

Annex 2c: Pupil premium strategy statement (Infants)

| 1. Summary information | | | | | |
|-------------------------------|-------------------------|---|---|---|-----------|
| School | Tottenham Infant School | | | | |
| Academic Year | 2020/21 | Total PP budget | £61870 | Date of most recent PP Review | Sept 2020 |
| Total number of pupils | 295 | Number of pupils eligible for PP | EYFS-To be confirmed KS1-23 (14%) | Date for next internal review of this strategy | Jan 2021 |

Pupil premium pupils for 2020 to 2021 will include pupils recorded in the April 2020 census who are known to have been eligible for free school meals (FSM). The Pupil Premium grant is additional funding given to schools to address current underlying inequalities between children eligible for (FSM) and their wealthier peers by ensuring that funding reaches children that need it the most. It is for schools to decide how the additional funding is spent and they are held accountable for this and must publish spending and its impact on the school's website. Local authorities are responsible for looked after children (LAC) and make payments to schools where an eligible LAC is on roll.

At Tottenham Infants School we ensure that all teachers are aware of and accountable for their pupil premium children. Rigorous monitoring and tracking of these children's progress allows us to provide suitable interventions and opportunities that best match the needs of the individual child.

Impact of pupil Premium Funding

Pupil premium funding is used to support the following priorities:

- To ensure that pupils continue to make substantial and sustained progress
- To continue improving standards of achievement in English and Maths, including diminishing the gap in achievement between groups
- To ensure that teaching and learning is at least good or outstanding
- To provide a stimulating and engaging Creative Curriculum that allows opportunities to transfer skills across other curriculum areas

Interventions

All children eligible for Pupil Premium Funding receive at least one intervention each week, have targeted support in class or have access to a free breakfast club and a subsidised after school club and trips.

- Guided reading sessions DSR (daily supported reading) – Year 1 (Start date to be confirmed)
- Tiger Team – gross motor skill development for concentration and improvement of fine motor skills (Jan 2021)

- Additional staff supporting the needs of individuals/groups or in-class support, booster groups
- Reading intervention – volunteer helpers – focused children who are not listened to regularly at home – Year 1 and Year 2 (Jan 2020)
- Family support – attendance
- Access to online learning support – Big Cat/ Cracking comprehension

Impact of Interventions for the academic year 2019 – 2020 (Lockdown March 2020)

Pupil progress meetings are held termly to review interventions and their impact to identifying gaps in their learning. Interventions are monitored to ensure gaps in learning are reduced and interventions adapted or changed when appropriate. Pupil progress meetings ensure that provision is planned and delivered to accelerate children’s learning and allow us to narrow the attainment gap.

Our school ethos is to support all children to experience all opportunities open to them regardless of their background.

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| 2. Review of expenditure | | £59400 | | |
| Previous Academic Year | | 2019- 2020 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned | Cost |

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| Improve reading skills for PP pupils | Daily supported reading – year 1 Setting for phonics in year 1 Daily phonic sessions in year 1 & 2 | Year 1 Phonic Screening 70 % passed 2019 (13 new pupils started the year group working well below the expected standard Stable cohort pass – 83% Total number of PP pupils = 20 2 pupils were dis-applied, 13 pupils passed the phonics screening test and 5 pupils did not meet the expected standard. | To start DSR programme earlier in September Group for phonics to start earlier in September – new time slot DSR programme had a positive impact on all pupils reading and will continue next year – class comprehension lesson to be introduced weekly Interventions continue to be in place for pupils who were dis-applied or did not pass Phonic test in year 2 | £2280 |
| Improve writing skills for PP pupils | Whole school CPD - strategies to develop boys' writing | Boys writing increased from 57% to 63 % from 2017/18 to 2018/19 | To continue to develop Letter join handwriting. To review curriculum to encourage topics to interest boys | |

ii. Targeted support

| Desired outcome | Chosen action / approach | Estimated impact: | Lessons learned | Cost |
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| Improve reading skills for PP pupils | Ruth Miskin & volunteer readers Talk Boost (£1400) | Evident progress from year 1 to year 2 Year 2 Phonic Screening retake 70% – passed 2019 72% pupils achieve expected age related outcomes in Reading by end of Year 2, 31% achieved GDS 4 pupil premium pupils re-sat the phonics screening test. 3 Pupils passed and 1 pupil was dis-applied. | Will continue to focus on PP in progress meetings Positive impact on PP pupils reading and will continue next year SLT will take a leading role in ensuring pupils outcomes are improving and that the provision supports pupils to develop their fluency in speaking English (Talk for Writing, Talk Boost) | £2,540 (Staffing costs) |
| Accelerate progress of all PP pupils | Ensure quality first teaching Challenge for all pupils Developing deeper learning Talk is less strategies | Pupils developed independence and collaborative skills / working in mixed ability groups | To continue to develop strategies to develop collaborative learning (share strategies with new staff) | |
| iii. Other approaches | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: | Lessons learned | Cost |

| <p>Increase parental engagement to develop confidence to support pupils</p> | <p>SLT & Leaders of Learning to deliver workshops Support parents with reading books to share at home</p> | <p>Parents in a position to support their children more effectively.</p> <p>All parents able to access training via website</p> <p>2019 GLD at 70% broadly in line with national data</p> <p>Year 2 2019</p> <table border="1" data-bbox="607 480 1144 794"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">EXP</th> <th colspan="2">GDS</th> </tr> <tr> <th>2018</th> <th>2019</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>69%</td> <td>72%</td> <td>33%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>63%</td> <td>70%</td> <td>18%</td> <td>20%</td> </tr> <tr> <td>Maths</td> <td>76%</td> <td>81%</td> <td>23%</td> <td>27%</td> </tr> </tbody> </table> | | EXP | | GDS | | 2018 | 2019 | 2018 | 2019 | Reading | 69% | 72% | 33% | 31% | Writing | 63% | 70% | 18% | 20% | Maths | 76% | 81% | 23% | 27% | <p>Training well received by parents – need to continue to deliver parent workshops to increase parental engagement</p> <p>Develop “Learn together” sessions for parents given the opportunity to observe teaching and understand how their child learns</p> | <p>Supply cover (minimal cost as delivered by DHT/AHT together with class staff – internal cover)</p> |
|---|---|---|---|------|--|-----|--|------|------|------|------|---------|-----|-----|-----|-----|---------|-----|-----|-----|-----|-------|-----|-----|-----|-----|--|--|
| | EXP | | | GDS | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2018 | 2019 | 2018 | 2019 | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 69% | 72% | 33% | 31% | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 63% | 70% | 18% | 20% | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 76% | 81% | 23% | 27% | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Improved attendance</p> | <p>Action plan Attendance Officer</p> | <p>Attendance 2019 -2020</p> <p>Reception 90%</p> <p>KS 1 94%</p> <p>Rate of persistent absence had decreased</p> <p>Impact of Covid – lockdown March 2020</p> | <p>Continuous dialogue with parents</p> <p>New Attendance Officer in place – specific guidance on attendance for full opening of school following lockdown</p> <p>Address parental concerns regarding pupils returning to school especially identified groups</p> | | | | | | | | | | | | | | | | | | | | | | | | | |

| 3. Current attainment (July 2019) | | |
|--|--|--|
| Nursery (8 pupils) Lang & Communication | <i>Physical development</i> | <i>Social development</i> |
| 80% Working below GLD | 80% Working below GLD | 80% Working below GLD |
| 20% Working at / above GLD | 20% Working at / above GLD | 20% Working at / above GLD |
| Reception (8 pupils) Reading Summer 2019 | <i>Writing</i> | <i>Maths</i> |
| 20% Working below GLD | 20% Working below GLD | 13% Working below GLD |
| 80% Working at / above GLD | 80% Working at / above GLD | 87% Working at / above GLD |
| KS1 (41 pupils) Reading Summer 2019 | <i>Writing</i> | <i>Maths</i> |
| 44% Working below age related expectations | 46% Working below age related expectations | 48% Working below age related expectations |
| 56% Working at or above age related expectations | 54% Working at or above age related expectations | 52% Working at or above age related |

| 4. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers (<i>issues to be addressed in school. such as poor oral language skills</i>) | |
| A. | PP do not make expected progress because of their very low starting point in Nursery/Reception |
| B. | Low levels on entry of PP pupils particularly in communication & understanding, literacy and language |
| C. | Some Year 1 pupils still on the EYFS curriculum in the Autumn term |
| D. | Pupils entering school with limited English/no English (81% EAL pupils) |
| External barriers (<i>issues which also require action outside school. such as low attendance rates</i>) | |
| E. | Some home learning environments lack support for pupils' communication and literacy skills e.g. limited reading at home |
| F. | The rate of mobility of different mobile groups places additional challenge and different demands on the school |
| G. | Parental engagement with the school (home learning/homework in place) |

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| H. | Persistent absence, extended absence, late arrival at beginning of term |
| I. | Impact of Covid 19 pandemic - lost learning |

| 5. Desired outcomes <i>(Desired outcomes and how they will be measured)</i> | | Success criteria |
|---|--|---|
| A. | Improve reading skills for PP pupils – DSR, phonic groups | Outcomes for PP pupils in line with all pupils |
| B. | Accelerate progress of all PP pupils – increased attendance | Achieve expected age related outcomes, (95% attendance) |
| C. | Increase parental engagement to develop confidence to support pupils | Higher attendance to workshops – evaluations/questionnaires |
| D. | Improve language skills of pupils eligible for PP | Outcomes for PP pupils at least in line with all pupils |

| 6. Planned expenditure | | | | | |
|---|--------------------------|---|---|------------|--------------------------------------|
| Academic year £61870 | | 2020 - 2021 | | | |
| 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? |

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| Improve reading skills for PP pupils | Daily supported reading – year 1 £3849 Phonics delivered by CT and additional adults (3 adults) to support groups in class Daily phonic sessions in year Reception, 1 & 2 KS1 TA support (x6) £42345 Use Big Cat reading scheme to support home reading | Daily reading by trained staff Adopted in school following positive outcomes across two LAs Outcomes at the end of year 1 phonic screening in other local school have shown an improvement after setting Reading outcomes | DSR lead to monitor progress Pupil progress meetings All staff trained Timetabled daily Regularly monitored | Year 1 MLT/SLT DHT | October 2020 (baseline) December 2020 March 2021 July 2021 |
| Improve writing skills for PP pupils | Whole school CPD - strategies to develop boys' writing Small group support for writing /handwriting | SLT attended training evidencing the impact of focus on boy's writing improving standards across the school | Class Observations Book search/ Pupil progress meeting (target group) Feedback from boys Questionnaire | DHT/ AHT/EYFS / Year 1 Leader | October 2020 (baseline) December 2020 March 2020 July 2020 |

Total budgeted cost £ 46194

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? |
|--------------------------------------|---|---|--|-------------------|---|
| Improve reading skills for PP pupils | Intervention groups phonics/reading Ruth Miskin & volunteer readers Talk Boost After School Reading Club to develop early reading strategies | Targeted support to diminish differences groups/individuals Effective approach in other schools Programme used by DH in previous year enabled PP pupils to improve attainment | Timetabled interventions in place Pupil progress meetings | SENCO SLT | November 2020 March 2021 July 2021 |

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| Accelerate progress of all PP pupils | Ensure quality first teaching Challenge for all pupils Developing deeper learning Talk is less strategies Implement Recovery curriculum | The data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils nationally | Lesson observations/learning walks (ongoing) Book Search CPD training | SLT Leaders of learning & SLT | October 2020 March 2021 July 2021 |
| Total budgeted cost | | | | | Staff costs (as above) |
| iii. Other approaches | | | | | |
| 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? |

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|--|---|--|--|---------------------------------------|---|
| <p>Increase parental engagement to develop confidence to support pupils</p> <p>Improved attendance</p> | <p>SLT & Leaders of Learning to deliver workshops</p> <p>Support parents with reading books to share at home</p> <p>Action plan</p> <p>Attendance Officer £1596</p> <p>To support families to address issues and concerns that impact on school attendance</p> <p>Family support £4141</p> <p>To provide home schooling (remote learning) for identified/ isolating pupils</p> | <p>Sutton trust has shown through research projects that parents are key in supporting effective learning at home</p> <p>Reading record books are showing pupils who read at home are making more progress</p> <p>Advice LA / EWO service</p> <p>DFE advice to support ongoing concerns from parents about sending their child to school as a result of the impact of COVID - 19</p> | <p>Track & monitor reading record books</p> <p>Parent attendance to workshops</p> <p>Parent questionnaire</p> <p>Attendance data</p> <p>Decrease PA from 14% to 9% 2020-2021</p> | <p>Leaders of Learners</p> <p>SLT</p> | <p>November 2020 (ongoing)</p> <p>Half termly</p> |
| Total budgeted cost | | | | | £5737 |