

Pupil premium strategy statement

1. Summary information					
School	Cunningham Hill Infant School			Date for next internal review of this strategy	July 2021
Total number of pupils	177	Number of pupils eligible for PP The national average for PPG is 13.6% 18	Census Jan 20	Total PP budget £24,210 (now £1,345 per pupil)	

Barriers to future attainment (for pupils eligible for PP, including high attainment)
<i>We have a small group of PPG children across the whole school therefore provision needs to be highly tailored to individual needs</i>
Low starting baseline
Cost of school visits and after school clubs may be a barrier for some children accessing these extra-curricular elements of the school curriculum
Needed for additional PSHE support, nurture interaction and support with developing learning and emotional behaviours

Planned expenditure					
Academic year	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. Raising Standards					
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?
Children will make at least good or better progress	<p>A teaching assistant to support the pupils with targeted small group intervention in both EYFS and KS1 Targeted interventions able to take place to suit the needs of the child as and when appropriate.</p> <p>Release time for SENCO to support teaching assistants with interventions.</p> <p>Closer liaison with external professionals supporting the child, child focused learning developed within class.</p> <p>Monitoring of provision to ensure support is appropriate.</p>	Targeted interventions to take place to suit the needs of the child as and when appropriate with immediate follow up on any identified gaps in learning. Allows support to be 'fluid' and meets the needs of the child at the time required.	<p>Through monitoring the progress of PPG children closely at termly pupil progress meetings, and looking at their data.</p> <p>Through discussing interventions with the support staff and ensuring appropriate interventions take place.</p> <p>Through looking at children's books and during lesson observations to ensure children are understanding concepts covered.</p>	Teachers SLT during PPMs PPG Lead	
Total budgeted cost					£12,712
ii. Reducing barriers					

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?
<p>To meet the personal, social and emotional (PSE) needs of the pupils to make room for learning to take place.</p>	<p>Develop behaviour for learning through targeted nurture groups.</p>	<p>Nurture TA focuses on: building children's resilience, developing play skills, supporting children to manage potentially challenging situations, introducing children to strategies to self-regulate and having fun within the classroom.</p> <p>Allowing children time to discuss their concerns, feeling and emotions in a 1:1 situation</p> <p>Provide support to the family around the child. Specific drop in support and some more long term weekly support</p>	<p>Liaison and feedback between the nurture TA and SLT</p>	<p>Teachers SLT PPG Lead Nurture TA</p>	

	Family Worker support for families	<p>Family Worker support for families.</p> <p>Continue to build on current strategies to promote maximum parent involvement in children's learning.</p> <p>Develop behaviour for learning through targeted groups.</p>			
Total budgeted cost					£14,096
iii. Enrichment					
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 maximise access to experiences that widen children's knowledge and skills for life.	Cost of school visits & After school clubs	Children participate with their friends and enjoy learning outside the classroom.	Record of who has accessed the provision & the impact	Teachers SLT PPG Lead	
	Provision of school uniform including school shoes	Jumpers and wellington boots have been provided to ensure children are warm and can access outdoor learning.			
Total budgeted cost					£2,000

Summary information					
School	Cunningham Hill Infant School			Date review of this strategy	July 2020
Total number of pupils		Number of pupils eligible for PP The national average for PPG is 13.6%	Census Jan19	Total PP budget £26,060	

Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<p>% achieving ARE in reading, writing, maths – Due to the very small numbers of children in receipt of the Pupil Premium Grant and the impact this has when working with percentages the school has case studies for individuals demonstrating the impact of the support provided.</p> <p>Number of children working at ARE (KS1): Based on Spring Term Data 2020 <u>Due to COVID19 we are unable to assess current levels.</u> Reading: 1/4 Writing: 1/4 Maths: 3/4</p> <p>Number of children in receipt of PPG with additional needs: SEN & PPG- 0 EAL & PPG- 0</p> <p>Reading- 100% made positive progress, 50% made significant progress Writing- 100% made positive progress, 0% made significant progress Maths- 100% made positive progress, 0% made significant progress</p> <p>Number of children working at ARE (EYFS): Based on Spring Term Data 2020 Communication and Language Literacy: 2/4 Literacy: 1/4 Maths: 2/4</p>		<p>Number of children working at ARE (KS1): Reading: 67.3% Writing: 61.8% Maths: 78.2%</p> <p>Number of children working at ARE (EYFS): Communication and Language Literacy: % Literacy- % Maths: % Number of children making expected or better progress in: CL/L/ - 100% Literacy- 75% M-100%</p>

Number of children in receipt of PPG with additional needs:
EAL & PPG 2/4
SEN & PPG 0

% achieving Phonics Screening check

Didn't happen due to
COVID-19

Barriers to future attainment (for pupils eligible for PP, including high attainment)

We have a small group of PPG children across the whole school therefore provision needs to be highly tailored to individual needs

Low starting baseline

Cost of school visits and after school clubs may be a barrier for some children accessing these extra-curricular elements of the school curriculum

Needed for additional PSHE support, nurture interaction and support with developing learning and emotional behaviours

Review of expenditure			
Previous Academic Year		2019-20	
Raising Attainment			£11,652
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)
Children will make at least good or better progress	<p>A teaching assistant to support the pupils with targeted small group intervention in both EYFS and KS1 Targeted interventions able to take place to suit the needs of the child as and when appropriate.</p> <p>Release time for SENCO to support teaching assistants with interventions.</p> <p>Closer liaison with external professionals supporting the child, child focused learning developed within class.</p> <p>Monitoring of provision to ensure support is appropriate.</p>	To support identified pupils to make progress and achieve age related expectations. Specific targeted support directed by the teacher.	We will continue with this approach and will balance the amount of time a child leaves the classroom to work with an adult and the amount of time the adult works in class with the child as appropriate.
Reducing Barriers			£11,790
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not	Lessons learned (and whether you will continue with this approach)

		eligible for PP, if appropriate.	
--	--	----------------------------------	--

<p>To meet the personal, social and emotional (PSE) needs of the pupils to make room for learning to take place.</p>	<p>Develop behaviour for learning through targeted nurture groups.</p>	<p>Various children supported to enable a positive approach to learning, managing behaviour and emotions. Various families supported throughout the year in either long term capacity throughout the whole year or short interventions lasting 2 to 3 sessions. Support also included attending professionals meeting and home visits.</p>	<p>We will continue to subscribe to this service. From September 2020. Having a member of staff who is responsible for nurture group cuts down on the amount of time class teachers need to be resolving issues/supporting children at lunchtime.</p>
--	--	--	---

Enrichment			£2,000
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)
To maximise access to experiences that widen children's knowledge and skills for life.	Cost of school visits & After school clubs Provision of school uniform including school shoes	Children participate with their friends and enjoy learning outside the classroom.	We will continue to offer this support so children can always access offsite visits. Children access lifelong learning skills in addition to those they learn in the classroom.

CORONAVIRUS 2020

To support parents to cater for the needs of their children in school and at home.

During Coronavirus lockdown

- Ready to learn resources have been allocated to all children, e.g. whiteboards, pens, pencils, exercise books, paper, 100 squares, phoneme, and tricky word banks.
- Some of these children have accessed Childcare during this time after being identified as vulnerable.
- School lunches were collected by parents or delivered by a member of school staff.
- Weekly worksheets and planning from class blogs have been printed and either delivered with lunches or collected by parents from the school office, differentiated or individuals
- Regular telephone contact with families

After return to school

- 10 have returned to school. Contact with those who haven't is being maintained
- Weekly learning from blog continues to be printed and either delivered with lunches or collected by parents of children not accessing school.
- Regular telephone contact is being continued
- Offers to most vulnerable families to return to school as identified as vulnerable by the school.
- School is applying for the summer vouchers for FSM

Plans are being made for how we can support families during the summer holidays

As a result

- Parents feel supported
- Adults are available to respond to parents concerns and questions by phone or email
- All identified as vulnerable have access to the internet and school resources/blogs
- PPG also identified as SEN are receiving telephone support as they are not in school
- Relationships have been strengthened between school and home – parents do not feel that they are on their own.
- Learning has been targeted at the individuals – taking into account the confidence of the parents
- Good practise has meant that we can reach out to other parents who are also in a vulnerable situation/position as well as PPG