

Pupil premium strategy statement

School overview

Metric	Data
School name	Maun Infant and Nursery School
Pupils in school	175 (Oct 2020 including 22 F1 pupils)
Proportion of disadvantaged pupils	23.2%
Pupil premium allocation this academic year	£52,455
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Kerry Norman (Headteacher)
Pupil premium lead	Kerry Norman
Governor lead	Amy Houghton

Disadvantaged pupil performance overview

Measure	2019 No. of PP Children	2019 % Attained	2020 No. of PP Children	2020 % Attained (Spring 2020 internal data – 2020 statutory assessments cancelled)	2019 Other Pupils Nationally
GLD	9	56%	11	36%	66%
Phonics	15	87%	14	64% (undertaken Autumn 2020 due to school closures)	84%
KS1 Reading	8	63%	20	70%	78%
KS1 Writing	8	50%	20	55%	73%
KS1 Maths	8	63%	20	65%	79%

Strategy aims for disadvantaged pupils

Focus Area	Target(s)	Target date
<u>Priority 1</u> Minimise gaps in learning as a result of COVID-19	<ul style="list-style-type: none"> • Maintain improvements in attainment in CLL at F2 for all children • Reduce attainment gap between PP and others nationally in all areas of CLL (10% gap in S and 12% gap in LA/U spr20) • Increase attainment for PP in reading, writing and maths F2-Y2 so that the gap with others is reduced 	Sept 2021
<u>Priority 2</u> Provide emotional wellbeing and behaviour support for pupils post COVID-19	<ul style="list-style-type: none"> • Children demonstrate increasing resilience • Children settle quickly into school/learning and disruptions are minimal • Children are able to self-regulate emotions and behaviour in order that learning time is maximised 	Sept 2021
<u>Priority 3</u> Maintain and further strengthen relationships with families in order to increase parental engagement	<ul style="list-style-type: none"> • Positive evidence of pupil development on VLPs as a result of: <ul style="list-style-type: none"> ○ good parent/carer attendance at structured conversations ○ individual targets more closely matched to need, including for wider 'whole child' development ○ improved partnership working between home and school 	Sept 2021
<u>Priority 4</u> Improve the attendance of PP, including for persistent absentees	<ul style="list-style-type: none"> • Reduce PP absence, especially for girls and SEND (overall PP absence F2 – Y2 spr20: 6.2% compared to 4.1% for others. Overall absence for PP girls F2-Y2 spr20: 7%, and for PP/SEND: 6.3%) 	Sept 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • Development of subject-specific vocabulary progression overviews to support teaching of vocabulary across the curriculum • Development of recovery curriculum in core subject areas to identify gaps in learning and tailor teaching to address these • Training in, and implementation of, Power Maths to further support development of mastery approach and outline progression of small steps in learning
Priority 2	<ul style="list-style-type: none"> • Updated staff training in, and relaunch of, the Take 5 breathing programme • Development and implementation of the Daily Skip
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Impact of school closure due to COVID-19 • Poor language skills, including limited vocabulary on entry to school • Inability of some pupils to focus and be calm as a result of busy and/or chaotic households
Projected spending	£9370 to include Power Maths annual cost/CPD/maths leader release to support implementation, staffing release for Take 5/Daily Skip CPD and monitoring, subject leader release to develop vocabulary progression overviews and to monitor provision for PP

Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • Training in, then implementation of NELI to develop language skills of lowest 10% in F2 • Continued implementation of Wellcomm assessment and intervention across the EYFS, to target language gaps identified • Targeted in-class TA support and interventions linked to VLP targets and ongoing AfL • Early Bird Boosters F2-Y2 to target phonic/CLIC gaps in learning • Termly release of teachers for individual target setting at VLP meetings, to include coaching with PP leads • Pre-teach implemented across KS1 with a focus on writing • Immediate access to technology for PP in the case of isolation periods or further lockdowns
Priority 2	<ul style="list-style-type: none"> • ELSA interventions F2-Y2 linked to VLP targets or as the need arises
Priority 3	<ul style="list-style-type: none"> • Structured conversations with parents/carers autumn and spring terms
Barriers to learning these	<ul style="list-style-type: none"> • Poor language skills, including limited vocabulary on entry to school

priorities address	<ul style="list-style-type: none"> • Gaps in learning, especially within key skills, as a result of school closure due to COVID-19 • Inconsistent or lack of parental engagement and support • SEMH needs of pupils, especially following COVID-19 pandemic
Projected spending	£34,286 to include TA targeted support in class and through interventions, EYFS TA release for NELI/WELLCOMM CPD and implementation, ELSA intervention time, termly structured conversation and VLP release time for teachers

Wider strategies for current academic year

Measure	Activity
Priority 2	<ul style="list-style-type: none"> • Breakfast Club provision made for children where needed, to ensure a settled and positive start to the school day • Provide a new school uniform for each PP child to instil a sense of pride, identity and belonging
Priority 3	<ul style="list-style-type: none"> • Use of School Jam and Marvellous Me to communicate learning updates and positive messages between school and home • Breakfast Club provision made for children where needed, to support families with morning routines • Full time CFSW to provide ongoing support for families, especially PP and those considered hard-to-reach
Priority 4	<ul style="list-style-type: none"> • CFSW role to include responsibility for attendance monitoring, including three-weekly reviews and communication with parents/carers in respect of attendance • Admin team conduct daily attendance monitoring and implementation of policy/procedures • Engagement with external agencies where appropriate i.e. Early Help, attendance enforcement
	<ul style="list-style-type: none"> • Subsidise cost of school visits/residentials to enable PP children to participate
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Poor school attendance and/or punctuality • Low pupil self-esteem • Inconsistent or lack of parental engagement and support • Pupils not ready to learn – no breakfast, inconsistency in morning routines, tired etc. • Breadth of opportunities and limited first-hand experiences
Projected spending	£9106 to include cost of Marvellous Me and Power Jam, Breakfast Club staffing, CFSW and school uniform.

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Implementation of Power Maths, given impact of COVID-19 within the last year.</p> <p>Ensuring effective implementation of CPD within everyday classroom practice across school.</p>	<ul style="list-style-type: none"> • Maths lead develop recovery overviews to support staff with pitch of learning and to identify pre-requisite skills • Pre-unit assessment of needs to be implemented in KS1 • SLT/middle leader learning walks, scrutiny and pupil interviews to monitor
Targeted support	<p>Ensuring high-quality interventions which appropriately target gaps in learning.</p> <p>Securing parent attendance at structured conversations.</p>	<ul style="list-style-type: none"> • Ongoing monitoring through scrutiny, observation and data analysis • Professional reviews for TAs to identify and implement CPD as required • Offer flexibility to allow for after-school and/or telephone meetings if required • Class teachers follow up with parents who don't attend
Wider strategies	Engaging parents/carers with use of online platforms such as Marvellous Me/School Jam.	<ul style="list-style-type: none"> • Leaders provide 'how to' guides to support with use of technology • Links to support videos uploaded to school website • Class teachers and/or leaders make direct contact with individual parents/carers to offer support as required

Review: last year's aims and outcomes

School closure due to COVID-19 during the academic year 2019-20, caused significant impact on the progress made towards some of our identified aims. Instead, we needed to respond to the context and changing needs of our children and families at the time. Overall, emphasis was placed on:

- Enabling access to remote learning where PP children were not able to attend school
- Maintaining regular contact with, and ongoing support for, our children and families, including through telephone calls, driveway visits and remote interventions
- Adapting our approach to prioritise SEMH needs, whilst keeping the offer of provision for learning manageable and purposeful

Aim	Outcome
Improve oral language skills, especially for the PP children.	Spring 2020 data showed 36% (4/11) PP children working at ARE expectations in CLL, with a further 3 children just below. With targeted boosting in the summer term, it was anticipated this could increase to 64%. This will continue to be targeted in 2020-21.
Increase attainment in reading, writing and maths F2-Y2, so that the gap with others is reduced.	Internal data spring 2020 showed progress of PP broadly in line or better than for non-PP in all year groups. Attainment remains lower for PP than for non-PP in F2 and Y1, and in Y2 in writing and maths. Y1 PP children achieving at GDS is positive however, and is higher than for non-PP in writing. Still to be targeted in 2020-21.
Improve the attendance of PP, especially girls in F2.	From attendance data 2019-20 up until schools closed in March 2020, F2-Y2 absence is lower than national by 0.5%. However, overall absence of PP has increased when compared to 2018-19 (+0.8%) and is also higher than national by 0.3%. The absence of PP girls is particularly high at 7% compared to 5.3% for boys. PP/SEND absence is also high at 6.3% with absence of girls who are also PP and SEND increasing to 7%. This will be targeted for improvement in 2020-21.
Strengthen relationships with families, leading to increased parental engagement which in turn, improves outcomes for children.	Autumn 2019 saw a positive response to engagement with homework and attendance of PP families at Homework Showcases, including for PP children. Parent/carer attendance at structured conversations was good (over 90% attendance both autumn and spring terms). Feedback from parents showed they 'agreed' or 'strongly agreed' that all of our aims were achieved with this approach and that they felt listened to. Weekly or fortnightly contact was maintained with identified families throughout periods of school closure, with more frequent contact where it was deemed necessary. This was through class teacher phone calls

	<p>and CFSW/SLT phone calls/driveway visits.</p> <p>Engagement with home-learning was positive and where there were difficulties, adapted provision was made to ensure access for all. Children who were invited back into school later in the year, had a smooth and positive transition.</p>
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