



## Pupil Premium – Strategy Statement 2020-21



The government continues to provide funding targeted at addressing underlying inequalities and aiming to tackle the disadvantages that some children experience in life. As a school we use the money carefully to ensure that our vulnerable children achieved the best support possible. Our OFSTED inspection in June 2016 stated that, *'Pupil premium funding is used effectively to enable disadvantaged pupils to make good progress from their starting points. Clear and specific planning for the use of the funding is focused on narrowing gaps.'*

Our end of Key Stage assessment information for 2019 demonstrates that the school continues to close the attainment gap by the end of Year 2. There was no end of key stage data for 2020 due to Covid-19 and the cancellation of statutory assessment.

SCHOOL Crest Infant & Nursery School					
<b>ACADEMIC YEAR</b>	2020 - 2021	<b>TOTAL PP BUDGET</b>	<b>£47,075</b>	<b>Date of Most Recent PP Review</b>	July 2020
<b>Total Number of Pupils</b>	206 (Including Nursery)	<b>Number of Pupils Eligible for PP</b>	67 (66 x YR,Y1,Y2) (1 x EY PP Nursery) 33%	<b>Dates of Next Internal Review of this Strategy</b>	November 2020, January 2021, March 2021, May 2021  <b>July 2021</b>

### Barriers to Future Attainment (Current Year groups and whole school)

In school barriers as identified for 2020 -2021	
YR (14)	The % of PP pupils attaining the Early Learning Goal for reading and writing at the end of Reception was lower than 'other' pupils nationally in 2019.
Y1(31)	Emotional development is a key area for development for this cohort of children.
Y2 (22)	Maths was an area where PP children achieved a lower percentage than non PP children and this will become a focus area for development. PP children were below non PP children for R/W/M at AARE.
Whole School A.	Higher achieving children entitled to pupil premium often make less progress than other higher ability pupils across Key Stage 1.
Whole School B.	There are a number of children who are eligible for PP funding who have specific SEN needs
Whole School C.	There are not yet enough children who are eligible for PP funding who attain the standard in writing at the end of KS1.

External Barriers	
D.	Parental engagement, including capacity to support learning, of the majority of parents of pupil premium children is low.
E.	Attendance rates, persistent absence and punctuality of children entitled to Pupil Premium is poorer than that of non-pupil premium, reducing their hours in school and causes them to fall behind on average.

OUTCOMES		
	Desired Outcomes and how they will be measured	Success Criteria
YR	<ol style="list-style-type: none"> <li>Develop confident behaviours for learning and emotional resilience <ul style="list-style-type: none"> <li>Character education survey</li> <li>Development Matters assessments/observations</li> </ul> </li> <li>Improved expressive and receptive language <ul style="list-style-type: none"> <li>Development matters assessments</li> <li>Speech and Language link assessments</li> <li>Increased local authority speech and language service</li> </ul> </li> <li>Quality first teaching and targeted interventions as required <ul style="list-style-type: none"> <li>Staff training and updates as required</li> <li>English leader monitors the consistency of approach for teaching writing</li> </ul> </li> </ol>	The percentage of pupil premium pupils attaining the Early Learning Goal in reading and writing increases from the previous year so that these children exceed expectations as a result of making rapid progress.
Y1	<p>Children to be emotionally ready to engage with the curriculum at their level and be emotionally resilient.</p> <ul style="list-style-type: none"> <li>Character education survey</li> <li>Curriculum assessments/observations</li> <li>Staff training and updates as required</li> <li>Character education lead to implement new resources as appropriate</li> </ul>	Children will be resilient to change and engage in learning, understanding that mistakes are part of the learning journey. Children will engage with the curriculum and make a minimum of expected progress at their levels.
Y2	<ol style="list-style-type: none"> <li>Timely and effective interventions ensure PP children make progress in line with or better than non-PP children <ul style="list-style-type: none"> <li>Pupils' work</li> <li>Progress and attainment records</li> <li>Feedback is given daily (either written or verbal)</li> </ul> </li> </ol>	Children in receipt of PP funding make expected or better progress to close the gap with their non-PP peers.

	<ul style="list-style-type: none"> <li>• Effective deployment of LSA support</li> </ul> <p>2. Quality first teaching and targeted interventions as required</p>	
A.	<p>More able PP children are supported through targeted intervention programmes and quality first teaching.</p> <ul style="list-style-type: none"> <li>• Assessment data (tracking of this sub-group)</li> <li>• Daily feedback for improvement (pupils' work) via school feedback policy</li> <li>• Character traits e.g. resilience, perseverance and high aspirations for themselves</li> </ul>	An increased number of PP children reach the enriching/greater depth standards.
B.	<p>Children who have a specific learning or SEMH need will have strategies in place to enable them to make good progress.</p> <ul style="list-style-type: none"> <li>• Provision mapping used and monitored by inclusions manager</li> <li>• Data assessments every 2 terms and analysed as part of pupil progress meetings with teachers and SLT</li> <li>• Quality first teaching in place as well as bespoke strategies in place with support from outside agencies</li> <li>• Use of ELSA trained staff as required</li> </ul>	Children who are performing below the expected standards make good progress as outlined in the Boxall system or school assessment systems.
C.	<p>Increase the percentage of PP eligible children attaining the expected standard in writing at the end of the key stage 1.</p> <ul style="list-style-type: none"> <li>• Provision mapping used and monitored by inclusions manager</li> <li>• Data assessments every 2 terms and analysed as part of pupil progress meetings with teachers and SLT</li> <li>• Quality first teaching in place</li> </ul>	The difference between attainment in writing between PP and Non PP children is reduced if not diminished so that the gap is negligible.
D.	<p>Engagement, and capacity to support learning, of majority of parents of pupil premium children is low</p> <ul style="list-style-type: none"> <li>• HSSW records</li> <li>• Family intervention programmes</li> <li>• Parent Consultation forms</li> <li>• Targeted support</li> <li>• Use of ELSA trained staff</li> </ul>	<p>Parents feel comfortable to come into the school environment. Parents are better equipped to support their children in school. Support learning initiatives at school in the home through the school forum, HSSW, class teacher and SLT</p> <p>Raised parental aspirations for their children.</p>

E.	<p>Increase the attendance rates, persistent absence and punctuality of all children in receipt of Pupil Premium funding.</p> <p>Outcomes of attendance initiatives</p> <ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Outcomes of meetings with focus families - Early Help / ChiN/CP</li> <li>• Attendance advisor (LA) meetings with staff and parents</li> <li>• Targeted parental support</li> </ul>	<p>Attendance for disadvantaged children increases to 95+%</p> <p>The number of unauthorised absences for disadvantaged children decreases</p> <p>In-school gap between non-disadvantaged / disadvantaged closes</p> <p>Reduce the number of persistent absentees among pupils eligible for PP so that it is in line with 'other' pupils.</p>
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Academic Year 2020 - 2021			
Desired Outcomes	Actions	Evidence & Rationale	Cost
<p>Quality First Teaching will be accessible for all children in all year groups</p> <p>The number of PP children reaching the enriching standard in Reception and Year One, and greater depth in Year Two, will maintain or increase from 2019 due to Covid repercussions</p>	<p><b>Pupil Premium Leader:</b></p> <ul style="list-style-type: none"> <li>• action strategy to ensure all staff members are clear about the actions needed to improve outcomes for PP children</li> </ul> <p><b>Leadership team to:</b></p> <ul style="list-style-type: none"> <li>• continue to work with local schools to champion achievement for all and identify outstanding practice</li> <li>• continue to work with local schools to inform transition and ensure quality of standards are maintained</li> <li>• to ensure high quality staff training which</li> </ul>	<p>Evidence from EEF and Sutton Trust materials indicates that the most effective teams share a commitment to the values and aims of the organisation.</p> <p>In the most effective teams all stakeholders understand their role within the organisation and are held accountable for this.</p>	<p>Proportion of HLTA/LSA support for intervention <b>£27,900</b></p>

	<p>focusses on achievement for all</p> <ul style="list-style-type: none"> <li>• High quality, robust Appraisal and Performance management systems</li> <li>• Value staff health and well-being</li> </ul> <p><b>Whole staff involvement in:</b></p> <ul style="list-style-type: none"> <li>• setting and evaluating the School Improvement Plan which includes roles and responsibilities</li> <li>• appraisal and PM targets linked specifically to diminishing the difference for children eligible for PP.</li> </ul>		
<p>To raise pupil (and parent) self- esteem, confidence and engagement in order to equip them with strategies to improve life skills and academic learning</p>	<p>Therapeutic work / nurture activities for identified individuals/families.</p> <p>Additional teaching and precision teaching</p> <p>To embed the Incredible Years Parenting programme</p> <p>To continue the ethos of the school through the vehicle of Character education to parents and carers</p>	<p>Tracking of 'soft data' through 'before and after survey' for individual pupils/families.</p> <p>Tracking of academic data for impact of intervention on learning over time.</p> <p>Tracking of soft data via the term one and term six character education surveys.</p>	<p><b>£2225</b> (part cost of staff for Bright Start morning club)</p> <p><b>£9400</b> (part cost of HSSW, family and individual intervention programmes)</p> <p><b>£700</b> release time for character education lead</p>

<p>Extra-curricular activities to run alongside inspirational experiences to inspire and motivate where Covid-19 restrictions allow.</p>	<p>'Forest' school equipment and other equipment supplied (e.g. PE kits) for those who do not bring their own kit.</p> <p>Funding is used to provide spaces at external provision (e.g. 'Bright Start Club')</p> <p>Funding for local curriculum opportunities</p> <p>The school has a part-time Home School Support Worker who monitors attendance of this group and also undertakes family and therapeutic interventions</p> <p>Attendance of PP children at extra-curricular activities</p> <p>Holiday sports club paid for for PP children</p>	<p>Rich and creative learning environments which are conducive to learning</p> <p>All children will be able to experience a rich as well as broad and balanced curriculum which is taught by by well trained and inspirational staff</p> <p>Vulnerable children are able to access external activities, including educational visits, irrespective of means.</p> <p>HSSW supports vulnerable families to access educational provision effectively.</p> <p><i>Monitoring of implementation and impact during lesson obs, pupil discussions, vocab assessments / tracking</i></p>	<p><b>£3200</b> (Bright Start provision costs)</p> <p>£20 subsidy per child for educational visits <b>£1320</b></p> <p>Additional equipment fund <b>£1000</b></p> <p>Sports club costs <b>£800</b></p>
<p>The specific needs of the children eligible for PP funding are met</p>	<p>Support for complex PP families and pupils to reduce the impact of low self-esteem and well-being.</p> <p>Additional TA nurture support in class via the ELSA training programme.</p> <p>Continued training for staff in managing children with SEMH needs.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils can be effective.</p> <p>When necessary or appropriate we work with families to address particular concerns or issues.</p> <p>Supervision Termly Pupil Progress meetings</p> <p>Improved well-being and understanding of self for PP children – soft data collection – monitoring walks, attendance, attitudes to learning</p>	<p><b>Costed above</b> (HSSW/Pastoral team interventions)</p>

	<p>Use of character education vehicle to embed virtues and values</p> <p>Employ the services of outside agencies to enhance the learning opportunities and strategies for children with specific needs.</p>	<p>Some children who are eligible for PP funding have specific needs that must be addressed and met.</p> <p>We want to ensure that these children's needs are met through teaching strategies that are specific to their needs.</p>	
<p>Increased attendance rates so that it is in line with national averages</p> <p>Reduce the number of persistent absentees among pupils eligible for PP so that it is in line with 'other' pupils</p>	<p>Follow the LA attendance programme to improve attendance for all.</p> <p>First day response provision.</p> <p>Regular attendance meetings to be held (KS/LC/AL) and targeted families identified.</p> <p>Reward system for improving and good attendance.</p> <p>Support from HSSW</p> <p>Ensure school is a safe productive environment that children are keen to attend and engage with.</p>	<p>Children attend school regularly to support their academic progress and also their social understanding of the world. We can't improve attainment for children if they aren't actually attending school.</p> <p>PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p><i>Attendance tracking shows the gap is narrowing</i></p>	<p><b>£350</b> (rewards)</p> <p>Additional AAP hours to support <b>£350</b></p> <p><b>Costed above</b></p>
			<p><b>TOTAL</b> <b>£47,245</b></p>