

# Pupil premium strategy statement: Elmlea Infants' School 2019 - 2020

1. Summary information					
School	Elmlea Infants' School				
Academic Year	2019/20	Total PP budget	£14,480.00	Date of most recent PP Review	April 2020
Total number of pupils	270	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Sept 2020

2. Current attainment		
<b>Attainment for: End of Term 4 2020</b>	<i>Pupils eligible for PP (your school) Number of pupils too small to make pupil unidentifiable</i>	<i>Pupils not eligible for PP (within school)</i>
% achieving expected standard or above in reading, writing and maths	50%	
% achieving expected standard or above in reading	50%	92.5%
% achieving expected standard or above in writing	0%	79.3%
% achieving expected standard or above in maths	50%	86.2%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Data shows that 0% of PP children will currently achieve the expected standard in writing.
<b>B.</b>	Speech and Language issues for PP children (currently 1 PP child has an IEP for SAL needs)
<b>C.</b>	Extended time out of school due to COVID-19
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Self-esteem and low personal confidence (attachment disorder)
<b>F.</b>	Family circumstances, respite care and alternative out of school care and activities.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Raise the attainment Writing for PP children.	Writing attainment results during data analysis will be in line with reading and Maths. All PP children will make progress to achieve at least ARE by the end of the academic year in all three subjects.
<b>B.</b>	Children under the care of speech and language therapist will have achieved SAL targets set by SALT.	Articulation of sounds and blends recorded as issues during initial sound assessment (in September 2018). Use of sounds and blends during everyday speech is clear and understandable to all. Understanding of topic and curriculum based vocabulary.
<b>C.</b>	Self-esteem and confidence will be boosted.	Child will believe in themselves and will participate fully in all school activities and tasks. Confidence in own ability will ensure participation in in school and out of school activities.
<b>D.</b>	Signpost parents to out of school activities and possible respite care for the whole family.	Parents will be aware of help which could be provided to allow time as a family for other activities and respite. Parents will feel supported by school to help with family life and inclusion in the school community. Contact will Families in Focus to increase for these families with more productive advise and signposting from the organisation.

## 5. Planned expenditure

Academic year

2019/2020

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?
Raise the attainment Writing for PP children.	<p>Introduction of Precision Teaching Intervention for phonics and high frequency words/common exception words for spelling. 5 x 10 minutes per child a week.</p> <p>Individual and small group 'back to basic' work for handwriting and CEW spellings using TT information about missing and unachieved statements in writing. 2 x 15 minutes per child a week.</p> <p>Class teachers to inform MMLSAs of areas to develop during 1:1 sessions e.g. fine motor skills – transcription skills for those who find writing difficult.</p> <p>Children to be given individual targets for Writing.</p> <p>Class teachers to individualise writing support in year group planning.</p>	<p>Use of baseline data and target tracker to show areas of the writing and maths curriculum which are in need of further reinforcement and teaching.</p> <p>Attainment data shows that 50% of PP children are below ARE for both Writing and Maths.</p> <p>Costings: <b>Precision Teaching:</b> 10 mins a day per PP child = 5 x 10 mins, 50mins x 7 children = .83 hours x 7 = 5.81 x hourly rate (£13.72) = £79.71 x 39 weeks = <b>£3,108.82.</b></p> <p><b>Back to Basics teaching:</b> 15 mins x 2 a week = .5 hours = x 8 = 3.5 x hourly rate = £13.72 x 39 weeks = <b>£1,872.78</b></p> <p>1 reception child not receiving precision teaching intervention, as not seen as appropriate, yet.</p>	<ul style="list-style-type: none"> <li>Targeted teaching of skills and concepts not yet achieved with MMLSA during the allotted .5 hours PP time. Class teachers to monitor.</li> <li>Introduction of Precision Teaching Intervention in March 2019 for phonics and HFW/CEW for spelling for 10 mins a day.</li> <li>Record progress of Precision Teaching Intervention for individual children on sheet.</li> <li>Feedback to class teachers on progress as part of moderation days.</li> <li>Sessions to be monitored by JS and LD as part of the performance management cycle and planning scrutiny monitoring.</li> </ul>	<p>JS</p> <p>LD (MMLSA team leader)</p> <p>LW/AN as Eng lead</p>	Sept 2020

<p>All children to have a very good understanding of the vocabulary and word knowledge for technical and topic words.</p>	<p>Increase children's knowledge and understanding of technical vocabulary for learning in maths, curriculum subjects and topic.</p> <p>Teach meaning of words which are needed for learning to prevent a barrier to learning. 1 x 15 mins a week.</p> <p>Include key vocab in planning documents, with agreed definitions for technical vocab, across the year group.</p>	<p>Increase in number of children coming into school with less vocabulary or understanding of words. Slight shift in cohort of children entering school. Whole school literacy focus for the year.</p> <p>Costings: <b>Vocabulary Teaching:</b> 1 x 15 mins a week x 8 children .25 x 8 = 1.75 x £13.72x 39 weeks = <b>£1,070.16</b></p>	<ul style="list-style-type: none"> <li>• Moderation sessions – children displaying an increase in the use of technical vocabulary and showing an understanding of the vocab used in lessons.</li> <li>• Questioning skills of the teachers – can the children answer the questions containing the technical vocabulary.</li> <li>• Word banks in classrooms and on working walls.</li> </ul>	<p>MC (maths)</p> <p>LW/AN as Eng lead</p> <p>JF (Science)</p> <p>Class teachers</p>	<p>Sept 2020</p>
<p>Daily individual reading sessions</p>	<p>PP children to read individually to MMLSA. Reinforcement of phonics if needed. 10 mins a day.</p>	<p>To maintain the current level of attainment and progress for reading.</p> <p>Costings: Individual reading/phonics 10 mins a day per PP child = 5 x 10 mins, 50mins x 8 children = .83 hours x 8 =5.81 x hourly rate (£13.72) = £63.45 x 39 weeks = <b>£3,552.93</b></p>	<ul style="list-style-type: none"> <li>• Set as part of MMLSA daily routine for PP children.</li> <li>• As part of monitoring – check reading record books for comments from MMLSAs</li> </ul>	<p>LD</p> <p>LW/AN as Eng lead</p>	<p>Sept 2020</p>
<p>Transcription intervention for children with poor FMS to help improve handwriting skills</p>	<p>Small group work in each year group (x3) for 2 sessions of 15 mins a week to work on letter formation and FMS.</p>	<p>PP children switching off from writing activities due to poor FMS and letter formation. To boost confidence with letter formation and handwriting to make writing tasks more enjoyable and achievable.</p> <p>Costings: 1 group per year group 2 x a week for 15 mins each: 3 x 30 mins = 1.5 hours x 3 x hourly rate (£13.72) x 39 weeks = <b>£2,407.86</b></p>	<ul style="list-style-type: none"> <li>• MMLSA awareness of English Policy and Handwriting Scheme.</li> <li>• Training in letter formation and school's script.</li> <li>• YR strategies for FMS activities such as Write Dance programme and activities to develop FMS.</li> </ul>	<p>LW/AN as Eng lead</p>	<p>Sept 2020</p>
<b>Total budgeted cost</b>					<b>£12,012.55</b>
<b>ii. Targeted support</b>					

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>Speech and language provision for year 2 child</p> <p>1:1 individualised SAL programme. 1 x 15 minutes a week for 1 PP children.</p>	<p>Baseline of sound assessment from SALT (Alice Cantwell) September 2018.</p> <p>Use of resources supplied by Alice Cantwell to follow SAL programme.</p> <p>Use drop-in sessions to monitor progress with parental involvement and SALT. Additional advise and resources.</p>	<p>Large cohort of Reception children with SAL issues – highlighted as part of pupil progress barriers to learning in two classes, which includes two PP children.</p> <p>SALProgramme: For 1 PP children 30 mins a week x 1 = .5 hour a week x £13.72 x 39 = <b>£268.12</b></p>	<ul style="list-style-type: none"> <li>Use of SENCo time and trained MMLsAs/LSAs with speech and language training and experience.</li> </ul> <p>MMLSA time 1 x a week for 15 mins to work 1:1 with PP children who have been highlighted as having SAL needs.</p>	<p>JS</p> <p>Class teachers</p> <p>SALT – Alice Cantwell</p>	<p>Sept 2020</p>
<p>Phonic catch-up work for individual children who require additional support for phonics 3 x Y2 children 1 x Y1 child</p>	<p>Individual 1:1 phonic input to help with CVC word building and pseudo word reading in order to help with phonic testing in Y1 or Y2 retake.</p>	<p>Larger number of PP children are failing the Phonic Test in Y1 and need to retake in Y2. 1:1 intervention to help boost knowledge and confidence with building words and pseudo words for reading – skills required to pass the test.</p> <p>4 children for 10 mins x 3 times a week: 4 x .5 x hourly rate (£13.72) x 39 = <b>£1,070.16</b></p>	<ul style="list-style-type: none"> <li>MMLSA to observe YR teachers teaching phonics.</li> <li>Access to Nessy, Espresso and phonic play websites</li> <li>Knowledge of games, resources used in classrooms.</li> </ul> <p>Sessions to be monitored by JS and LD as part of the performance management cycle and planning scrutiny monitoring.</p>	<p>LW/AN as Eng lead</p>	<p>Sept 2020</p>

<p>Self-esteem and confidence will be boosted. Friendships are maintained in the playground.</p>	<p>In class Jigsaw and PSHE sessions to focus on friendship, emotions and kindness.</p> <p>Time to Talk sessions for social interactions and taking turns. 2 x 20 min sessions for 1 PP child.</p> <p>Group turn taking games sessions. Choosing a friend to play a game, with adult supervision, moving to playing the game unsupervised. 2 x 20 min sessions for 1 PP child.</p>	<p>PP child in Y2 achieving above ARE for academic subjects, but in need of PSHE sessions for emotional well being, social and maintaining friendships in the playground.</p> <p>Self esteem boost especially around not being chosen a friend.</p> <p>Time to Talk: 2 x 20 = 40 mins a week - .67 hours x £13.72 x 39 weeks = <b>£358.50</b></p> <p>Turn taking games: 2 x 20 = 40 mins a week - .67 hours x £13.72 x 39 weeks = <b>£358.50</b></p>	<ul style="list-style-type: none"> <li>• Child being involved in playground games with classmates.</li> <li>• Class teacher monitoring of levels of happiness with the child – use of 5 point scale already in operation.</li> <li>• Fewer incidents reported by playground duty staff.</li> </ul>	<p>OV, JS, JA (CTs)</p> <p>SS(LSA)</p>	<p>Sept 2020</p>
<b>Total budgeted cost</b>					<b>£2055.28</b>
<b>III. Other approaches</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>When will you review implementation?</b>
<p>Transition of PP children to the Junior School.</p>	<p>Continue robust transition process between the schools including</p> <ul style="list-style-type: none"> <li>• Safeguarding transfer</li> <li>• PP information and results</li> <li>• Key information</li> <li>• Social and emotional information</li> <li>• SEN transfer documents if appropriate.</li> </ul>	<p>Children finding the move to Y3 difficult to manage emotionally.</p> <p>Change in friendship groups.</p> <p>New staff and environment.</p> <p><b>No cost as SENCo time.</b></p>	<p>Establish transition plans for PP children with Junior school lead.</p> <p>Plan in visits to meet key staff and to get to know routines and the environment.</p> <p>Set up photo book if needed (especially for PP/SEN children).</p>	<p>JS</p> <p>VT (Junior SENCo)</p>	<p>June 2020</p>

Total budgeted cost	£14,067.83
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## 6. Additional detail

Pupil premium report can be found on the school's website.