

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	The Fawbert & Barnard Infants' School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£6,284	<b>Date of most recent PP Review</b>	Jan 2021
<b>Total number of pupils</b>	209	<b>Number of pupils eligible for PP</b>	3 EYPP 9 PP	<b>Date for next internal review of this strategy</b>  <b>End of Year Review 20/21</b>	April 2021  <b>Sept 2021</b>

Outcomes for this academic year will be posted here in July 2021. For 2019/20 outcomes please view the previous year 'reviewed' report.

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	School Closure due to Covid and implementing remote learning	
B.	Improving Parental engagement with learning	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
A.	Attendance of PP children is low compared to non PP. This is partially due to the social care needs of some families.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupils are accessing learning either in school or remotely to enable Teachers to track progress ensuring progress in attainment continues, at least in line with non PP pupils	The gap between disadvantaged and non- disadvantaged will diminish.  PP children to be on track to achieve at least expected standard and where possible, achieve GD Those with significant SEN will have measurable progress using Wakefield steps.
		<div>July 2021 Review</div> <div><ul style="list-style-type: none"><li>EYPP 2/3 making typical progress across All 7 Areas of Learning</li><li>Additional adult support in school above and beyond Quality First Teaching x 3 weekly</li><li>Rec PP 2/2 making typical progress across All 7 Areas of Learning with 1/2 above in All Prime Areas of Learning</li></ul></div>

		<ul style="list-style-type: none"> <li>• KS1 PP 6/7 at Exp for Reading, 6/7 Exp for Writing, 7/7 Exp for Maths. 1 Pupil achieved GD for Writing.</li> <li>• Sessions before and after school to further enhance learning and support progress</li> </ul> <p>SEN Pupils – School has invested in BSquared that identifies areas of strengths and weakness in progress and achievement linked more closely with NC. which will track progress through setting of smart targets and next steps.</p> <p>Due to increased level of support for pupils with SEN, of the 10 pupils in Yr2:</p> <ul style="list-style-type: none"> <li>• 3 EHCP applications, 1 in place, 1 accepted, 1 awaiting decision.</li> <li>• 6 received weekly Speech &amp; Language sessions in school where good progress was made</li> <li>• 5 pupils achieved Exp in Reading, 4 in Writing and 6 in Maths of which 1 pupil achieved GDS in Reading, Writing &amp; Maths</li> </ul> <p>5 pupils in Yr1: 4/5 pupils achieved Exp in Reading, Writing &amp; Maths</p>
<b>B.</b>	To provide regular 1:1 learning sessions either in school or remotely focusing on acquiring and consolidating reading, writing and mathematical skills for at least EXS by end of KS1	<p>Case studies demonstrate impact of key interventions. Parents feel confident to support learning at home and have appropriate resources.</p> <ul style="list-style-type: none"> <li>• Identified vulnerable pupils were given 1:1 sessions 3 times a week with SENCO/Headteacher during school closure to enable continued progress and to lessen the impact on returning to school on their mental wellbeing..</li> <li>• Parent feedback was positive, pupils returned and settled more quickly than after previous closure.</li> <li>• Resources were given to parents who attended most sessions with their child to enable them to support home learning more effectively.</li> </ul>
<b>C.</b>	PP children's attendance will improve (where appropriate). Counselling provided where necessary for identified pupils and families.	<p>Absence rates of PPG will meet our school expectation of 96% Pupils and their families feel supported and have received appropriate counselling.</p> <p>Of the 7 PP in KS1 4 pupils achieved over 97%, 1 pupil 95.8%, 1 pupil 92.8% (Bereavement) 1 pupil from 77% Dec 20 to 92.4% July 21 – Family now very supportive of learning and engagement with school – this has had very positive impact on pupils self-esteem and attitude to learning.</p>

		<p>Counselling was arranged for identified pupils resulting in improved mental wellbeing. Families have welcomed the support from school and advice given for support. Wellbeing library has supported pupils in school and at home.</p> <p>Funding has been provided for pupils to attend summer and half term activity clubs.</p> <p>Funding has been used for pupils to access Rock Steady music sessions in school and provide instruments for practice at home in order to have opportunity to develop a love of music and another avenue to improve mental wellbeing.</p> <p>In the summer term, school trips were funded for EYPP and PP pupils.</p>
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4. Planned expenditure					
Academic year	2020/21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	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?
To accelerate the progress and attainment of disadvantaged pupils	Quality First teaching  AM7 tracking  Interventions	<a href="https://www.gov.uk/government/publications/the-pupil-premium-an-update">https://www.gov.uk/government/publications/the-pupil-premium-an-update</a> <ul style="list-style-type: none"><li>Schools that are committed to 'closing the gap' and that have robust tracking systems show the most improvement</li></ul>	<ul style="list-style-type: none"><li>Maintaining high quality first teaching, learning and assessment for all pupils through robust performance management</li><li>tracking via AM7 and pupil progress meetings</li><li>reviewing provision and intervention to accelerate attainment and progress</li><li>Ensure all PP pupils have access to remote learning or provide hard copies of work when required.</li></ul>	HT	Half termly
To improve the attendance of PP children	½ termly tracking  AIO visits	<a href="https://www.gov.uk/government/publications/evaluation-of-pupil-premium">https://www.gov.uk/government/publications/evaluation-of-pupil-premium</a> <ul style="list-style-type: none"><li>Some pupil premium support focused on wider issues in pupils' and families' lives, particularly where schools perceived these to be a 'barrier to learning' and felt that dealing with these would lead to improved attainment</li></ul>	<ul style="list-style-type: none"><li>Robust tracking of attendance by HT to address attendance issues as they arise</li><li>Liaison with AIO and meetings with parents to determine attendance barriers</li></ul> <p>During Covid Closure, if pupils are not attending school, monitoring of submitted work by Teacher of remote learning, followed up by telephone contact by HT on a weekly basis if necessary.</p>	HT	Monthly
Total budgeted cost					School Budget

ii. Targeted support					
Desired outcome	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?
To accelerate the progress and attainment of disadvantaged pupils	<p>Wellcome screening analysis</p> <p>PPG case studies</p> <p>Targeted resources such as Clicker 7 / Widget</p> <p>Targeted interventions across the school</p> <p>Provide resources for home learning and 1:1 weekly sessions for low attaining pupils.</p>	<p>See above rationale</p> <p>SENCO to carry out / organise Wellcome screening;</p> <p>SENCO to provide 1:1 targeted support for children with speech and language difficulties during Covid closure and no sustained access to S&amp;L service.</p> <p>HT &amp; SENCO to complete case studies</p> <p>HT &amp; SENCO to ensure resources available for intervention including Clicker 7</p> <p>HT &amp; SENCO to ensure targeted interventions meet individuals needs</p>	<p>Learning Walks and VIP monitoring</p> <p>Tracking via AM7</p> <p>Evidence of case studies</p> <p>Appraisal cycle</p> <p>TA timetables for interventions and children's smart targets attached to timetables</p>	SENCO / HT	Half termly
To provide enhanced support to meet the social, emotional and mental health needs of pupils across the school.	<p>Targeted support</p> <p>Referrals</p>	<p><a href="https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Oxford%20School%20Improvement-%20The%20Pupil%20Premium%2C%20making%20it%20work%20for%20your%20school.pdf">https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Oxford%20School%20Improvement-%20The%20Pupil%20Premium%2C%20making%20it%20work%20for%20your%20school.pdf</a></p> <ul style="list-style-type: none"> <li>Research shows that if parents engage with their child's education, the attainment of the child will increase by 15% no matter what the social background of the family.</li> </ul>	<ul style="list-style-type: none"> <li>Targeting support for disadvantaged children with complex vulnerabilities, e.g child protection, family support</li> <li>Making appropriate referrals to ASPECTS</li> </ul>	HT	Monthly
Total budgeted cost					£5784

[illegible]