**Bidbury Infant School Pupil premium strategy / self-evaluation**

**Due to COVID 19 the academic data within this document is from 18-19 as the last validated data available.**

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| 1. **Summary information Pupil Premium Evaluation 2019 to 2020**
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| **School** | Bidbury Infant School |
| **Academic Year** | 19-20 | **Total PP budget** | £43,282 | **Date of most recent PP Review** | July 20 |
| **Total number of pupils** | 177 | **Number of pupils eligible for PP** | 38 | **Date for next internal review of this strategy** | Dec 21 |

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| 1. **Current attainment available July 2019**
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|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **% achieving expected standard or above in reading, writing & maths** | **83.3%** | *76.6% (2018)* |
| **% making expected progress in reading (as measured in the school)** | **83.3%** | 78% (2018) |
| **% making expected progress in writing (as measured in the school)** | **83.3%** | 73% (2018) |
| **% making expected progress in mathematics (as measured in the school)** | **91.7%** | 79% (2018) |

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| 1. **Review of expenditure**
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| **Previous Academic Year** | **19-20 Impact Evaluation** |
| 1. **Quality of teaching for all**
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| **Action** | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Provision of high quality teaching and consistently high standards through effective monitoring and provisionEffective deployment of support staffIntervention strategies and organisation to accelerate the progress of targeted groups and individuals | Improved outcomes for all pupils in receipt of pupil premium | Pupils eligible for Pupil Premium to make accelerated progress across the curriculum by the end of the year so that pupils make effective progress from their starting point**See interventions planning timetabling**RESULTS July 201983.3% achieved ARE or more in Reading83.3% achieved ARE or more in Writing91.7 achieved ARE or more in Maths83.3% of children achieved ARE or more in Reading, Writing, Maths combined At the time of the March 2020 closure the Year 2 cohort were on track to achieve similar outcomes (Pupil Progress Paperwork) | This system works effectively at Bidbury.It provides the correct interventions at the right moment for children so that they can thrive.Although logistically it is very difficult and requires a good deal of timetabling and monitoring to ensure that what is on the plan is delivered. The constant review and re plan provides the targeted children with what they need. Even if they do not meet ARE their progress levels are very good.**Continue approach as a system which is effective and results in good outcomes for children** | 20% cost of staffLSAx12£31,725 |
| 1. **Targeted support**
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| **Action** | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| BRP (Better reading partnership)Myty MathsPrecision teachingHFW/phonicsTalk BoostPhonics interventions groupsHandwriting intervention groupsMaths interventions groupsSpeech and Language therapyNarrative therapySIDNEYTime for TalkFriendship CircleELSAPlanned PlayIndividual Consistent Interventions plansNurture training for parents using the Family Links Programme | Improved outcomes for all pupils in receipt of pupil premiumImproved self-esteem and confidence levels to achieve higher rates of progress i.e. **Year R: -**3 jumps of progress in CLL and PSED**Year One and Year Two:-**6 jumps of progress in Reading Writing and Maths | See interventions planning timetabling**KS1 RESULTS July 2019**83.3% achieved ARE or more in Reading83.3% achieved ARE or more in Writing91.7 achieved ARE or more in Maths83.3% of children achieved ARE or more in reading, writing and maths combined**Phonics results for Year One**9 children are on the Pupil premium register88% of these children passed the phonics screening check.Our **interventions planning** discussed above also allows for Social and emotional development interventions so that our children develop in confidence. **Time for Talk 4 children on PP have benefited from this programme in 18/19** **Friendship Circle 4 children have benefitted from this programme in 18/19** **Planned play** has proved to be highly effective in terms of keeping these children positive and out of difficulties at playtime. They do not get into trouble and are not reported to the HT. **3 children currently on PP have planned play in 18/19**For parents who are struggling we run a comprehensive **Family Links Programme** and the school organises with other schools in the cluster to ensure there is always a course running. **2 families currently have been to Family Links in 18/19****CONTINUED BELOW**We have three **ELSA’s** in school and they work effectively with children who need that added emotional support and express their feelings and problem solve. **13 children have benefitted from ELSA in 18/19.** **Year R progress CLL and PSED****CLL 100% of children achieved 3plus jumps in CLL****PSED 100% of children achieved 3 plus jumps in PSED****Year One progress****Reading 78%****Writing100%****Maths 100%****Year Two progress****Reading 82%****Writing 100%****Maths 100%** | AS AboveContinue with all activitiesSchool provides a range of care guidance and support systems which mean that children make good progress and are able to focus on their learning - continue | BRP£5,7200.4 support teacher £5,670ELSA £10,077 |
| 1. **Other approaches**
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| **Action** | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Effective use of HSLW to closely monitor attendance and develop strategies to bridge the gap, engage with parents and help raise attendance | Improve the attendance rates for pupils eligible for PP who are below the target of 96% | Overall attendance for pupil premium children in the school at March 2020 was 96.99%3 out of 38 (38%) were below 96% and considered persistently absent. All were being support by HSLW and, if not for medical reasons, by EHH. | Continue to track these children closely and ensure that what has been done to improve attendance is noted. | HSLW£4,925 |
| Financial support to ensure access to additional clubs  | Increase of culture capital and experience.Develop social skills and social communication.Raise aspirations. | Increased access to clubs – in Autumn Term 38% of KS1 attended school run clubs.New school clubs only run one term before shut for COVID so not enough time for full review - Soft data would suggest improved mental health and well-being, improved social skills and communication. | When COVID restrictions lift will restart and run for full period to undertake a full review to ascertain impact | £280 |
|  |  |  |  **Total** | **£57,727** |

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| 1. **Barriers to future attainment (for pupils eligible for PP) Pupil Premium Strategy for 20 to 21**
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| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Delayed language on entry (much increased as a result of COVID and missed schooling/Pre-school for some) |
|  | Delayed PSED, social and emotional skills on entry (much increased as a result of COVID and missed schooling/Pre-school for some) |
| **C.** | Delayed numerical awareness on entry |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Attendance |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)*
 | **Success criteria**  |
|  | Pupil Premium children to achieve ELG at end of Year R in CLLPupil Premium Children to achieve ARE in writing and reading | 80% to achieve ELG in CLL75% to achieve ARE in Writing and Reading at end of KS1 |
|  | Pupil Premium Children to achieve a good rate of progress in PSED | 80% to achieve 3 plus progress in PSED at end of Year R |
| **Ba** | Pupil Premium children to achieve ARE in Reading, Writing and Maths | 75% to achieve ARE in Reading Writing and Maths |
|  | Pupil Premium children to achieve ELG at end of Year R in Maths | 60 % to achieve ELG in maths |
|  | Pupil Premium children to achieve a good attendance rate | 80% of pupil premium children to be at 96% plus |

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**Due to COVID 19 this plan has not been evaluated as there is no end of year data. This will be continued for the 2020-2021 academic year.**

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| 1. **Planned expenditure**
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| **A Academic year** | **2020/2021 Allocated Pupil Premium £ 42,210** |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies |
| 1. **Quality of teaching for all**
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| **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?** |
| Provision of high quality teaching and consistently high standards of teaching and learning | Improved outcomes for all pupils in receipt of Pupil Premium | The children require excellent teaching and gap filling for their delays in order to improve outcomes | Regular monitoring of planning and pupil progress meetings and assessments | SLT  | Termly - ongoing |
| Effective deployment of support staff to deliver a range of intervention strategies to accelerate progress | Improved outcomes for all pupils in receipt of Pupil Premium | The children require excellent teaching and gap filling for their delays in order to improve outcomes | Regular monitoring of planning and pupil progress meetings and assessments | SLT | Termly – ongoing – see below |
| 1. **Targeted support**
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| **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?** |
| Early Talk Boost training for two EYFS LSAs and purchase of resources | Improved speech and language outcomes by the end of EYFS | Early Talk Boost is a recognised intervention for Early Years via EEF and I Can Communication Trust. We already use Talk Boost and have good results from this intervention | Dedicated time for intervention. High quality staff are being trained and will be delivering it. Monitoring by EYFS lead. | COH | Termly |
| Implement a range of 1:1 and small group interventions* BRP (Better Reading Partnership)
* Myty Maths
* Precision Teaching for HFW/phonics
* Talk Boost
* Early Talk Boost
* Phonics intervention
* Handwriting and fine motor skills including Write Dance
* SALT therapy (shape coding, categories, language develop)
* Narrative Therapy
* SIDNEY
* Time for Talk
* Friendship Circle
* ELSA
* Planned Play
 | Improved outcomes for all pupils in receipt of Pupil Premium**Year R**More PP children achieving GLD and/or closing gap**Year One and Year Two**More PP children achieving age related expectations and/or closing gap | Data analysis show a gap in attainment between pupil premium and non-pupil premium children at our school, but they do achieve in line with non Pupil Premium children nationally.Without our whole school organisation and interventions system, Pupil Premium children would not make accelerated progress and/or reach national expectations in line with non Pupil Premium children | Quality first teachingMonitoring of planningMonitoring of interventions planning – planning into practiceMonitoring of assessment files and regular assessments of children | SLT | Weekly and termly and ongoing |
|  **Early Talk Boost** **Approx. LSA’s 31,725 + BRP 5,720+ .4 support staff £3,280=** **Total budgeted cost** | £800 approx£40,725**£41,525** |

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| 1. **Other approaches**
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| **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?** |
| Effective use of HSLW to closely monitor attendance and use strategies to brige the gap and engage with parents to help raise attendance | Improve attendance rates to 96% for 80% of pupils on Pupil Premium | Overall attendance in 18/19 for pupil premium children was 96.1%38% of children did not reach this target and two children were PA | Continue to be vigilant and work closely and supportively with parents to improve attendanceRegular Strategy meetings  | HSLW/SLT | Daily/Weekly by HSLW and Simms ManagerRegular reports to HT and governors through the HT report |
| Financial support to ensure access to additional clubs  | Increase of culture capital and experience.Develop social skills and social communication.Raise aspirations. | Evidence shows disadvantaged children have reduced experiences and this in terms reduces experiences. Language Projects and research within school has also shown similar reductions in language development and social skills through lack of access to clubs and wider experiences such as visits to local spots such as Staunton Country Park | Monitor access to clubs. Ensure Pupil Premium Children have free access to school provided clubs and subsided access to other clubs within school. | Sports Lead | Termly |
| **Total budgeted cost****TOTAL PROJECTED PP SPEND20-21** | Clubs £700HSLW £4,925 annually for 2 years**£5,625****£47,150** |

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| 1. **Additional Detail**
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| **Back ground Information and context of Bidbury Infant School**Our Pupil Premium allocation for 19-20 was 17.5% of the children in our school and for 20-21 it currently stands at 21.5%. However, we have a vast number of children who are disadvantaged or delayed and fall just outside of the Pupil Premium support criteria. As a school we organise to ensure all of these children receive the support they require. As such our Pupil Premium funding supports a much wider allocation from the schools normal budget and notional SEN funding. Therefore at Bidbury Infant School Pupil Premium is one part of a much larger programme and allocation of resources used to support children and their families at our school.We allocate a significant amount of our resources to a range of intervention programmes to ensure all children make maximum progress at our school. These programmes include access to a Home School Link Worker, reading recovery Learning Support Assistants, and Emotional Literacy Support Assistant and other trained staff to support specific academic needs such as speech and language therapy, language development and maths skills.We also employ an additional LSA in each year group (taking the number to three in each) to ensure that the interventions can be carried out each and every day and to support in focus Literacy, numeracy and phonics sessions. |