



Pupil Premium Strategy Statement 2020/2021

1. Summary information					
School	Kinsale Infant School				
Academic Year	2020/2021	Total PP budget	£23 520	Date of most recent PP Review	Sept 2020
Total number of pupils	160	Number of pupils eligible for PP	21	Date for next internal review of this strategy	April 2021

2. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Some of our PP pupils do not have the correct behaviours for learning or lack self-confidence and self-esteem so are making less progress than 'other' pupils in reading, writing and maths.
B.	We have a high % of Pupil Premium children in Reception in 2020/2021 (45% of whole PP cohort) many whose needs will link to oral language skills and social skills. Some of our PP cohort's needs also include a high SEND need, as well as a large proportion of family needs and some deprivation factors which may make accelerated progress challenging.
C.	For some of our PP families, low aspirations are an issue, and lack of home support is evident. Certain families have little access to technology to support at home; so access to Tapestry and supporting Home Learning can be more difficult. 38% of our PP cohort have had external family support in the past or currently.

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Attendance for our PP cohort in 2019/2020 was slightly lower than target of 97%
E.	Some pupils not able to access, due to financial circumstances, the opportunities provided for other pupils such as school visits, after school clubs etc

3. Desired outcomes *(specific outcomes and how they will be measured)* Success criteria

A.	Improve behaviours for learning so that all pupils, including those on PP, have higher academic aspirations	Lesson observations by the end of the year and interviews with PP children to show improved attitudes towards learning and engagement in classes.
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B.	Higher rates of progress and attainment across EYFS and KS1	A good understanding of progress and attainment of all PP cohort across the curriculum is clear, with early intervention in place where needed. Detailed discussions take place at Pupil Progress meetings each term. Pupils eligible for PP will make as much progress and attain as highly as 'other' pupils- this will be assessed by end of year teacher assessment.
C.	PP parents and carers will be well supported to encourage support at home and issues around family challenges. PP pupils will be supported in school for any SEMH (social, emotional, mental health) needs.	The PP Key Worker scheme will continue to link staff with a PP child to enhance support between home and school, within their 'bubble'. A positive relationship to be established to engage parents / carers in school life. Pupils will be happy in school and will have a range of strategies to draw upon if they are finding things challenging.
D.	Increased attendance rates for pupils eligible for PP	Overall PP attendance improves so that it is in line with 'other' pupils
E.	All PP children to be able to access the same provision and broad curriculum as others	PP attendance at clubs and trips as high as 'other' pupils PP children able to have milk

4. Planned expenditure

Academic year

2020/2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

We will be following guidance on what is and isn't allowed during the COVID 19 pandemic and this plan is liable to change depending on the guidance to ensure that all pupils and staff are safe, this is the number 1 priority.

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>A, B Pupils to achieve the best that they are capable of in EYFS and KS1, making good progress, using a range of learning dispositions.</p>	<p>-Termly Pupil Progress meetings to review progress towards attainment targets. .Release time for all teachers and TAs to meet during the school day to discuss progress towards end of year targets including interventions in place. (£800)</p> <p>Continuation and embedding of JONK project(Joy of not knowing). More focus on wellbeing and mental health within all classes- purchase resources (£500)</p> <p>Interventions to support gaps in learning with a large focus on conversational skills throughout the school. (£3800)</p>	<p>Meetings with class teacher and TA allow conversations around additional intervention support, progress and potential barriers to learning. Linking these meetings to the targets set allow us to intervene should progress slow. Senco is involved directly in the meetings as well.</p> <p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF (Education endowment foundation) Toolkit suggest pupils understanding better how they learn is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school</p> <p>Teacher to have a secure knowledge of the children and clearly have identified any gaps in learning. Carefully planned interventions to meet the needs of the children, by staff who know them well, which are then consolidated in class, ensuring they retain the knowledge and skills in their long term memory are proven to be effective. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the Education Endowment Foundation</p>	<p>Minutes are kept of the meetings, and shared with class teacher. They are referred to at the following Pupil Progress meeting to ensure all actions complete and what the impact has been.</p> <p>JONK Project launched across the school a few years ago, continue to adapt and embed to suit the needs of our pupils. All classes to implement and promote core behaviours for learning and this will be reinforced by celebrating children's achievements e.g certificates.</p> <p>Carefully planned by teachers to meet the needs of the children, then evaluated each half term through teacher assessment.</p>	<p>LR, LH, BC, class teachers and TAs</p>	<p>Reviewed at each termly PP meeting</p>
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	<p>-CPD for staff: Training for all staff on Rosenshine's principles of instruction, long term memory, supporting children's mental health and wellbeing and other features of Quality First Teaching. Moderation training at EYFS and KS1. VNET conferences Bespoke training from VNET across the curriculum (£2500)</p> <p>-To develop reading resources to ensure a greater engagement with reading across the school, focussing on enabling disadvantaged pupils to access a broad range of materials so they can develop a love of reading (£1750)</p> <p>-To buy a subscription to support children at home with their phonics knowledge or comprehension skills. (£500)</p> <p>-Regular conversation group for children in reception so they extend their oracy and understanding of speaking and listening. (£1000)</p>	<p>Evidence suggests that 'quality first teaching' has the largest impact on progress and attainment of all children, including PP children</p> <p>To ensure opportunities for regular reading in school for PP children, to practise the skill of decoding and comprehension, increase confidence and fluency and develop a love of reading. This in turn will support vocabulary development, which will support oracy and writing skills,</p> <p>To ensure opportunities to practise the skill of decoding and comprehension, increase confidence and fluency and develop a love of reading. They will also be accessing this independently which will support their confidence and self esteem.</p> <p>EEF's (education endowment foundation)research has found that conversation practice increases a child's vocabulary. This is a weaker area for children in reception so will support their language development</p>	<p>Whole staff training, otherwise staff to feedback any key messages to all staff at Staff meetings. Discussions at staff meetings. Peer observations and feedback.</p> <p>Hearing pupils read and pupil voice about attitudes to reading</p> <p>Hearing pupils read and pupil voice about attitudes to reading</p> <p>Speaking to children about different topics. Discuss speaking and listening skills at pupil progress meetings each term.</p>	<p>SLT</p> <p>LH and class teachers</p> <p>LH and class teachers</p> <p>Class teachers</p>	<p>Ongoing through staff meetings and observation outcomes.</p> <p>July 2021</p> <p>July 2021</p> <p>July 2021</p>
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Evaluation:					
Total projected budgeted cost					£10850
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
A, B, C Families of PP children will continue to develop a good rapport with the school so that they are more involved in their child's learning in school and at home.	Key Worker project to be embedded for PP cohort – within their bubble. All PP have a link Key Worker who will meet them formally and informally, and also allow parents / carers to establish closer relationships. (£400)	We have researched Key Worker roles that have been used in other schools, and the impact of the personal relationship has shown good outcomes. Linking a member of support staff (TA) to a PP pupil allows both pupil and parent / carer to develop a positive relationship in school. This can lead to supporting around learning and other organisational elements of school life. The formal and informal conversations that take place allow rapport to develop in a positive way. This approach has already shown to be have a positive impact on PP families during the last academic year and will continue to be embedded this year.	Regular meetings with Key Workers to check progress and any barriers. Conversations with pupils and parents / carers to see impact of the developing relationships. Observations of class teacher in terms of impact in class. We are focusing on the progress of all vulnerable groups in all areas of our SDIP for 2020/2021, so is regularly updated by Governors and SLT.	LH Link Gov Key Workers	Review will take place every term
Evaluation:					
C Pupils identified as requiring nurture support receive a personalised, well planned session to address specific needs. They are equipped to deal with personal issues and issues connected to learning	Nurture training and resources (£750) Weekly nurture group 'Your Time' continues to run for specific pupils. (£7000) Forest Schools for targeted children in Year 2 (£1500)	Nurture has had a positive impact on SEMH (social emotional, mental health) of pupils previously 1:1 approach is a successful method for building up positive rapport and planning individualised support. Forest Schools is evidenced to improve self-esteem and confidence due to the small group activities and non-threatening method of working. Pupils are encouraged to lead a team and work with a range of peers to tackle outdoor tasks and problem	Senco and Nurture lead have half termly 'supervision' meetings to ensure the correct pupils are identified as needing support. Boxhall Profile is used initially to identify the pupils to attend the sessions. Impact is measure by pen portraits being completed at the beginning and end of the timetabled sessions. Nurture lead maintains details notes on progress and engagement in sessions. Monitoring of the sessions by DHT. Class teachers will measure the impact of the SEMH development with their cohort.	LW LH and ES	Review happens with Senco each half term and is shared with SLT following 'supervision'. Termly

Evaluation: ‘					
Total projected budgeted cost					£10150
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
C. All children to be able to access home learning should their 'bubble' close	Short videos focused on learning points with some tasks that pupils can access independently. Provide paper copies of work for children who can not access technology at home and weekly phone calls. (£50)	Parents / carers have feedback previously that the videos we provided during lockdown with simple tasks that children could complete independently motivated the children to work at home. Phone calls to the children and parents whilst they are working from home also supported the child's wellbeing.	Training for all staff on expectations. Clear instructions for parents. Children to be shown Tapestry in class with their teacher. Feedback from children during phone calls or in the work they produce.	LH and class teachers	After each period of self isolation.
Evaluation:					
C. All staff understand the needs of all children so they can support them effectively socially, emotionally and academically.	To purchase CPOMs for the school to record any information about safeguarding, vulnerable children, behaviour, nurture and any other issues to ensure all staff are aware and detailed records are kept. (£700)	Good communication and information sharing ensures all children are supported as well as can be and all children are safe and happy. This in turn will support their social, emotional and academic progress.	Training for all staff, with clear expectations. There will be a designated member of staff to oversee the programme to ensure it is used effectively.	LR	Each half term
Evaluation:					

D. Increased attendance rates for PP pupils	Closely monitor More meetings with PP parents to address any attendance issues or patterns emerging Rewards and incentives for high attendance (£200)	We can only improve attainment and progress if children are in school. Much research states that it is vital to address any attendance issues. Last year the PP cohort had a lower average attendance than our target of 97%	Monitor attendance regularly of PP pupils, organising meetings with parents where necessary to encourage better attendance	LH / KL	Monthly review meetings
Evaluation:.					
E. PP pupils should not miss out on events, visits or activities due to lack of financial support from home.	Subsidise some events for PP pupils. Milk available for all PP pupils who would like it. Buy additional resources to support PP children's wellbeing when required (£1570)	Some PP parents / carers have shared that financial difficulties will prevent their child from joining events. Supporting with financial element will allow them to be included in all events.	Monitor the number of events which are subsidised (residential visit, class visits, Breakfast Club, after school clubs etc.)	LR Class teachers KL / TG	At each event / activity
Evaluation:					
Total projected budgeted cost					£2520