Pupil premium strategy statement 2020-2021

School overview

Metric	Data
School name	Field Place Infant School
Pupils in school	276
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	£91080
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	September 2021
Statement authorised by	Governing body
Pupil premium lead	Sandra Worsfold
Governor lead	Claire Young

Disadvantaged pupil progress scores for last academic year (2019 due to Covid)

Measure	Score
Reading	14% GAP - 75% non-disadvantaged 89% GAP was 18.2% end of FS GAP closed by 4.2%
Writing	19% GAP - 63% non-disadvantaged 82% GAP was 27% end of FS GAP closed 8%
Maths	11% GAP - 75% non-disadvantaged 86% GAP was 25.4% end of FS GAP closed by 14.4%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS1	Target 65% to meet expected standards in reading 20/21, GAP opened from 6.4% at beginning of year 1 to 15.8% at beginning of year 2 due to lockdown
Achieving high standard at KS1	Children (12% of PP) were assessed as being above Autumn expectation in October.

Measure	Activity
Priority 1	Reading progress will be accelerated for disadvantaged pupils in all year groups as a result of targeted support and quality first phonics and reading teaching.
Priority 2	Teachers will use metacognitive strategies to improve learning outcomes for all disadvantaged and non-disadvantaged children
Barriers to learning these priorities address	Larger gap between FSM and non FSM due to lockdown
Projected spending	LSAs delivering targeted support 3 x £12300 = £36900

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Diminish GAP from 16.8% to less than 8%	July 2021
Progress in Writing		
Progress in Mathematics		
Phonics	Diminish GAP for phonics check outcomes to zero for disadvantaged pupils in years 1 and 2	July 2021
Other	Disadvantaged children in reception will make accelerated reading progress and GAP will narrow significantly from 12% at baseline	

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Provide 1:1 targeted phonics support to ensure disadvantaged 1-2 pupils attain phonics check and have the skills needed to be fluent readers by end of KS1. Provide 1:1 targeted phonics support to ensure disadvantage reception children are on track to pass phonics check when they leave reception. CPD provided for staff re quality first phonics teaching based on monitoring and staff conferencing outcomes.
Priority 2	Provide 1:1 targeted reading support to ensure disadvantaged year 1-2 pupils make accelerated progress from their lower post lockdown baseline. Whole school focus on improving teaching of reading and embedding culture reading for pleasure. Books purchased for all disadvantaged children to take home.
Barriers to learning these priorities address	Attendance Poor engagement in home learning during Covid lockdown Lack of home online learning facilities Address impact poor prior reading attainment would have on future progress.

Projected spending	Support staff (x3) cost to deliver 1:1 programmes of support for 22 year 1 children, 20 reception children and 10 year two children. £36900
	Purchase 3 books @ £5 each for all disadvantaged children in key stage 1 and reception £1140
	RWI phonics cards provided for all disadvantaged children in reception and year 1 50 x £5.40 = £270

Spending overview

Targeted staffing spend: £62068

Thinking Matters: £4500

Resources:£425

Trips:

Clubs: £1284

Uniform: £1690

Plat Therapy: £630

Vouchers: £1175

Oford press: £484.45

Rising Stars: £400

Supply cost Thinking Matters: £3240

Books KS1: £1140

Phonics cards rec/year 1: £570

Total spend to February half term: £77606.45

Wider strategies for current academic year

Measure	Activity
Priority 1	Adopt metacognitive strategies and work towards becoming a Thinking School. Embed a growth mindset in all staff and pupils
Priority 2	Further develop use of AfL within lessons. Ceiling for learners removed.
Barriers to learning these priorities address	Virtual rather than face to face training may be a barrier for some
Projected spending	Approximately £4500 for Thinking Matters training Supply costs of £180 x 3 (each half term), for drive team, to ensure programme is fully implemented. Projected cost £3240

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Any new lockdown or self-isolating needed for disadvantaged pupils.	Contact families daily if this occurs to ensure parents feel confident to support their child to do daily phonics, reading and number fact activities. Ensure activities provided match each child and their home situation well.
Targeted support	Repeated absence of some targeted children	Challenge repeated absence and support parents to understand and feel comfortable with risk assessment and protocols in place re Covid transmission.
Wider strategies	Limited opportunities for peer observation and face to face discussions due to Covid	Invite teachers to video themselves implementing new agreed metacognitive strategies to share with peers. Provide supply cover for coaching conversations around implementation of new strategies.

Review: last year's aims and outcomes

Aim	Outcome
Targeted support programmes will ensure maths progress is accelerated throughout key stage 1.	Learning loss post lock down was lowest for Maths with 81% of children being at expected step or 1 step below. 67% were at expected step.
Reduced incidence of disruptive behaviour due to play therapy and PSE curriculum	No exclusions during the last academic year.
Progress in reading shows PP in-line with non-PP children at end of year	Progress GAP, PP vs non-PP) for reading narrowed from 5% lower to 1.3% lower during first half of the 19-20 school year. This cohort did not return to school post lockdown and so there is no end of year attainment or progress data.