

Pupil premium strategy statement

School overview 2020-2021

Metric	Data
School name	Paulton Infant School
Pupils in school	218
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£43, 040
Academic year or years covered by statement	2020-2023
Publish date	Dec 2020
Review date	July 2021
Statement authorised by	Julie Hogan
Pupil premium lead	Chloe Butcher
Governor lead	David Howson

Disadvantaged pupil progress scores for last academic year (2018 -2019 due to covid)

Measure	Score
Reading (KS1)	73% (National 62%)
Phonics (Year 1)	60% (National 71%)
Writing (KS1)	64% (National 55%)
Maths (KS1)	73% (National 62%)
EYFS GLD	43% (National 57%)

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS1 Estimated % to be reviewed through the year following COVID school closures	Reading = 65% Writing = 65% Maths = 70% Phonics = 71%
Achieving high standard at KS1 Estimated % based on 2019 outcomes but to be reviewed through the year following COVID school closures	Reading =40% Writing = 20% Maths = 20%
Achieving GLD at end of EYFS	50%
Meeting the Y1 phonics screening check	

Measure	Activity
Priority 1	Provide appropriate evidence based interventions in English and Maths for disadvantaged pupils to ensure they catch up following school closures
Priority 2	Develop high quality explicit teaching strategies through the use of evidence based professional development
Priority 3	Improving mental health wellbeing and readiness for learning for the most disadvantaged pupils.
Priority 4	Supporting children with accessing school activities and resources
Barriers to learning these priorities address	Children who are the most disadvantaged will have fallen the furthest behind due to school closures and will be less ready to learn on return to school
Projected spending	£ 43,040

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading Estimated % to be reviewed through the year following COVID school closures	62% ARE at end of KS1 (in line with 2019 national %)	July 2021
Progress in Writing Estimated % to be reviewed through the year following COVID school closures	55% ARE at end of KS1 (in line with 2019 national %)	July 2021
Progress in Mathematics Estimated % to be reviewed through the year following COVID school closures	62% ARE at end of KS1 (in line with 2019 national %)	July 2021
Phonics Estimated % to be reviewed through the year following COVID school closures	Y2 Target Autumn 2020 = 75% Y1 Target Summer 2021 = 75%	Dec 2020 July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Take active steps to ensure that the teaching of systematic synthetic phonics has the rigour, pace and rehearsal required to enable all children to confidently master early reading skills. Focus on the lowest 20%

Priority 2	Boost early oracy skills of children within EYFS
Priority 3	Support and structured modelling of writing
Priority 4	Embed mastery approaches in mathematics and across the curriculum
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Consistent delivery of and equal access to high quality teaching of phonics across the school 2. Strong, modelling, scaffolding and questioning will identify gaps in learning and enable teachers to provide explicit teaching for disadvantaged pupils. 3. Ensuring the needs of each year group are met within mixed aged classes. 4. Ensuring staff routinely use evidence-based, time framed, whole-class and small group teaching interventions where these are needed to secure expected progress.
Projected spending	£18,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Providing support and mentoring where needed within the school to key children
Priority 2	Provide additional support to deliver specific interventions across all year groups e.g. Nurture, Mentoring, ELSA
Priority 3	Provide subsidised support for activities that will enrich children's life experiences and engagement in the curriculum
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Improving mental health wellbeing and readiness for learning for the most disadvantaged pupils. 2. Improve attendance and participation for the most disadvantaged pupils. 3. Financial barriers preventing access to enrichment activities for the most disadvantaged pupils
Projected spending	£15,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given for subject leaders to monitor teaching learning and progress	Use of HLTA to provide release time

	Ensuring the whole team are available for training (CTs and TAs)	Use of inset days plus additional release from class for training. Release of phonics leads as needed to train in house and with English Hub
Targeted support	Ensure time is given for focus TA time for targeted support of all groups of our most disadvantaged children.	Ensuring we have enough capacity in the staff team to allow delivery of these interventions across all year groups/classes
Wider strategies	Engaging families with the highest needs and the hardest to reach.	Working closely with other agencies including use of PSA to provide support to address barriers from learning developing Leading on Early Help and signposting outreach support as appropriate

Review: 2020-2021's aims and outcomes

<p>Overarching aim</p> <p>Meeting expected standard at KS1</p> <p>Estimated % to be reviewed through the year following COVID school closures</p> <p>Based on in house moderated data</p>	
AIM	OUTCOME
<p>Progress in Reading</p> <p>Estimated % to be reviewed through the year following COVID school closures</p> <p>62% ARE at end of KS1 (in line with 2019 national %)</p> <p>This Year 2 cohort included 5 out of 8 who were also on the SEN register</p> <p>Actual outcome was 37% at ARE Progress 63% made expected/expected + progress</p>	<p>Across the Autumn term PP children were assessed using recovery materials on key skills such as phonics and maths to form a baseline for KS1. The majority of the PP cohort in this year were also in the weakest 20% of the class some having SEN needs.</p> <p>In Term 2 they were identified to be targeted as part of national tutoring programme with a focus on reading and phonics (64% of KS1 PP)</p> <p>A further 20% of the group were targeted through one to one support from teachers and HLTAs</p> <p>During Lockdown 3 (Jan 2021) these children were also targeted to be offered in school places. 51% of these children were in school full time and the remainder received targeted remote support. Those in school read with an adult daily.</p> <p>There was a notable improvement in children's willingness to have a go and resilience with reading and phonics. This was also evidenced in progress with phonics phases and in house phonics checking</p> <p>In T4 the school engaged with English Hub phonics training and this also had an impact on children's participation in whole class sessions.</p>

	<p>Intervention strategies were revised in line with English Hub recommendations and these children were targeted</p> <p>2021-2022 Next Steps:</p> <p>Review of school reading systems to ensure that this group is high profile and receive extra support within class working</p> <p>Tutoring provision to focus reading/phonics with emphasis on PP children</p> <p>New English lead(s) will be reviewing the recording and assessment of reading across the school</p>
<p>Progress in Writing Estimated % to be reviewed through the year following COVID school closures 55% ARE at end of KS1 (in line with 2019 national %)</p> <p>This Year 2 cohort included 5 out of 8 who were also on the SEN register = 63%</p> <p>Actual outcome was 37% at ARE</p> <p>Progress 88% made expected/expected + progress</p>	<p>Autumn term baseline and teacher assessment revealed that children were particularly weaker in writing independently.</p> <p>PP children received guided and individual support in most lessons.</p> <p>Teacher planning was focussed upon building key skills and independence (including the application of phonics into writing)</p> <p>During lockdown 3 Jan 2021 there were extra daily writing opportunities e.g. colourful semantics activities</p> <p>In April 2021 teacher reviewed provision in light of lockdown ending and whole school opening. Provision focussed on prioritising repetition of key skills for writing in order to support transition to the next year group</p> <p>2021-2022 Next Steps:</p> <p>Review of planning for writing by new English lead(s) and review of assessment tools</p> <p>Engage with Trust group offer for Y1 writing focus</p>
<p>Progress in Mathematics Estimated % to be reviewed through the year following COVID school closures 62% ARE at end of KS1 (in line with 2019 national %)</p> <p>This Year 2 cohort included 5 out of 8 who were also on the SEN register = 63%</p> <p>In house data at T6 63% of PP meeting ARE</p> <p>Progress 75% made expected/expected + progress</p>	<p>Due to Lockdown and covid restrictions home learning had led to a reliance upon WRM which were supporting parents well at home but were not always conducive to deeper teaching from teachers</p> <p>After the March revision of the NCETM Ready to Progress criteria the KS1 curriculum for Terms 5 – 6 focussed upon prioritisation of key concepts to support children with number concepts</p> <p>In EYFS the Early Adopter curriculum supported children to build strong foundations for Y1. However, this has yet to be embedded. EYFS T6 data: 55% at typical outcomes for both Number and Numerical patterns</p> <p>In house data at T6 63% of PP meeting ARE</p> <p>2021-2022 Next Steps:</p> <p>Maths lead to deliver mastery CPD (in house TRG) every term (six sessions).</p> <p>School to engage with the NCETM Mastering Number Programme to be represented by teachers in EYFS/ Year 1 and Year 2. Identify strategies and CPD opportunities in class then cascade to other class teachers.</p> <p>Maths lead to closely monitor teaching and progress, identifying gaps in learning and supporting those teachers that need support. Maths Lead to deliver TA training to help support teaching in class.</p>

<p>Phonics</p> <p>Estimated % to be reviewed through the year following COVID school closures</p> <p>Y2 Target Autumn 2020 = 75%</p> <p>Y1 Target Summer 2021 = 75%</p> <p>The Year 2 cohort included 5 out of 8 who were also on the SEN register</p> <p>The Year 1 cohort included 10 out of 15 also on the SEN register</p>	<p>Despite the educational disruption caused by the first Coronavirus national lockdown, 74% of Y2 pupils met the phonics screening threshold when they were assessed in November 2020. 44% (4 out of 9) PP entitled children met the threshold.</p> <p>Using a past paper in July 2021:</p> <p>The combined Y2 phonics check was 92.7%</p> <p>2 out of 4 PP retakes passed the check at this time (50%)</p> <p>Whilst many pupils made expected progress as a result of the phonics teaching they received, the attention devoted to the most vulnerable learners is not yet robust enough.</p> <p>2021-2022 Next Steps:</p> <p>Embed structure of phonics sessions as advised by English Hub (Also including the phonics intervention strategies)</p> <p>Focus additional interventions on PPG children and lowest 20% As part of NTP provision included focus on phonics</p> <p>Investigate phonics schemes for the year 2022 - 2023</p>
<p>Achieving GLD at end of EYFS</p> <p>50%</p> <p>Whole cohort GLD = 55%</p> <p>PPG chn GLD = 18%</p> <p>This included 10 out of 11 PPG chn also on SEN register</p>	<p>The school was an Early Adopter school for new EYFS curriculum during 2020-2021. The team focus was on using this new curriculum and adapting to changes. There are some good outcomes in individual strands such as within:</p> <p><i>communication and language</i></p> <ul style="list-style-type: none"> - Listening attention and understanding 64% at typical - Speaking 64% at typical <p><i>Physical development</i></p> <ul style="list-style-type: none"> - Gross motor skills 92% at typical <p>2021-2022 Next Steps:</p> <ul style="list-style-type: none"> • GLD Gap between non PPG and PPG was significant last year; whole school performance management target will be around reducing the gap in attainment. Careful Baseline assessment will identify areas of need and implement interventions such as Talkboost, Phonics precision teaching where necessary.
<p>Further next steps:</p>	
<ul style="list-style-type: none"> • To reduce gap in attainment between PPG and Non PPG, school to evaluate possibility of Rising Stars Assessment papers and SHINE interventions to address gaps in learning. • To work with TPT PPG Working Group creating an action plan that meets Government requirements. • 	