	30 September 2020
Review date	13 th October 2020 – Governor Meeting
Statement authorised by	Helen Ball
Interim Pupil premium lead	Sarah Combe
Governor lead	Sarah Tang

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Not published [COVID]
Writing	Not published [COVID]
Maths	Not published [COVID]

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Not published [COVID]
Achieving high standard at KS2	Not published [COVID]

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver new intervention schemes effectively (<i>Toe-by-toe; Read, Write, Inc.</i>) (++)EEF)
Priority 2	Engaging parents (improving engagement in school and attendance/punctuality) (+++ EEF) <ul style="list-style-type: none">- Attendance (access to technology inc. internet and parental support).- Huge variation in accessing Lockdown learning (access

	to technology, size of family, number of adults in the home) - Anxiety and/or other social, emotional and mental health needs.
Barriers to learning these priorities address	Lost Curriculum Coverage Less opportunity for blended remote learning.
Projected spending	£14,248

Teaching priorities for current academic year

Aim	Target	Target date
Reading	100% children achieve ARE	Sept 21
Writing	100% children achieve ARE	Sept 21
Mathematics	100% children achieve ARE	Sept 21
Year 1 Phonics	100% children achieve a Pass	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1 – check that all staff are aware of this data.

Measure	Activity
Priority 1	Provide relevant training to enable staff to provide excellent provision for children who are disadvantaged.
Priority 2	Provide high quality teaching resources for children who are disadvantaged.
Barriers to learning these priorities address	Missed curriculum coverage due to national lockdown Attendance Parental Engagement Social, emotional and behavioural impact from national lockdown
Projected spending	£1,150

Targeted academic support for current academic year

Measure	Activity
Priority 1	HLTA and PP Lead to provide small group and 1:1 tuition to facilitate children to effectively pre-teach and introduce new concepts. <i>Provision:</i> RWI 1:1 Phonics, Plus 1, Speech and Language,

	Writing and Maths Booster Groups.
Priority 2	Establish small group and 1:1 phonics and writing interventions for disadvantaged pupils behind ARE.
Barriers to learning these priorities address	Parental engagement (and overlearning during home learning) Complex SEND Complex Family Circumstances
Projected spending	£10, 348

Wider strategies for current academic year

Measure	Activity
Priority 1	Weekly Nurture Groups – Art Club, Creative Wellbeing and Mindfulness. Follow up and Check in's with disadvantaged pupils to express and manage their emotions and build effective self-regulation techniques.
Priority 2	High level of family support in the event of national or local lockdown/bubble isolation/household isolation. Ensure this is an ongoing conversation with parents who may find this a challenge due to their circumstances. Includes trips, uniform, clubs (<i>where appropriate</i>)
Barriers to learning these priorities address	Improving parent relationships, attendance and readiness to learn for the most disadvantaged pupils. COVID related uncertainty
Projected spending	£2, 750

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days. Curriculum Leaders to identify areas for improvement.
Targeted support	Ensuring enough time is given to HLTA and PP Lead to analyse areas of weakness and provided targeted support to children.	Regular meetings between HLTA and PP Lead to discuss challenges and concerns. Regular check ins with teachers to ensure that PP children are given resources that will enable them to achieve their targets. Careful Timetabling of Interventions.
Wider strategies	Engaging some families who need to	More frequent check ins with teacher.

	self-isolate due to COVID-19.	Children to be aware of specific strategies and tasks to enable them to achieve their targets. Engage with TKAT and EWO for regular advice.
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Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	<p><i>Difficult to assess with National Lockdown; lack of assessment and sporadic attendance pre-Lockdown.</i></p> <p>Progress in reading and writing improving but accelerating progress to close the attainment gap needs further thought.</p> <p><i>Consider greater focus on reading to develop vocabulary to subsequently impact on writing.</i></p> <p><i>Consider clarity over assessments and non-negotiables for ARE, per year group.</i></p>
Progress in Mathematics	<p><i>Difficult to assess with National Lockdown; lack of assessment and sporadic attendance pre-Lockdown.</i></p> <p>Progress in maths better than previous years; accelerating progress to close the attainment gap needs further thought.</p> <p><i>Implement Singapore Maths for greater mastery.</i></p>
Phonics	<p><i>Difficult to assess with National Lockdown; lack of assessment and sporadic attendance pre-Lockdown.</i></p> <p>Formal assessment of pupils in November 2020 will give us useful information</p>
Other	