

Pupil premium strategy statement (primary)

1. Summary information					
School	Galley Common Infant School				
Academic Year	2020-21	Total PP budget	£22830	Date of most recent PP Review	July 2020
Total number of pupils	155	Number of pupils eligible for PP	8	Date for next internal review of this strategy	December 2020

2. Current attainment 2018-19		
	<i>Pupils eligible for PP (your school) Spring 2020 on track EXP or above</i>	<i>Pupils not eligible for PP (national average) 2019</i>
% achieving at least the expected standard in reading at the End of Key Stage 1	(4/6) 67% (Nat 60%)	74%
% achieving at least the expected standard in writing at the end of Key Stage 1	(4/6) 67% (Nat 53%)	74%
% achieving at least the expected standard in maths at the end of Key Stage 1	(5/6) 83% (Nat 61%)	76%
% passing the phonics screen check at the end of Year 1	(1/2) % (Nat 50%)	72%
% achieving a good level of development at the end of reception	(5/6) 83%	71.8%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Whilst there is a gap between Pupil Premium children in Maths has improved; Writing has remained the same by the end of Key stage 1 and all children made expected progress, the gap still needs to be broader between Pupil Premium and Non pupil Premium children.
B.	Phonics screen check was low in 2018-19 and there is a gap, however, this is based on 2 children in Year 1, one of whom had only been at the school for a few months.
C.	Groups of Pupil Premium children display social, emotional and behavioural challenges and this is expected to have increased during the pandemic.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance is generally good; however, 3/12 children have attendance which is below 90% (25%) compared to the whole school average attendance average of 96%. These children are different from the previous years children.
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure the gap in reading writing and maths between Pupil Premium and non Pupil Premium children by the end of Key Stage 1	The gap between school pupil premium and non pupil premium children narrows so at least 70% of children achieve expected or above in reading, writing and maths.
B.	The percentage of Pupil Premium children passing the phonics screen check in Summer 2020 will increase.	At least 70% of Pupil Premium children will achieve the Phonics Screen check.
C.	Pupil Premium children will have access to nurture provision which will support their social and emotional well-being, particularly in light of the pandemic and likely effect on these children.	Following a period of time in nurture, pupil premium child will be better equipped socially, emotionally and behaviourally to meet the demands of everyday school life. By the end of Key Stage 1, Pupil Premium children will make the same amount of progress as non-Pupil Premium children.
D.	Attendance will improve for those children below 90%	Rates of attendance of Pupil Premium children will match those of non-Pupil Premium Children. Pupil Premium children with below 90% attendance will show an improvement in their attendance.

5. Planned expenditure					
Academic year	2020-21				
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?
Improve behaviour for learning through consistent approaches to behaviour management.	Routines are established for behaviour. Behaviour policy and procedures are updated and followed by all staff Reduction in low level behavioural incidents reported by staff Reduction in Behaviour book entries by the end of the year (expectation there may be an increase whilst routines are put in place initially)	Routines had been put in place but after a term away routines will need to be re-established. Reception children will not have had a term of nursery schooling or transition opportunities which would normally be in place. Behaviour is good in the main but could be more fine tuned to SEN children's specific needs	Whole staff refresher training September 2020 Staff champion – L Gordon Regular staff meetings to review practice	K Middleton	Termly
Support the mental health, wellbeing and safety of the children, staff and parents in their return to school, following the pandemic with a recovery curriculum.	Reset and Recovery Curriculum Crisis management and crisis recovery	Children have not been in school in Summer term 2020. Issues of social interaction – current children Issue of transition procedures have been limited – Reception to Y1 and Y1 to Y2 May still need to keep social distancing in place Wellbeing of staff and children who might have been affected by these changes. Introduce Jigsaw curriculum (£825) in collaboration with feeder Junior school	Pupil well-being questionnaire on entry and end point July2020 Children meet end of year targets and SATs/Phonics/FS end of year results are not dissimilar to previous years. Early Help meetings have reduced and have a successful conclusion	K Middleton L Gordon	Planning/work trawl termly - Planning includes reflection upon children's experiences of the pandemic. Pupil well-being questionnaire on entry/exit - termly
Total budgeted cost					£825

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 implementation?
<p>A To ensure the gap in reading writing and maths between Pupil Premium and non Pupil Premium children by the end of Key Stage 1</p>	<p>Timetabled additional support for targeted pupils to improve reading, maths and writing skills through activities dependent on need. Termly monitoring of pupil premium children in reading, maths and writing to intervene if necessary.</p>	<p>Whilst the gap between non pupil premium and Pupil premium is usually low or out of balance (e.g. 1 child is worth 17%) due to low pupil premium numbers at Galley Common School, it is important that school remains at least in line with National and makes every attempt to give pupil premium the same opportunities as non pupil premium children in all core areas consistently.</p>	<p>Regular checks on progress with intervention groups. Leadership work trawls/planning trawls termly. Pupil Progress meetings termly</p>	<p>K Middleton</p>	<p>Termly and full review in July 2021 (£12201.39) 2 hours 30 minutes of support each week from a teaching assistant per child.</p>
<p>B Pupil Premium children will make improved progress in Phonics</p>	<p>Intervention groups to accelerate progress of children not making sufficient progress in phonics.</p>	<p>2019 data shows a gap of 13% between National and Galley Common Infant School in achieving the screen check. Year 1 children did not take the screen check in 2020, on track data is unreliable as there were only two children in the cohort. However, these children will have missed a lot of phonics learning. Accelerated learning required for pupil premium children.</p>	<p>Phonics to be the first session of each day in all KS1 classes. Phonics homework to include real and pseudo words to be sent home on a weekly basis. Teaching Assistant to pre/post teach those children struggling with particular phonemes. Phonics meeting for parents - Reception Induction meeting June 2019 Reception September 2020 Phonics Screen Check January 2021 Phonics tasks to be recorded in Phonics books as evidence of progress. Phonics Bug books to be completed weekly and children not engaging to be targeted in class and reminders to be sent home to parents. Phonics area for children to access throughout the day in Reception/Year 1. Investment in additional Phonics Bug/Bug Club books in line with Reading scheme/phonics attainment.</p>	<p>K Middleton</p>	<p>Baseline phonics knowledge – measure progress from starting point Termly Leadership work trawl and planning trawl Termly Pupil Progress meetings Analysis of Phonics scores June 2021</p>

C Pupil Premium children will have access to nurture provision which will support their social and emotional well-being.	Children to be identified by the class teacher, Boxall Profile to be completed and support provided three afternoons per week.	Pupil Premium children entering school with low self esteem and social skills, requiring early intervention.	Boxall Profile carried out Entry and exit data Weekly planning to address targets Monitored by SENDCo with regular meetings to discuss progress.	C Witts (SENDCo)	Termly Pupil Progress Meetings Boxall Data £7522.73 (12 x TA 6 hours per week) £613.88 Planning Staff nurture training £467 (CW/PJ)
Total budgeted cost					£20804.78
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 implementation?
D Attendance will improve for those children below 90%	Termly updates from Administrator on attendance for Pupil Premium children (earlier if concerns) Daily contact with family if child is not in school. Support for family struggling with attendance. Attendance policy procedures	If a child is not in school regularly, they will begin to develop gaps in their learning which affects overall progress and attainment. Socially and emotionally children are also affected by absence.	Attendance is monitored closely for known absenteeism. Regular family meetings/phone calls which are minuted.	K Middleton Administrator	Termly or more regularly if necessary.
C Social and emotional skills supported through access to after school clubs and support for trips and visits.	Inform parents of entitlement for free club up to £50 per term for their child Monitor take up (canvas parents)	Pupil Premium children do not always take up clubs and, cost, when canvased has been one of the key reasons. Giving the families to ability join a club and ensure their child attends trips	Administrator to keep a record of attendance and uptake. Sports Leader to monitor take up of clubs and contact parents to ensure their child has their entitlement. Questionnaire to parents re club take up	L Gordon Administrator	Termly – check attendance at clubs Canvas parents
Total budgeted cost					£1200
Overall Total					

6. Review of expenditure				
Previous Academic Year		Reception		
i. Quality of teaching for all				
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)	Cost
Improve behaviour for learning through consistent approaches to behaviour management.	Staff and children understand and can apply STAR so they are ready to learn. Routines are established for behaviour. Behaviour policy and procedures are updated and followed by all staff Reduction in low level behavioural incidents reported by staff Reduction in Behaviour book entries by the end of the year (expectation there may be an increase whilst routines are put in place initially)	<p>Parent letter explaining practice and procedures was sent in Spring 2020</p> <p>Routines are in place and reviewed in staff meetings. 12.3.2020 – this has since been updated and adapted as a result of the pandemic</p> <p>Policies and procedures have been revisited with staff 12.3.2020– this has since been updated and adapted as a result of the pandemic</p> <p>Monitoring shows that children understand and are following the behaviour system – monitoring has not taken place since March 2020</p> <p>Due to the pandemic this will need to be revisited in September 2020 as children were not all in school from March 2020 and the routines were not always appropriate for children in school due to social distancing guidelines.</p>	<p>Regular revisit of the behaviour policy is required and practice perfect sessions with staff.</p> <p>This approach has been very successful within school and worth maintaining, particularly as children return to school in September.</p>	N/A

<p>Ensure all children achieve their full potential through careful differentiation in all subject areas.</p>	<p>Differentiation for most able and least able learners are firmly embedded in planning. Children are supported in making the highest possible progress in all subjects. Differentiation in planning is reflected in children's output. Assessments are standardised for non-core subjects. Adults support children effectively in all subjects. Feedback from adults at the point of teaching impacts on children's learning.</p>	<p>BAD questioning and activities are in place and correlate with the planning. Evidenced in termly work trawl. LMT 13.1.2020 (phonics), 27.1.2020 (writing), 10.2.2020 (disadvantaged), 24.2.2020 (Maths), 23.3.2020 (Reading) Children are supported effectively by all adults this is evidenced in learning walks/observations termly. Wb 23.3.2020, Governor monitoring 15.1.2020 Non-teaching staff attend training throughout the year dependent on need and area of interest. Feedback given at the point of teaching is observed in teacher/Teaching Assistant Lesson observations termly. Assessment policy is updated with effective use of marking for non-core subjects.</p>	<p>There is still work to be done on differentiation following on from a return to school in September, following the pandemic. This will include a baseline to see where children are and gaps in learning.</p>	<p>N/A</p>
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ii. Targeted support

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)	Cost
<p>A The gap between school pupil premium and national pupil premium will be the same, and improved in Writing and Maths in Summer 2020</p>	<p>Timetabled additional support for targeted pupils to improved maths and writing skills through activities dependent on need. Termly monitoring of pupil premium children in maths and writing to intervene if necessary.</p>	<p>All staff, children, parents and Governors have a shared understanding of the visions, values and ethos of the school A progression of skills in non-core subjects is developed from Foundation Stage through to Year 2 and presented to Governors. 16.3.2020 Cultural capital is included in all areas of the curriculum. – ongoing into September (LIP 2 2020-21) Curriculum policy is up to date and is reviewed by Governors 27.1.2020 Subject leaders have access to high quality training. Non-contact is given to staff to keep them up to date with their subject if part of the cycle (timetable evidencing). Subject leaders Ofsted guidance staff meeting. 4.2.2020 Marking and feedback has been improved through Workload Charter (fortnightly). – rota system during pandemic, well being training carried out by staff online Link with another school nationally – initial contact has been made 2nd meeting 10.2.2020. Fundamental questions – identified on planning – LMT to review Spring 2020. – unable to review</p>	<p>It is challenging to measure the small number of pupil premium children against national data or non pupil premium children as there are only a small number. Progress shows that up until Spring 2020, children were making at least expected progress, however, due to gaps in learning as a result of the pandemic, school will need to carry out a baseline in September and revisit this outcome with a view to narrowing the gap between pupil premium and non pupil premium children.</p>	<p>N/A</p>

<p>B Pupil Premium children will make improved progress in Phonics</p>	<p>Intervention groups to accelerate progress of children not making sufficient progress in phonics.</p>	<p>The actions have all been addressed:</p> <ul style="list-style-type: none"> • Phonics scores for Year 1 Phonics Screen Check 2019 have been analysed and shared with staff. • Phonics is the first session of each day in all KS1 classes. • Phonics homework is in place and sent home weekly in Year 1. • Teaching Assistant timetabled to pre/post teach those children struggling with particular phonemes. • Phonics meeting for parents :Reception September 2019 • Phonics tasks are recorded in Phonics books as evidence of progress. • Phonics Bug books to be completed weekly. – still monitoring those families not participating remotely – key question in our phone calls/ms teams weekly • Phonics areas in YR and Y1 classrooms for children to access throughout the day are established. <p>Procedures in Place as a result of the pandemic:</p> <ul style="list-style-type: none"> • Phonics packs have been sent out to our Year 2 children who did not achieve the check in Year 1. • Phonics books are being assigned remotely by class teachers. • Pupil Premium have been offered paper packs to support learning • Bug Club is accessible online along with other phonics resources 	<p>As a result of English training and Ofsted expectations we are moving to our phonics focused books being the books we read with children (Phonics Bug). We will aim to read these in school and assign the books online. We also intend to include a second read for children (this will impact on intervention groups being carried out by non teaching staff). Our reading scheme will include books which can also go home and be changed twice a week as new texts to read at home with parents.</p> <p>Benefits will be:</p> <ul style="list-style-type: none"> • Development of fluency. • Additional opportunity to read with staff/another adult. • Additional books mean the children have access to more reading books over the week. 	<p>N/A</p>
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<p>C Pupil Premium children will have access to nurture provision which will support their social and emotional well-being.</p>	<p>Children to be identified by the class teacher, Boxall Profile to be completed and support provided three afternoons per week.</p>	<p>4/8 children were in a position to leave nurture in February 2020 Nurture newsletters to parents, keep them informed. Nurture workshops with parents, involve parents with supporting their children Evaluations for parents continue to be supportive Fortnightly conversations between nurture staff and children during the pandemic. Nurture tasks sent home to children to supplement their learning and support their wellbeing.</p>	<p>Nurture Lead has now retired and Teaching assistant and Nurture Leader will need training in September 2020. Due to the pandemic, there may be an increase in need for Nurture, however, Nurture groups may not be possible in September 2020 due to children being in bubbles. This means that staff will need to share the nurture training in order to support these children within the classroom. School to ensure there is a similar plan in place should lockdown occur again.</p>	<p>£8141</p>
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iii. Other approaches

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)	Cost
<p>D Attendance will improve for those children below 90%</p>	<p>Termly updates from Administrator on attendance for Pupil Premium children (earlier if concerns) Daily contact with family if child is not in school. Support for family struggling with attendance. Attendance policy procedures</p>	<p>As of March 2020, there were 2/12 children who had below 90% attendance – 1 child started school partway through the year. Attendance was monitored, phone call follow up conversations. Another child's attendance was below average as a result of the pandemic. This child returned to school in Spring 2nd for the final few weeks. Another child who was just above 90% was also being monitored. Procedures in place Summer 1st half term – weekly hone call from Head Teacher or class teacher re learning/well being Summer 2nd half term – weekly phone call/MS teams meeting with class teacher. Record sheet completed for each phone call including access to learning and wellbeing questions</p>	<p>Attendance will still need to be monitored in September 2020 as it is likely that some parents are anxious about their child returning to school, and attendance will be mandatory.</p>	<p>N/A</p>
<p>C Social and emotional skills supported through access to after school clubs and support for trips and visits.</p>	<p>Inform parents of entitlement for free club up to £50 per term for their child Monitor take up (canvas parents)</p>	<p>Uptake continues to be inconsistent for Pupil Premium children. We have found that some parents do not want their child to stay after school as they are picking up siblings, for example. Trips are more successful with all pupil premium children attending trips during school hours.</p>	<p>Engage with Pupil Premium parents in Sept 2020, asking about preferred clubs and likelihood of their child attending.</p>	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.