

**Rise Park Infant School**  
**Pupil Premium Strategy Statement 2020-2021**

Rise Park Infant School			
Total number of pupils	Number of pupils eligible for PP	Carry forward	Total PP budget
300	34	Estimated: £15,000 (SA to confirm)	Estimated: £48,420 + £15,000 = £63,420

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
<b>A</b>	Poor oral language skills and limited vocabulary impacting on reading comprehension.
<b>B</b>	Poor application of phonic skills into reading and writing.
<b>C</b>	Children with difficulties understanding and regulating their emotions
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
<b>D</b>	<p>Attendance of PP pupils is 1% points below minimum expectation of 96%</p> <p>Rate of Persistent Absence is 5.3% more than the rate of PA for Non PP pupils (16.1/10.8)</p> <p>Complex family lives – difficulties with emotional literacy and regulation</p> <p>Typical lack of wider cultural experiences means that additional enrichment is required in order for pupils to access the curriculum</p> <p>92% of vulnerable children are PP which is seen in a high level of social care needs amongst PP eligible families: <i>emotional needs, reduced ability to support children at home and little access to enrichment activities.</i></p> <p>100% of Child in Need/Child Protection cases are PP eligible</p>
2. Desired outcomes	
<b>Desired outcomes and how they will be measured</b>	
<b>A.</b>	<p>Gap between PP &amp; Non PP pupils reading and writing outcomes to have narrowed.</p> <ul style="list-style-type: none"> <li>- Teacher assessments for PP progress will show least expected progress per term. KS1 (Y2) outcomes will show that attainment of PP pupils is in line with National average in reading and writing.</li> </ul>
<b>B.</b>	<p>Gap between PP &amp; Non PP pupils maths outcomes to have narrowed.</p> <ul style="list-style-type: none"> <li>- Teacher assessments for PP progress will show at least expected progress per term. KS1 (Y2) outcomes will show that attainment of PP pupils is in line with National average in Maths.</li> </ul>

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<b>C.</b>	Children with difficulties understanding and regulating their emotions have access to a programme of ELSA support and/or counselling and/or specialist support. <ul style="list-style-type: none"> <li>- Decrease in incidents of red behaviour recorded in behaviour log</li> <li>- No fixed term/permanent exclusions</li> <li>- Pupil/parent voice shows impact of interventions</li> </ul>
<b>D.</b>	Attendance of PP pupils to improve. <ul style="list-style-type: none"> <li>- Rate of Persistent Absence for PP pupils reduced</li> <li>- Attendance of PP pupils is in line with 96% expectation</li> </ul> <p style="margin-left: 20px;">Rate of PA for PP pupils has been reduced so that it is within 1% of Non PP</p>

**3. Planned expenditure**

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	Review & Cost
All disadvantaged children learn to read and write through a structured and systematic approach to teaching literacy.	Book bags for all disadvantaged children, containing phonics based reading books linked to Read Write Inc approach.  HLTA to lead small groups in literacy	The Education Endowment Foundation is currently running a project investigating the effectiveness of Read-Write Inc The evaluation should be available in Spring 2020	English lead and Inclusion Manager to	RM KP	£1000  HLTA = £2788
Communication & Language outcomes improved for EYFS and KS1 pupils	Weekly small group intervention for S&L pupils Small groups led with targeted PP pupils. In class provision for S&L pupils also improved	Children with SLCN in the early years can have difficulty learning and accessing the curriculum. Language difficulties can impact on emotional development, with resultant behavioural difficulties and problems forming friendships.	Inclusion Manager to train staff and model effective practices with groups Support from Borough S&L team SEN lead to analyse data and refine groups Inclusion Manager to observe groups	RM SP SM	Caseload to be reviewed termly with SLCN team  LSA = £6500  Language link = £385

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Small group phonics tuition to ensure that PP pupils meet the Y1 Phonics Screening expectations.	Experienced LSAs to lead tuition groups  English lead released to enable regular assessments and tracking of progress/impact	PP pupils will show greater engagement with learning if they are reading fluently by the end of Y1.	Training for all staff delivering the programme  English lead released to be able to monitor quality of provision and complete assessments	BF DM	£2690  £2726
<b>Total budgeted cost</b>					£16,089
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review &amp; Cost</b>
Targeted PP families to have additional financial support for residential trips, school supplies and uniform	ELSAs, Inclusion Manager, Heads of School and attendance officers highlight families/pupils in need of additional assistance	Without financial support PP pupils would not be able to access full curriculum offer. Uniform support helps with child self esteem and encourages attendance	Inclusion Manager to monitor implementation and consistency of criteria for pupils selected for assistance  YGL to also support team in making informed choices	Inclusion Manager  YGL	Reviewed termly  £500
Lunchtime Nurture clubs to provide calm and safe environment for vulnerable PP pupils	Staff allocated to provide safe space for pupils to support PP who struggle on the school playground	Some PP pupils struggle to cope on the playground and this leads to behaviour incidents and distress which has a negative impact on learning and progress.	Monitored by ELSA and MDA leads.	AM	Reviewed termly
PP Attendance to reach 96% expectation	Provide rewards to incentivise attendance  Monitor families who fail to attend  Trigger letters and contact from EWO if families slip off track	Increased monitoring and timely intervention with attendance prevents PP pupils from failing to attend school. Improved attendance leads to better outcomes.	Monitored by NT (EWO)  Overseen by HoS and Inclusion Manager	RM/KP	Reviewed termly and included in HT Governors' report  £500

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PP children with significant needs are supported to access a broad and balanced curriculum	Experienced Learning Support Assistant to provide additional support for named pupil to access the curriculum.	EEF Evidence suggests that TAs can have a positive impact on academic achievement. There is also evidence that working with TAs can lead to improvements in pupils' attitudes. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.	Deployment and progress monitored by year group leads and Inclusion Manager	RM/KP	Reviewed termly £11, 855 £10, 686
Improve social and emotional skills of PP pupils.	ELSA team to provide programmes for PP pupils.  Safeguarding team to identify families in need of support.  Counselling provision	20% of children have a mental health problem in any given year, and about 10% at any one time (Mental Health Foundation, 2005). That is around three children in an average class. School data and anecdotal evidence shows the positive impact had on selected pupils. Programmes such as ELSA time have proved successful with having positive impact on attendance and higher rates of progress.	Inclusion Manager to meet with ELSAs to review impact regularly.  YGL to ensure that LSAs are supported with any interventions run for PP pupils	RM  YGLs  KP	March 2021  June 2021  Oct 2021  HLTA time = £4293  Counselling = £1000
<b>Total budgeted cost</b>					£28,834
<b>Infant total</b>					£44,923
<b>Remaining</b>					£18,497

**4. Review of previous expenditure (2019-2020)**

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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 (and whether you will continue with this approach)
<p>85% plus target for disadvantaged pupils to pass the year 1 phonics test.</p> <p>80% of disadvantaged pupils will attain appropriate end of Key stage levels in reading</p> <p>Improved vocabulary, sentence structure and ability to listen and follow instructions.</p>	<p>Phonic/ Early reading skills</p> <p>1:1 and small group work delivered by experienced TA's LSA – 8hrs £5198 / LSA 4hrs - £2626)</p> <p>Small group support in class (led by HLTA – 3.5hrs £ 6,553)</p> <p>Speech and Language Link subscriptions (£320)</p> <p>HLTA delivering speech and Language interventions (£6,938)</p>	<p>Due to COVID19 pandemic, Y1 children did not sit the phonics screening test. Children will sit the test in December.</p> <p>Due to COVID19 pandemic, Y2 children did not sit their SATs. End of year teacher assessment shows:</p> <ul style="list-style-type: none"> <li>• 58% of PP pupils reached the required levels in reading and writing. This is lower than the previous year (R: 58% W: 67%) 3/12 of these children have significant SEN needs. Excluding these children brings the percentage up to 77% which is still below target of 80%.</li> <li>• 75% of Disadvantaged pupils reached the required levels in Maths. Excluding these children brings the percentage up to 100%.</li> <li>• Speech and Language groups delivered and 2 children discharged from SALT team as they had reached their targets.</li> </ul>	<p>Interventions did not run as regularly as in previous years. This needs to be addressed.</p> <p>Further work required to narrow the attainment gap in Literacy.</p> <p>SALT groups to continue. Improve sharing of strategies and targets with YG team to embed them throughout the school day.</p>
<p>Staff to support PP children with significant needs</p>	<p>Pastoral MDA for vulnerable pupils (£2,354)</p> <p>1:1 MDA x 2 (£ 3,072 x 2= £ 7,704)</p> <p>1:1 LSA (£14,269)</p>	<p>Crucial support in place – child and class would have significantly struggled without this support.</p> <p>Pastoral room used on a daily basis by a number of children with emotional/ social difficulties, minimising playground incidents.</p>	<p>Continue.</p>
<p>Funding in place to enable disadvantaged children to access educational visits</p>	<p>£510 allocated (SA to confirm)</p>	<p>Funding provided for all educational visits prior to lockdown.</p>	<p>Continue.</p>
<p>Rewards to improve attendance</p>	<p>£300 allocated (SA to confirm)</p>	<p>Attendance improved. It is unclear whether rewards had an impact.</p>	<p>Reassess use of rewards for children and explore options that are appealing to parents (e.g. free breakfast/after school clubs for 100% attendance).</p>

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Play based therapy to support any children experiencing difficulties in their life	You and Me counselling services for vulnerable pupils (£680)	Again a number of children accessed this service for a variety of reasons e.g. bereavement, family break ups, anxiety etc. Very good feedback from parents.	Continue.
Provide support and behavioural advice/ strategies to parents	Behaviour support for reception parents (£140)	Sessions delivered at the start of the school year.  Parental feedback was very positive, they felt it had been useful and had given them a better understanding of the various emotions their child may be experiencing.	Continue.
TA has time to deliver these programmes on a regular basis, so impact is evident.	TA time to deliver Happy Secrets and Lego therapy programmes (£6,500)	Interventions did not run as regularly as in previous years – impact not evident.	Combine Lego therapy with SALT interventions, led by experienced LSA.
Total Carry forward			£48,084 £15,000 (SA to confirm)