

RAMSDEN INFANT SCHOOL - PUPIL PREMIUM STRATEGY

The Pupil Premium Grant is additional funding provided to school, by the Government, to raise the attainment of entitled pupils of all abilities and to close the gap between them and their peers. Children are entitled to Pupil Premium funding if they have qualified for free school meals at any point in the last 6 years, their parents/carers are entitled to Universal Credit with an income of under £7,400 per year, are the children of service families and those children who are looked after by the local authority.

Schools are able to decide how this money is spent based on the identified needs of those children entitled. Nationally, children entitled to Pupil Premium sometimes do not achieve the same level of attainment as their peers and there can be many reasons for this. Many of these children struggle in the Early Years with speech and language and the skills they need to begin to learn more formally. As they move through school some of these children have social and emotional issues that make it more difficult for them to concentrate, understand or apply themselves in a way that effectively enables learning. Some families live in circumstances that make daily life challenging and this inevitably impacts on their ability to support their children's learning and for children to access opportunities, acquire skills and knowledge and develop high aspirations.

At Ramsden Infant and Nursery School we understand that the physical and emotional wellbeing of our children is fundamental to them being able to learn, and that the wellbeing of their parents/carers, and sometimes the wider family, has a significant impact on them. Our staff are very experienced in supporting children and families and have used Pupil Premium in the past to provide training in the most effective ways to counsel, but also assess and signpost families in challenging circumstances. All classes have teaching assistant/pastoral support at the beginning of the day so that children entering school have someone to speak to if they need to in order to start their day emotionally better equipped for learning. The Headteacher, and staff when available or appropriate, provide that support for parents and family members. Staff identify those entitled to Pupil Premium and assess their needs on an individual basis; social, emotional, and academic. Teaching assistants mostly work one to one or with small groups of identified children and develop an understanding of need, developing their skills and understanding but also supporting them during playtimes and dinnertime. Teachers and teaching assistants take turns in working with those targeted children so they can be assessed and appropriate, effective next steps in their learning and personal development can be identified and implemented.

School Overview

School name	Ramsden Infant School
Pupils in school	107
Proportion of PP pupils	44
Pupil Premium allocation this year	£45,730
Academic year covered by statement	20-21
Publish date	March 2021 (Post Lockdown Review)
Review date	July 2021
Statement Authorised by	Nicky Brewerton
Pupil Premium Lead	Jo Pooley
Pupil Premium Governor	Julia Sharpe

Disadvantaged pupil progress scores for last academic year – 2019 (no data for 2020 due to Covid-19)

Subject	School Score	National Score
Reading	75%	78%
Writing	67%	73%
Maths	92%	79%
Phonics	69%	84%

Strategy aims for disadvantaged pupils

Measure	Score
Improve % of children meeting Expected standard at KS1	Additional CPD for staff in developing writing – Talk for Write Training
Improve % of children meeting Greater Depth at KS1	Build in more opportunity for comprehension in reading in Y1/2 Ensure opportunities to develop maths fluency in planning

Measure	Activity
Priority 1	To ensure Curriculum meets the needs of the most vulnerable pupils- through a well-planned rich curriculum that prioritises essential knowledge, first teaching strategies in classrooms, regular planned interventions, effective monitoring
Priority 2	To continue to promote the development of the whole child through the provision of enriching activities, spiritual and social development, global understanding and experiences
Priority 3	To promote reading for pleasure and build reading patterns and behaviours in order to impact on literacy and language development.
Barriers	<ul style="list-style-type: none"> - Maintaining a balance of 'in class'/ 'out of class' experience for learners - Access to rich and diverse cultural experiences - Building a sense of self, sense of value and self-esteem - Gaps in learning from individual lockdown experiences - School readiness for children starting our nursery - Creating aspirations for the future - Understanding what constitutes a healthy lifestyle

Teaching Priorities for the current academic year

Aim	Target	Target date
Progress in reading	To develop Reading for Pleasure and build reading communities within and around the school. - To enhance achievement in KS1 reading through language development	July 21
Progress in maths	To ensure maths fluency in all children	July 21
Progress in writing	To develop handwriting from nursery through to end of KS1	December 21
Progress in phonics	For a greater number of children to pass the phonics check in Y1 (2022)	June 22

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>To ensure Curriculum meets the needs of the most vulnerable pupils- through a well-planned rich curriculum that prioritises essential knowledge, first teaching strategies in classrooms, regular planned interventions and effective monitoring to ensure all children achieve their potential</p>	<p>All teaching staff to carefully assess children post lockdown and adapt curriculum planning to bridge any gaps through high quality teaching and well planned interventions such as Black Sheep Narrative, Time to Talk, Additional reading and Phonics sessions and NELI Language Program</p>
<p>Priority 2</p> <p>To continue to promote the development of the whole child through the provision of enriching activities, spiritual and social development, global understanding and experiences</p>	<p>All teachers to evaluate the effectiveness of the current curriculum in providing enriching activities outside of the children's own experiences.</p> <p>The planning is designed to motivate learning based on children's strengths, interests and bridge gaps in life experience, opportunity and aspirations</p>
<p>Priority 3</p> <p>To promote reading for pleasure and build reading patterns and behaviours in order to impact on literacy and language development.</p>	<p>Additional reading in every year group – all children will read daily post lockdown</p> <p>Parents engaged through Dojo in ways to develop language – trialling Language newsletters</p> <p>Supporting disadvantaged pupils in achieving Phonics 'pass' at the end of Year One (2022)</p>
Projected Spending	£45,730

Wider strategies for current academic year

Measure	Activity
<p>Priority 1 To support families who are struggling socially or emotionally in the school community</p>	Welfare Officer working with families
<p>Priority 2 To increase the opportunity for outdoor learning</p>	<p>Green Heart Den</p> <p>Forest Schools</p> <p>School trips</p> <p>Residential trip for Year 2 if possible</p> <p>Gardening and care for our outdoor spaces</p>
<p>Priority 3 To work with other organisations to extend the range of support available to families</p>	<p>Training - Attachment, Neurodevelopment and Psychopathology</p> <p>Head Teacher participation on local developments on reorganisation of services to improve delivery</p>

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Access to quality CPD	<p>INSET days</p> <p>Training provided by LA advisors for EYs, plus support visits for year group staff</p> <p>Talk for Writing training</p> <p>Big Maths / White Rose webinars</p> <p>EY Training online</p> <p>LA Advisors support for staff</p>
Targeted Support	<p>Covid restrictions</p> <p>Access to specialist advisory support staff, assessment and Health</p>	<p>NURSERY</p> <p>Nurture group 2/3 times a week</p> <p>Speech development 2/3 times a week</p> <p>RECEPTION</p> <p>Fine Motor twice a week 10 minutes</p> <p>NELI Language programme: everyday 20 minutes</p> <p>Speech work: 5 minutes 3 times a week</p> <p>Words & numbers, name writing daily 5 minutes</p> <p>YEAR 1</p>

		<p>Intervention group for writing sentences. Small group with a T.A during English, Maths and Phonics sessions. Nurture group Daily Reading Maths group Daily HFWs YEAR 2 Writing intervention group, Mon / Tues with Teacher Maths intervention group, Mon/Tues with Teacher Maths intervention 10 mins daily with TA Daily flashcards once or twice a day with CT or TA Daily reading</p>
Wider Strategies	Engaging the families facing most challenges	<p>Working closely with the LA and other local schools on cross-school strategies and funding bids to support families In-house strategies to support families with additional needs – Food Bank Voucher holder; spare uniform distributed free; breakfast provided at Early Birds when appropriate; working closely with other service e.g., social care, Love Barrow Families, Women’s Community Matters and other schools to support families with challenges; rewards systems to encourage family reading at home</p>

Review: Last year’s aims and outcomes

Aims	Outcomes
Improved identification of need and provision of interventions for pupils	<p>Increased number of children meeting criteria for EHCP and earlier recognition from other agencies of complexity of need – 4 EHCPs in Early Years, 3 additional EHCPs acquired over the course of the year Increased number of children on the SEND Register EYFS (Robins, Nursery and Reception) half termly meetings to assess assessment statements and progress for groups and individuals, sharing staff to deliver interventions, agreed intervention group assessment systems provide adequate information on attainment and progress monitored through Development Matters Changes to staff in EYFS staff. Long serving Year One teacher to Reception to embed understanding of expectations at the end of Yr1 when delivering EYFS curriculum and potential to go back into Yr1 with additional knowledge of foundations of learning, better able to support those children working below age related expectations at the beginning of KS1. Continuous Provisions training book 2019 Assessment agreed for Reading Improvement in Phonics Checklist result from 61% (2018) to 71% (2019). EYFS identified children with rapid progress in Nursery 2017-18 as slower progress in Reception 2018-19. Non-negotiables for each year group agreed at staff meeting to ensure focus on skills and knowledge that are fundamental to access to the next steps in learning. All year groups have produced booklet for families with age related expectations in key areas, subjects taught and how to support at home. Shared at initial meetings with families Yr1 and Yr2 staff working on revised curriculum and assessment that runs across KS1 as opposed to for individual year groups. SLE support in Maths helped embed Big Maths teaching – system for teaching Big Maths reviewed</p>
Improve children and family’s awareness of expectations of attainment at key assessment stages in education and children’s potential with increased/ appropriately targeted support	<p>Parents increasingly mentioning motivation, support and academic progress and achievement in Parent Consultations Use of Dojos and Facebook – increased motivation for children to read at home.</p>
Improved attendance for some vulnerable children	<p>Attendance and punctuality improved for all identified children. Still issues with punctuality for a small number of children. Other agencies involved in supporting families. Regular letters and discussions with families causing concern, re-enforcing messages about the importance of attendance Discussions with social care around the concept of Educational Neglect Governors Meeting Minutes show Governors informed of attendance data, their challenge and progress made towards improving attendance and for individuals and groups</p>