

Pupil premium strategy statement (primary)

1. Summary information					
School	Galley Common Infant School				
Academic Year	2021-22	Total PP budget	£35,960	Date of most recent PP Review	July 2021
Total number of pupils	159	Number of pupils eligible for PP	32	Date for next internal review of this strategy	December 2021

2. Current attainment 2020-21		
	<i>Pupils eligible for PP (your school) Spring 2021 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	(2/3) 67% (Nat 60%)	74%
% achieving at least the expected standard in writing at the end of Key Stage 1	(1/3) 33% (Nat 53%)	74%
% achieving at least the expected standard in maths at the end of Key Stage 1	(3/3) 100% (Nat 61%)	76%
% passing the phonics screen check at the end of Year 1	(1/4) 25% (Nat 50%)	72%
% achieving a good level of development at the end of reception	(6/12) 50%	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.	Only 2/12 (17%) were working at the expected level in reading and writing on entry to school and 1/12 working at expected in maths (8%). Lockdown Spring 2021 had a further impact and constraints within the Reception timetable due to Covid had an impact on social/emotional development.
B.	Phonics screen check was not carried out in Summer 2020, however, all 3 Pupil premium children were working below in Autumn 2020 and did not achieve the check. This is a whole school focus for 2021-22 – ensuring there is opportunity for revisiting Monster Phonics with focus groups throughout the day.
C.	Groups of Pupil Premium children continue to display social, emotional and behavioural challenges and this has increased as a result of the pandemic. The newly introduced Thrive will target these children and support them.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance is generally good; however, 3/26 children have attendance which is below 90% (12%) compared to the whole school average attendance average of 96%. Whilst this has improved on previous years (26%) this should still be monitored.

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, particularly in reading and writing	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 2021 will increase.	At least 70% of Pupil Premium children will achieve the Phonics Screen check.
C.	Pupil Premium children will have access to Thrive 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 Thrive, 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 (or more) as non-Pupil Premium children.
D.	Improve engagement of parents with their children's learning.	Majority of children can access and complete their learning. Children read regularly at home Parents engage with learning opportunities for children e.g. clubs, parent workshops.

5. Planned expenditure

Academic year

2021-222

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 2021 Staff champion – L Gordon Regular staff meetings to review practice	K Middleton	Termly
Support the mental health, wellbeing and safety of the children using the Thrive approach	Thrive Crisis management and crisis recovery	Issues of social interaction – current children Issue of transition procedures have been limited – Nursery to Reception, Reception to Y1 and Y1 to Y2 Embed Jigsaw curriculum (£825) in collaboration with feeder Junior school Deliver Thrive training September 2021 and carry out screens in the Autumn term, carefully targeting the needs of the children. Thrive INSET £760 Resourcing £350 Subscription £2536 Full Time Thrive Practitioner to deliver: £16753 (25 hours per week)	Thrive data analysis – progress 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					£21224
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?
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	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.	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.	Regular checks on progress with intervention groups. Leadership work trawls/planning trawls termly. Pupil Progress meetings termly	K Middleton	Termly and full review in July 2022 4 hours of Teaching Assistant time per year group per week to support Pupil Premium individuals and small groups or allow Teacher time to work with pupil premium children £22,083.88

<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 21.8% between National and Galley Common Infant School in achieving the screen check. 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 2021 Reception September 2021 Phonics Screen Check January 2022 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. Introduction of Monster Phonics scheme .</p>	<p>K Middleton</p>	<p>Planning/work trawl termly Pupil well-being questionnaire on entry/exit – termly Thrive assessments Early Help minutes</p>
--	--	---	---	--------------------	--

<p>C Pupil Premium children will have access to Thrive provision which will support their social and emotional well-being, particularly in light of the pandemic and likely effect on these children.</p>	<p>Thrive</p>	<p>Issues of social interaction – current children Issue of transition procedures have been limited – Nursery to Reception, Reception to Y1 and Y1 to Y2 Embed Jigsaw curriculum (£825) in collaboration with feeder Junior school Deliver Thrive training September 2021 and carry out screens in the Autumn term, carefully targeting the needs of the children. Thrive INSET £760 Resourcing £350 Subscription £510.38 (based on 32 pupils) Full Time Thrive Practitioner to deliver: £3371.67 (Based on 32 pupils, 25 hours per week)Total: £4481.67</p>	<p>Thrive data analysis – progress 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</p>	<p>K Middleton L Gordon</p>	<p>Planning/work trawl termly Pupil well-being questionnaire on entry/exit – termly Thrive assessments Early Help minutes</p>
---	---------------	---	--	----------------------------------	--

Total budgeted cost £29937.22

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?
<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.</p>	<p>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.</p>	<p>Attendance is monitored closely for known absenteeism. Regular family meetings/phone calls which are minuted.</p>	<p>K Middleton Administrator</p>	<p>Termly or more regularly if necessary.</p>

	Attendance policy procedures				
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 32 x £50 x 3 terms = 4800 (Remaining £1222.78 to be used to supplement school trips and equipment)	L Gordon Administrator	Termly – check attendance at clubs Canvas parents
Total budgeted cost					£4800
Overall Total					£35960

6. Review of expenditure				
Previous Academic Year 2020-21		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.	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)	Whole staff refresher training took place in September 2020 and Marie Rooney from the Local Authority delivered training in Summer 2021 L Gordon is in place as a staff champion. Regular staff meetings took place over the year to review practice. Emphasis was placed on "STAR" (good sitting) and "soldier" (lining up) There were 13 entries in the behaviour book during the year of Pupil Premium children.	Whilst the number of entries in the behaviour book is low, by following the routines to be implemented in September 2021 and using the Thrive approach, this should further improve this year.	N/A

<p>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.</p>	<p>Reset and Recovery Curriculum Crisis management and crisis recovery</p>	<p>Pupil well-being questionnaire on entry and end point July2020 Summary: The majority of children found being at home challenging, whether that be missing their friends/routine or learning. Children enjoyed the MS teams meetings and this gave them some social contact with their teacher and peers. The vast majority of children very excited/happy to return to school, a few children were understandably anxious about returning to a full classroom. Parents are happy with the provision and support that we have given to children, particularly on their return back to the classroom.</p> <p>Children meet end of year targets and SATs/Phonics/FS end of year results are not dissimilar to previous years. Most Pupil premium children met target in Maths, however, fewer achieved their target in Reading and writing, particularly in Year 1 and Reception</p> <p>Early Help meetings have reduced and have a successful conclusion – only 1 Early help is now running Sept 2021 for a Pupil Premium child.</p>	<p>Summer 2021 Key Points A large % did not reach their end of term target. Spring term had a significant impact on results despite staff trying to engage parents with remote learning - offering devices, paper copies of work, phone calls, emails etc. When targets were set In Reception this was very ambitious as the children were unknown to the school and many had missed out on their nursery education. Maths has fared better in terms of children meeting their end of year targets.</p>	
---	--	---	---	--

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 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>Regular checks on progress with intervention groups – these children were discussed at pupil progress meetings termly and support put in place for those not meeting objectives. However, staffing challenges meant that support was less consistent in KS1.</p> <p>Leadership work trawls/planning trawls termly.</p> <p>November 2020 Summary – There has been a significant increase in pupil premium children. The children are receiving additional support and are making steady progress. Attendance and homework is generally very good, though some children need to be monitored carefully. Homework is being carried out in school when it is not being carried out at home. Children with poor attendance have been contacted by letter and their attendance will be monitored. Children are happy at school and generally understand the support they receive.</p> <p>February 2021 summary - There has been a significant increase in pupil premium children (trebled since this time last year). Support was put in place for these children using the catch-up funding in the Autumn term. However, due to lockdown, we have had to support in different ways by making devices available, providing paper copies of learning, support meetings etc. Teachers stay in contact with PP families regularly and contact directly every 3 weeks. However they meet daily on teams or contact directly if they have not been seen on teams.</p>	<p>Additional support from additional adults e.g. Monster Phonics intervention groups will help to ensure progress is made, providing there are no significant issues re staffing, pandemic.</p>	<p>(£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>Phonics is the first session of each day in all KS1 classes. Phonics homework includes real and pseudo words sent home on a weekly basis. Teaching Assistant pre/post teaches those children struggling with particular phonemes. Phonics meeting which took place for parents - Reception Induction meeting June 2019 Reception September 2020 Phonics Screen Check January 2021</p> <p>Phonics tasks are recorded in Phonics books as evidence of progress. Phonics Bug books are completed weekly and children not engaging to be targeted in class and reminders to be sent home to parents.</p> <p>Only 6/18 children were carrying out any homework at home. Family engagement continues to be of concern despite e.g. during lockdown – daily online lessons, planning and resources sent home, copied resources available, access to technology etc</p> <p>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>73% achieved the phonics screen check analysis in November 2021. 1/5 achieved the phonics screen check</p> <p>8/11 achieved the screen check carried out in house in June 2021 (73%) which directly matches the overall phonics score from November 2021</p> <p>34/43 non pupil premium passed the check (79%) which is slightly higher than the pupil premium, and therefore should be a focus for a further year.</p>	<p>Phonics progress has been quite dependent of families helping their children to engage e.g. online reading, spelling tests, homework and engagement will need to be a priority for 2021-22</p>	<p>Phonics Reading Books (FOGC) £2817.84</p> <p>Phonics whole class teaching £109 Grammar and Spelling Bug Infant</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.	Boxall Profiles carried out Nurture took place in classes due to bubbles being require across the school. Though Nurture was planned for by a Nurture professional, not all nurture that was delivered by professionals. Weekly planning addressed specific targets. The Sendco met regularly with the Nurture lead to ensure quality in planning and delivery.	School have invested in the Thrive approach (above) and Thrive room to support, individuals and whole classes with wellbeing and behaviour. Training took place in September 2021 and will be a focus for this year.	Termly Pupil Progress Meetings Boxall Data £7522.73 (12 x TA 6 hours per week) £613.88 Planning Staff nurture training £467 (CW/PJ)
--	--	--	--	--

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
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	23/26 children had attendance above 90% compared to the previous year (88%) Letters were sent to parents of children, where attendance was poor/below average.	Continue to monitor and remind parents of attendance and its importance.	N/A
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)	Unfortunately, we did not carry out after school clubs or visits last year due to the pandemic. Additional funding was instead used to support pupil premium children both in school and out of school (e.g. technology/paper copies of work)	Prioritise Pupil premium children to attend at least one club per term 2021-22	Dependent on uptake

7. Additional detail

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