

Telford Infant School

Pupil Premium Report – 2019-20



Date	October 2020
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BACKGROUND

The purpose of our Pupil Premium plan is:

- To ensure that the Pupil Premium grant is spent to maximum effect.
- To ensure that the school accelerates the progress and raises the attainment of children eligible for the Pupil Premium grant so that they are in a position to achieve at least Age Related Expectations across the whole curriculum, but in particular in English and Mathematics.
- To enable the school to close the gap in attainment between children who are eligible for the grant and those who are not eligible.

This year's strategy has been developed by analysing last year's Pupil Premium expenditure alongside the impact it had on the children academically, looking at their progress and attainment whilst at the same time taking into account their emotional health and wellbeing and self confidence.

This report details how the grant was spent and its impact.

NUMBER OF PUPILS ELIGIBLE FOR PUPIL PREMIUM GRANT AND AMOUNT OF GRANT FINANCIAL YEAR 2019-20

Total number of pupils on roll	266
Total number of pupils eligible for PPG	Total – 15 children (based on census data – January 2019) 266 on roll = 5.6% Reception – 1 child Year 1 – 8 children Year 2 – 6 children
Amount of PPG received per pupil	8 x Free School Meals - £1,320 per eligible child = £10,560 5 x Ever 6 - £1,320 per eligible child = £6,600 1 x Post LAC - £2,300 per eligible child 1 x Forces - £300 per eligible child
Total PPG for 2019-20	£19,760.00 Plus carry forward from 2018-19 £6,944.77 Total - £26,704.77

BARRIERS TO FUTURE ATTAINMENT FOR PUPILS ELIGIBLE FOR PUPIL PREMIUM

Note - not all barriers apply to all children eligible for the grant.

A	Current attainment	A number of eligible children need to make accelerated progress in order to catch up and meet Age Related Expectations.
B	Self confidence	A number of children eligible for the PP grant have low self esteem and require individualised, targeted support.
C	On entry difficulties	Some of our children enter school with difficulties that need to be addressed in order to maintain good progress. A number of children eligible for the grant did not join at the start of Reception and needed support settling in. They also benefit from further support in the transition to a new year group.
D	Attendance	The attendance rate and punctuality of a small number of PP children has a detrimental impact on overall attainment and progress. Whole school persistent absence in 2017-18 was 2.6%. 20% of families with children eligible for PP interventions required support with attendance in 2017-18 although by the year end only 10% were considered persistently absent (attendance below 90%).
E	Children's Services/Early Help	A significant number of children (but not all) eligible for the PP grant have Children's Services or Early Help involvement. This can indicate difficult home circumstances, resulting in emotional barriers to learning.
F	Access to Enrichment Activities	Some children do not have opportunities to access the same enrichment activities out of school as their peers. Through discussion with specific families additional support has been set up to ensure equality of extra curricular provision between pupil groups.

DESIRED OUTCOMES AND KEY ACTIONS

	Development Area	Desired Outcomes	Success Criteria	Review
A	Current attainment	Progress and attainment of eligible children is increased which reduces the gap between these children and their peers – across the whole curriculum but with a particular focus on Reading, Writing and Mathematics. The number of eligible children working at greater depth increases.	Due to early identification, high quality provision and rigorous tracking children eligible for the PP grant achieve at least as well as children not eligible for the grant. The % of children eligible for the grant at least matches those not eligible.	Internal data shows that children eligible for the Pupil Premium are making secure progress overall in Reading, Writing and Maths – although not all reach age related expectations. There is still a marked gap between children eligible and those not eligible working at Greater Depth. (Continue in 2020-21)

B	Self confidence Self esteem	Eligible pupils feel as included, valued and involved as all other children in school. They Eligible pupils have accessed specialist, targeted support to help develop self confidence and self esteem.	<p>Eligible pupils demonstrate more resilient behaviours in a wide range of situations.</p> <p>Eligible pupils feel valued and have a sense of equality as: They have the same school uniform as other children. They attend all learning visits</p> <p>On an individual needs basis eligible pupils are exposed to one of the following areas of provision which results in increased self confidence and self esteem: Nurture Group Drawing and Talking Therapy sessions School Counselling</p>	<p>A number of children eligible for the grant have benefitted from additional support. Pupil Voice indicates that self confidence is increasing. Boxhall profiles were used evidence progress in this area. However, further support needs to be offered and cannot be withdrawn in 2020-21, particularly in light of the effects of Lockdown during the summer term. (Continue in 2020-21)</p>
C	On entry difficulties	Pupils are provided with additional support when transferring from other schools and settle swiftly so that they are ready to learn as quickly as possible.	Children who are eligible for the grant who join Telford Infants any time after the start of Reception have bespoke support put in place and make at least strong progress within the first term.	<p>This applied to one child. Support was provided as part of Quality First teach and existing nurture provision. (Not applicable for 2020-21 but keep on the plan as over the past 3years we have had children eligible for Pupil Premium unexpectedly join the school mid year)</p>
D	Attendance	The attendance and punctuality of eligible children are improved through increased monitoring and engagement with families.	<p>Each eligible child has at least 97.5%* attendance. Each eligible child attends school on time, at least in line with non eligible children. *Whole school attendance target 2018-19.</p>	<p>Attendance Data 03.09.20 to 20.03.20</p> <p>Whole school attendance – 97% Children eligible for PP– 93.36% Children not eligible for PP – 97.28%</p> <p>4 children who are eligible for the PP grant have absence below 90% (Persistent Absence)</p>

				Some improvement in punctuality of small number of children eligible for the grant who have previously caused concern but further work to be done to develop this further. (Continue in 2020-21)
E	Children's Services/Early Help	Children receiving support from Children's Services and Early Help have access to the support they need. Early Help support is opened for eligible pupils who require it.	Children and their families receive the bespoke support they need. Children feel safe and are ready to learn.	Support provided but PP grant not used for this as School Pupil Premium profile continues with this pattern in 2020-21. (Continue in 2020-21)
F	Access to Enrichment Activities	Extended school opportunities are provided for eligible pupils with a particular focus on wellbeing, health and promoting learning at home. Children benefit from participation and the new skills they learn.	Eligible pupils attend events and clubs; they go on visits and trips and have access to quality resources at home etc that they would not otherwise access. They use these experiences to raise confidence and develop learning across the curriculum.	Pupil Voice and discussions with parents indicate that enrichment activities have had a positive impact on raising confidence and attitudes to learning. (Continue in 2020-21)

**IMPACT OF PUPIL PREMIUM GRANT EXPENDITURE - ATTAINMENT
2019-20**

National and school end of academic year data is not available due to partial school closure from March 2020 to July 2020 as a result of COVID-19. Data is based on internal school tracking from the end of the Spring Term (March 2020)

**RECEPTION
Reception - % of
children on track to
achieve a Good Level
of Development**

	GLD	Reading	Writing	Maths
Children eligible for the Pupil Premium Grant (5)	60%	80%	60%	80%
Children not eligible for the Pupil Premium Grant PP (83)	65%	83%	72%	94%
All children (88)	65%	83%	72%	93%

**YEAR 1
Children at the
Expected Level and
above**

	Reading	Writing	Maths
Children eligible for the Pupil Premium Grant (2)	100%	0%	50%
Children not eligible for the Pupil Premium Grant PP (86)	86%	63%	73%
All children (88)	86%	61%	73%

**YEAR 2
Children at the
Expected Level and
above**

	Reading	Writing	Maths
Children eligible for the Pupil Premium Grant (9)	22%	22%	22%
Children not eligible for the Pupil Premium Grant PP (79)	83%	67%	67%
All children (88)	76%	63%	63%

EXPENDITURE

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

Implementation of strategies and value for money of PP spend is reviewed:

At Full Governing Board Meetings – termly

At Pupil Premium Reviews – termly

At Pupil Progress Meetings – 5 times a year

At Finance Meetings – termly

On an ongoing basis

Quality of teaching for all

Desired Outcome	Actions/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented successfully?	Staff Lead	Estimated cost
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<p>A Progress and Attainment</p> <p>Continue to improve the progress and attainment of children eligible for PP.</p> <p>A To reduce the gap in attainment between eligible and non eligible children.</p> <p>A to ensure a higher proportion of eligible children are working at or above ARE .</p>	<p>To provide bespoke interventions for children eligible for the PP grant to include:</p> <ul style="list-style-type: none"> • Nurture Group • MOVES and other Fine and Gross Motor Groups • HLTA groups – including Reading, Writing, Maths. • Confidence Groups. • 1 to 1 reading. • Specialist teaching support. <p>Rigorous data tracking to inform planning and interventions for children eligible for the grant.</p>	<p>Children eligible for the grant need to make accelerated progress to achieve in line with children not eligible for the grant.</p>	<p>Pupil Progress Meetings.</p> <p>Progress and attainment data.</p> <p>Learning walks and Book trawls.</p> <p>Pupil voice.</p>	<p>Headteacher</p> <p>SENDCo</p> <p>Assessment Leader</p>	<p>£16,000</p> <p>HLTA – Salary band I31</p> <p>TA3 – Salary band H28</p> <p>TA2s – Salary band – F21</p> <p>Teacher costs - £185 per day</p>
Targeted support					
Desired Outcome	Actions/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented successfully?	Staff Lead	Estimated cost

B Eligible pupils feel as included, valued and involved as all other children in school.	<p>Support families with the costs related to learning visits.</p> <p>Parents able to order school uniform from our Online Schools Shop up to a value of £50 each year.</p> <p>Provide funds for school milk for children eligible for the grant over the age of 5 years.</p>	<p>The school has developed a supportive community feel.</p> <p>Some children would be disadvantaged without this support.</p>	<p>Monitor the expenditure of PP funds on trips and visits to ensure this funding is reaching the most vulnerable children and families in school and that it is having a positive impact.</p> <p>Ensure that parents who have children eligible for the grant are aware that they can receive support in paying for school uniform and school milk.</p>	<p>School Business Manager</p> <p>Headteacher</p>	<p>Learning Visits - £1,000</p> <p>School Uniform - £500</p> <p>Cool Milk - £500</p>
B Eligible pupils have accessed specialist, targeted support to help develop self confidence and self esteem.	<p>Continued support for individual children from Snowford Grange Counselling Service.</p> <p>Continued support from TA3 – Drawing and Talking Therapy</p>	<p>The targeted intervention for children with high level of SEMH needs through counselling has proven to help reduce anxiety and behaviour incidents in school and gain control of their emotions.</p>	<p>Monitor social and emotional wellbeing of children to ensure counselling has had a positive impact. Children are settled, they are becoming increasingly resilient and they can cope with their emotions. Discussions with school counsellor and parents.</p>	SENDCo	£1,000
D To continue to increase the attendance and punctuality of eligible pupils	<p>Based on the need of individual families:</p> <p>Offer Bus Pass.</p> <p>Offer Breakfast Club provision</p>	<p>Progress and attainment can only be improved if children are attending school regularly and are on time to attend early</p>	<p>Office Assistant to alert Headteacher when children eligible for PP are absent or late.</p>	<p>Headteacher</p> <p>School/ Business Manager/Office Assistant</p> <p>Governor with</p>	£1,800

through increased monitoring and engagement with families.		<p>morning intervention or nurture groups. Data shows that a small number of eligible children falls into 'persistent absence'.</p> <p>Attendance at Breakfast Club ensures children arrive in class ready to learn on time.</p>	<p>Regular (at least half termly) attendance monitoring meetings with Governor with responsibility for attendance.</p> <p>Early Help to engage parents where attendance does not improve.</p>	responsibility for attendance	
F Extended school opportunities are provided for eligible pupils with a particular focus on wellbeing, health and promoting learning at home. Children benefit from participation and the new skills they learn.	Support families with the costs related to clubs whose children are on the PP register: Lunchtime clubs – Little Listeners Storytime, Library and Bayleaf Cookery. After school clubs where there is an identified need.	We believe that all children's are entitled to curriculum enrichment.	<p>Monitor the expenditure of PP funds on clubs.</p> <p>Use Pupil voice and speak to parents to ensure that the children are benefitting from the clubs they attend.</p>	<p>School Business Manager</p> <p>Headteacher</p>	£1,000
C Pupils are provided with additional support when transferring from other schools and	<p>Children are provided with additional support whilst they settle into school overseen by our HLTA.</p> <p>The support will be dependent on children's individual needs but may include additional interventions, friendship support etc.</p>	In the past some children have taken time to settle into new school routines and have benefitted from some short term targeted support.	Pupil Voice Discussions between Class teacher and HLTA Parental feedback	HLTA	£500

settle swiftly so that they are ready to learn as quickly as possible.					
Other approaches					
Desired Outcome	Actions/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented successfully?	Staff Lead	Estimated cost
E Children receiving support from Children's Services and Early Help have access to the support they need. Early Help support is opened for eligible pupils who require it.	This will be wholly dependent on children's individual needs.	A number of children eligible for the grant are receiving support through Early Help or Children's Services. In the past we have found that unexpected needs arise for these children which can be a barrier to them making progress.	Impact of any expenditure will be discussed at fortnightly DSL meetings.	Headteacher Deputy Designated Safeguarding Leads	£500
Total Pupil Premium grant for 2019-20 £19,760.00 Plus carry forward from 2018-19 £6,944.77 Total - £26,704.77 Total Estimated Cost: £22,800 in the plan. (Approx £4,000 to allocate based on need) Note: If a strategy is not having the desired impact after an appropriate amount of time then it will be stopped and alternative provision will be put in place. For this reason all costs are approximate and not all of the grant is accounted for in the plan to allow some level of flexibility.					

ACTUAL SPEND 2019-20 (FINANCIAL YEAR)

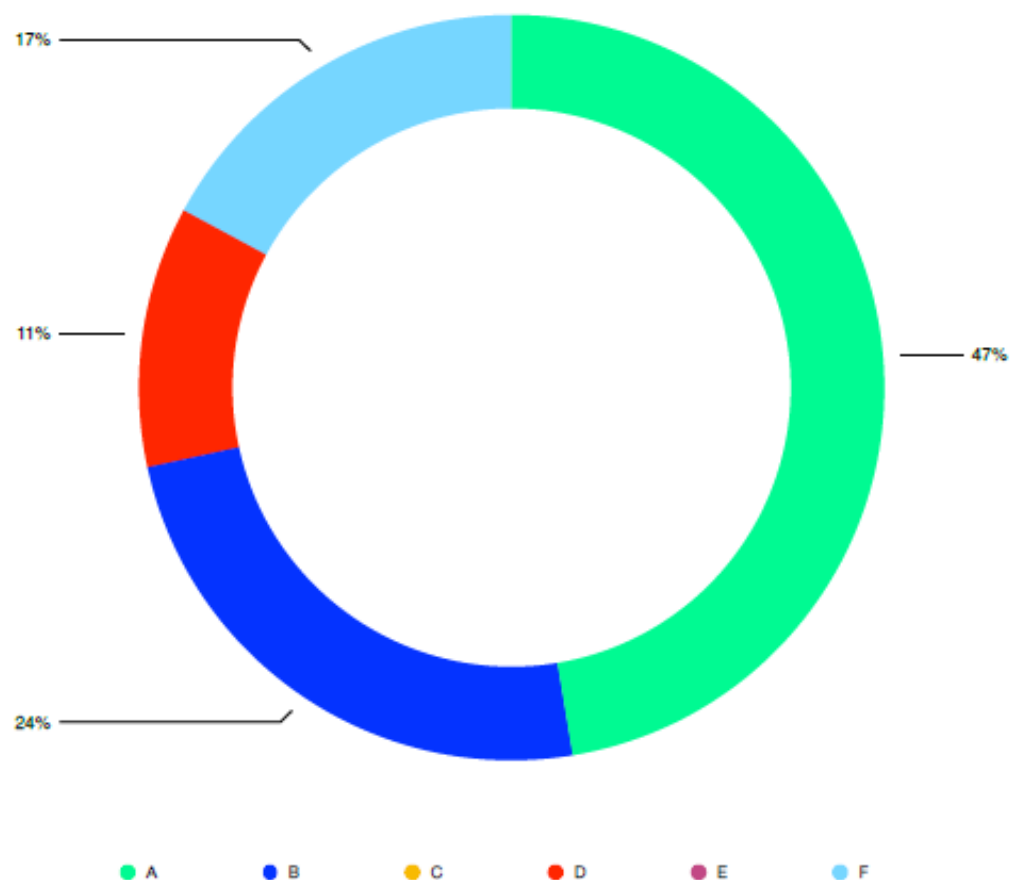


Pupil Premium - Finance Tracker 19/20 Final

PP Child	Visits	AS Clubs	Lunch Clubs	Breakfast & After Club	Uniform	Nurture Group	Music Lessons	Intervention	Milk	FSM	Counselling	Licenses	Bus pass	ICT	Total Per Term	%
Summer Term	182	151	1104.84	129.80	55.20	870.64	0	347.73	122.98	1385.60	397.15	0	632	288.80	5667.74	21.22%
Autumn Term	168	282	1050.20	188	0	647.41	49.27	2691.66	104.94	1370.25	295.59	1096	558	0	8501.32	31.83%
Spring Term	0	342	841.55	186	91.60	349.39	150	4690.74	116.40	861.75	456.14	0	930	0	9015.57	33.76%
Carry frwd £6944.77	350	775	2996.59	503.8	146.8	1867.44	199.27	7730.13	344.32	3617.6	1148.88	1096	2120	288.8	23184.63	86.82%
£19760.00																
26704.77																
Balance	£3520.14															



Pupil Premium - Expenditure by Development Area

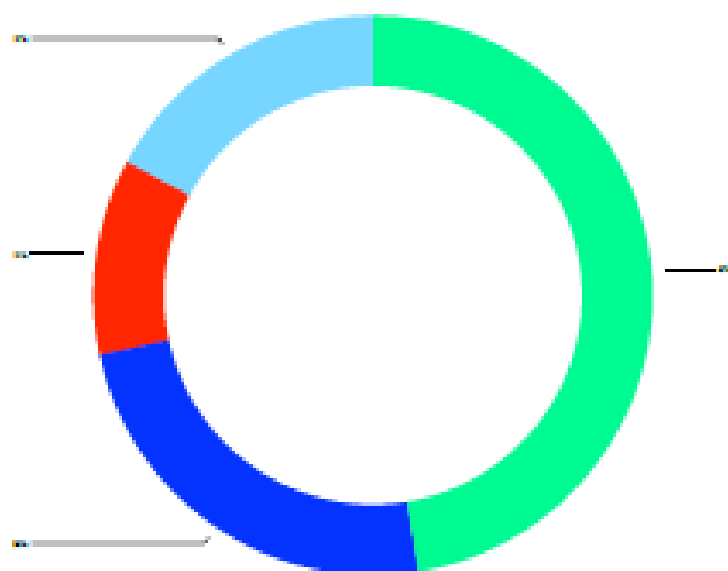


A	10982.37	Current Attainment	Nurture Group Interventions SEN Licenses
B	5607.6	Self Confidence Self Esteem	Visits Milk FSM Uniform Counselling
C	0	On Entry Difficulties	
D	2623.8	Attendance	Breakfast Club Bus Pass
E	0	Children's Services Early Help	
F	3970.86	Access to Enrichment Activities	AS Clubs Lunch Clubs Life Experiences Music Lessons
	23184.63		

Visits	AS Clubs	Lunch Clubs	Breakfast & After Club	Uniform	Nurture Group	Music Lessons	Intervention	Milk	FSM	Counselling	Licenses	Bus pass	ICT
350	775	2996.59	503.8	146.8	1867.44	199.27	7730.13	344.32	3617.6	1148.88	1096	2120	288.8

A	B	C	D	E	F	
10982.37	5607.6		2623.8		3970.86	23184.63

● A ● B ● C ● D ● E ● F



A	10982.37
B	5607.6
C	0
D	2623.8
E	0
F	3970.86