



Emmbrook Infant School Pupil Premium Strategy Statement 2020-2021

At Emmbrook Infant School we have a clear philosophy that our children will achieve personally, socially and academically to become life-long learners. So not only do we support the academic learning but we also provide our children with opportunities they may not always have access to. We fund visits to places of interest to give our children a range of experiences. To support their academic learning, early support strategies for those who need additional help with reading, writing or mathematics have been funded through the Pupil Premium Grant. We also use grant to ensure our children make at least good progress from their starting points, in literacy and mathematics, with classroom support if appropriate.

'Provision for disadvantaged pupils is highly effective. Leaders know these pupils very well and have a deep understanding of their barriers to learning. They champion pupils' needs successfully, ensuring that they do not get forgotten. As a result of the specific help they receive, disadvantaged pupils make very good progress over time. They achieve very well in relation to all pupils nationally.' Ofsted January 2019

Measuring Impact: We will use both internal and external data to measure the impact of the Pupil Premium Grant on our pupils' learning. We will review the effectiveness of the interventions we are using and adapt them to meet need when and where required. At the end of the school year we will publish all our data focusing not only on the attainment of our pupils in reading, writing and maths, but also on how effective we have been in closing the gap for all learners. We believe that the enrichment activities we provide through the PPG will help our children become increasingly confident in all aspects of their learning and development. Over the last 6 years we have significantly closed the gap for our Pupil Premium pupils who have outperformed all children nationally. For the academic year 2020-21, staff training will focus on high expectations and achieving the Greater Depth Standard for at least 30% of our cohort, targeting PP pupils wherever appropriate, and we will do this to ensure our most able PPG pupils make rapid progress and achieve the highest outcomes. Use of the Pupil Premium Grant is fluid as pupil needs change throughout the year. The numbers indicated below are indicative and as such are subject to change.

TEAM

Together Everyone Achieves More

1. Summary information					
Academic Year	2020-21	Total PP budget	£16,140	Date of most recent PP Review	July 20
Total number of pupils	183	Number of pupils eligible for PP	13	Dates for next internal reviews of this strategy	Nov 20, Mar 21, Jul 21

2. Current attainment 2020- None available due to Covid 19 so the 2019 data has been left in for reference.		
*data when HI pupil removed	<i>PPG 2019</i>	<i>National Non PPG 2019</i>
KS1- 4 pupils sat the end of Key Stage 1 assessments.		
% achieving KS1 age related expectation or above in reading, writing & maths (or equivalent)	100%	-
% achieving KS1 age related expectation or above in reading	100%	75%
% achieving KS1 age related expectation or above in writing	100%	69%
% achieving KS1 age related expectation or above in maths	100%	76%
% achieving KS1 Greater Depth Standard in reading	50%	25%
% achieving KS1 Greater Depth Standard in writing	50%	15%
% achieving KS1 Greater Depth Standard in maths	50%	22%
% making expected progress from the end of Foundation Stage in reading	100%	N/A
% making expected progress from the end of Foundation Stage in writing	100%	N/A
% making expected progress from the end of Foundation Stage in maths	100%	N/A
% making rapid progress from the end of Foundation Stage in reading	25%	N/A
% making rapid progress from the end of Foundation Stage in writing	50%	N/A
% making rapid progress from the end of Foundation Stage in maths	25%	N/A

Year 1- 6 pupils sat Year 1 assessments		
% achieving Year 1 age related expectation or above in reading	83%	N/A
% achieving Year 1 age related expectation or above in writing	67%	N/A
% achieving Year 1 age related expectation or above in maths	83%	N/A
% achieving Year 1 Phonics screening check	80% (100%)*	82%
EYFS-2 pupils were assessed against the Early Learning Goals in EYFS		
% achieving the Early Learning Goal or above in reading in EYFS	77%	76%
% achieving the Early Learning Goal or above in writing in EYFS	87%	74%
% achieving the Early Learning Goal or above in maths in EYFS	87%	79%
% achieving the Good Level of Development in EYFS	83%	71%
In-school barriers		
A.	Speech and language difficulties	
B.	Challenging behaviour	
C.	English as an additional language	
External barriers		
D.	Poor punctuality	
E.	Not reading regularly at home	
F.	Parental engagement with school events (e.g. parents' evenings)	
G.	Poor parental literacy skills	
H.	Child protection / Looked After status	
I.	Lack of necessary school equipment every day	
J.	Lack of parental aspirations	
K.	High level of special educational need	

3. Desired outcomes	
A.	At least good progress from starting points for all children
B.	All children to meet age related expectation in reading, writing and maths
C.	Readiness for Key stage 2 transition.
D.	Regular reading at home
E.	Regular attendance at extra-curricular clubs
F.	Parental engagement at all relevant school events
G.	Daily school readiness for every child (necessary daily equipment, breakfast etc)
H.	100% attendance at Structured conversations from all parents/carers

4. Planned expenditure					
Academic year 2020-21	£16,140 13 pupils (1 Armed Forces) Year 2= 3 Year 1 = 5 FS2= 5				
Quality of teaching for all					
Desired outcome 1	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented?	Staff lead	When will you review
At least good progress from FS2.	Targeted TA support in maths and Literacy	Smaller working groups lead to better outcomes for PPG pupils. Targeted focus on learning gaps.	Termly pupil progress meetings attended by all staff. Targeted Data tracking	CG	Nov 20, Mar 21, Jul 21
Meeting at least age-related expectations in reading, writing and maths	Individualised learning programmes/ home learning where appropriate	To ensure PP pupils do not regress during the holidays. Targeted h/w when needed	Termly pupil progress meetings. Data tracking PPG meetings	JW	Half-termly

	Targeted Maths and Reading x 2 week- bespoke to weekly gaps in learning	To ensure all concepts are embedded and the pupils are next stage ready.	Termly pupil progress meetings attended by all staff	CG HP	Nov 20, Mar 21, Jul 21
	Participation in SLA EYFS action research- Talking Stories.	Proven to increase and improve vocabulary choices for all pupils	EYFS lead will attend training and implement with whole EYFS team	GM	Nov 20, Mar 21, Jul 21
	Targeted 'catch- up' to fill gaps created during lockdown	Disadvantaged children were adversely affected by Covid 19 and lockdown, and gaps need to be quickly identified and filled	EYFS teachers will identify gaps and plan support and intervention as needed	GM, SE	Nov 20, Mar 21, Jul 21
Desired outcome 2	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?
All pupils are school ready emotionally, socially and personally.	Individual PP Champion who meets and greets every day, feeds back to class teacher and liaises with parents. Termly pupil conferencing highlights any worries or concerns	Children will not learn if they are not emotionally ready at the start of the day, including feeling included by having all the necessary equipment.	PP lead to monitor PP team meetings PP Champion termly report	JW/CG	Half-termly
Total budgeted cost					£9000
FS2 PPG Champion					
Desired outcome 3	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?

FS2 pupils are school ready with all equipment they need on a daily basis.	Book bags organised and checked daily. Daily contact with parents. Equipment checks to ensure PE kit is returned every Monday.	Children will not learn if they are not emotionally ready at the start of the day, including feeling included by having all the necessary equipment.	Pupil Premium termly team meeting	GM	Nov 20, Mar 21, Jul 21
FS2 pupils are next stage ready for KS1	Social and emotional skills development to ensure engagement with learning.	To ensure they are ready for KS1, all children need to have the necessary social skills and emotional literacy skills.	Pupil Premium termly team meeting	GM	Nov 20, Mar 21, Jul 21
Total budgeted cost					£2000
Funding through termly Structured conversations to develop and sustain strong home partnerships					
Desired outcome 4	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?
Greater parental engagement at school events and higher parental aspirations	Termly structured conversations with parents, class teacher and PPG Champion.	When parents are engaged with their child's learning and have high aspirations, evidence dictates that pupils achieve well.	Termly review meetings – to assess whether targets have been achieved.	JW CT	Termly
Total budgeted cost					£2350
Funding of a dedicated PPG reading champion					
Desired outcome 5	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?

Children make at least expected progress achieving at least the expected standard in reading.	1:1 reading x 3 week 1:1 comprehension x 3 week	Reading and being literate is the key to success in all subjects	PPG Champion to monitor and track progress. PPG termly team meetings	JW	Nov 20, Mar 21, Jul 21
Children develop a love of reading and read widely.		Evidence dictates that pupils who read widely and have a love of reading achieve well at the end of KS4.			
Total budgeted cost					£2165
Funding for enrichment and inclusion					
Desired outcome 6	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?
Children have a greater sense of belonging to school community leading to greater engagement with their learning	Fully funded extra-curricular clubs-1:1 support when needed	A greater sense of inclusion generates a greater desire to follow school rules and ethos leading to greater outcomes.	Clubs manager to monitor attendance and sign up.	BH JB	Termly
	Free school uniform		Bursar to budget for.		
	Fully funded school educational trips x 2 year		Bursar to budget for. Annual PPG survey.		
Total Budgeted cost					£1000
					TOTAL: £16515

5. Previous expenditure			
Academic year 2019-20	£15,400 11 pupils (1 Looked After children, 1 Armed Forces)		
Desired outcome 1	Chosen action / approach	Estimated impact	Cost
<ul style="list-style-type: none"> ➤ At least expected progress from FS2 in reading, writing and maths. ➤ Meeting age-related expectations in reading, writing and maths 	<p>Targeted TA support in maths and Literacy</p> <p>Bespoke Catch-Up Maths and Reading x 2 week</p>	We were expecting all pupils to make at least expected progress from their starting points and to achieve age-related expectation (except 1 HI pupil) before we went into lockdown.	£7000
Desired outcome 2	Chosen action / approach	Estimated impact	Cost
<ul style="list-style-type: none"> ➤ Greater parental engagement at school events and higher aspirations 	Termly structured conversations with parents, class teacher and PPG Champion	Attendance at structured conversations was 100% with parents and carers engaging in set targets before lockdown.	£2350
Desired outcome 3	Chosen action / approach	Estimated impact	Cost
<ul style="list-style-type: none"> ➤ Children make at least expected progress achieving at least the expected standard in reading. ➤ Children develop a love of reading and read widely. 	<p>1:1 reading x 3 week</p> <p>1:1 comprehension x 3 week</p>	We were expecting all pupils to make at least expected progress from their starting points and to achieve age-related expectation (except 1 HI pupil) before we went into lockdown. Children were reading often and widely and could talk about book choice and authors prior to lockdown.	£2165
Desired outcome 4	Chosen action / approach	Estimated impact	Cost

<ul style="list-style-type: none"> ➤ FS2 pupils are school ready with all equipment they need on a daily basis. ➤ FS2 pupils are next stage ready for KS1 	<p>Book bags organised and checked daily.</p> <p>Daily contact with parents.</p> <p>Social and emotional skills development to ensure engagement with learning.</p>	<p>FS2 pupils were all expected to make at least good progress from their baseline attainment.</p> <p>A careful transition into year 1 was planned for our more vulnerable PP who also had SEND.</p>	£1,885
Desired outcome 5	Chosen action / approach	Estimated impact	Cost
<ul style="list-style-type: none"> ➤ Children are school ready as emotional and social needs are supported and developed. ➤ Parents and families are well supported when applicable. 	<p>Nurture Assistant to support children weekly through Circle of Friends, Social Skills groups and 1:1 Nurture session</p>	<p>Children engaged fully in 1:1 nurture sessions which enabled the NA to support and enhance the learning in class and support parents when necessary prior to lockdown. Anxieties were reduced and as a result the children were more engaged with their learning.</p>	£750
Desired outcome 6	Chosen action / approach	Estimated impact.	Cost
<ul style="list-style-type: none"> ➤ Children have a greater sense of belonging to school community leading to greater engagement with their learning 	<p>Fully funded extra-curricular clubs</p> <p>Free school uniform</p> <p>Fully funded school educational trips x 2 year</p>	<p>All children felt a sense of belonging to the school community. 80% uptake of after-school clubs.</p> <p>All trips paid for to enable full participation and enjoyment.</p>	£1250
Total budgeted Cost			£15,400

Covid-19

As a result of Covid 19, extra measures were put into place to minimise the negative impact on our PP pupils:

- All were offered and encouraged to take up a place with our Key Worker children during lockdown.
- Targeted Home Learning packs were sent home for the summer holidays.
- All had fully funded places during the Easter and the May half-term holidays with Funtastic Kids
- Weekly check-in phone calls were made by teachers to all PP children and families
- Lap tops were offered for use for those without suitable IT
- Paper learning packs were offered where appropriate during lockdown
- Safeguarding checks were established and followed up on throughout lockdown
- All pupils received free packed lunches and vouchers throughout- often delivered by staff
- SENDCo made regular phone calls to children on the SEND register
- All parents attended Educational Support Meetings on return to school in September

Designated Staff member in charge: Corrina Gillard (Headteacher)

PPG Champion: Jenny Wright (Deputy Head)

Nominated Governor: Kate Benson