

# Clover Hill Infant School Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	Clover Hill Infant School				
Academic Year	2020-21	Total PP budget	£63,215	Date for next internal review of this strategy	September 2021
Total number of pupils	140	Number of pupils eligible for PP	44		

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	<p>Lower attainment in the basic skills of reading, writing and maths on entry into reception than non-PP</p> <ul style="list-style-type: none"> <li>- Some PP children do not gain as much competence in basic numeracy and literacy skills without a high level of intervention by the end of KS1, in comparison to others.</li> <li>- Some PP pupils have less varied vocabulary and life experience than their peers. Without a high level of intervention, this can inhibit their engagement, confidence and access to the curriculum; especially reading activities requiring inference <i>and</i> reasoning about real life problems in maths.</li> <li>- Not enough PP pupils convert to greater depth, including the most-able PP, without a high level of intervention.</li> </ul>
<b>External barriers</b>	
<b>B.</b>	All children are likely to have been impacted by lockdown and the effects of covid-19. This may have affected PP children disproportionately. We have completed a Pandemic Register to help us identify where support is needed on return to full time schooling.
<b>C.</b>	<p>The impact of low income on well-being, family life, experiences and aspirations.</p> <ul style="list-style-type: none"> <li>- There was a high % of welfare cases for pupils who were eligible for PP in 2018-9. Of the caseloads of the pastoral team 51% of children who were eligible for PP received pastoral support 2018-9.</li> <li>- Many of our families, whether on PP or not, have a very low income and find supporting extra-curricular activities, school trips and other experiences challenging.</li> <li>- Many children are not aspirational for their own future.</li> <li>- We have noticed an increase in poor mental health with more children needing a trusted adult to speak with and offer support. We are likely to require more support for pupils' well-being following the lockdown.</li> </ul>

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Accelerated progress in English and Maths especially bearing in mind some children have not accessed learning during lockdown.</p> <ul style="list-style-type: none"> <li>- Extra reading support is given to PP and SEN pupils - those making slower progress are listened to a number of times per week</li> <li>- Pupils work regularly in small groups with the teacher/teaching assistant</li> </ul>	<p>Improved progress and attainment across the school of identified groups.</p> <p>Those pupils who are eligible for PP close the gap or achieve better than, national NONPP, including those that are of high ability.</p>

	-All PP and SEN pupils are frequently, carefully tracked and monitored against national NONPP by class teachers. Every class teacher contributes to, the setting of target goals for the key stage journey, especially for those of strong ability making more than. Specific tracking happens, and sessions are planned for those pupils that are not progressing as well as they could.	Children with SEN and PP make good progress from their starting points.
<b>B.</b>	Attendance rates get better for pupils eligible for PP, that are below target, including those that are persistent absentees – moving closer toward in line with the target of 96% attendance for all. In the last full year of 2018-9 Attendance for all children = 95.55% Attendance for PP children = 94.14%	PP pupils, who have poor attendance, spend more time in school – as a result, there is an improvement in progress for those pupils.
<b>C.</b>	Pupils enjoy school and have positive attitudes and well-being -PP pupils and their families can access support that meets their needs, as quickly as possible, via a multiagency approach to mentoring/parenting/social care/hardship.	-THRIVE assessments and observations, pupil perception questionnaires are used to effectively identify children who need support and action plans can direct focused interventions. -Welfare outcomes for pupils eligible for PP are quickly satisfied; helping to address, support and improve issues so that pupils are not inhibited in their learning and progress, whilst at school.

4. Planned expenditure					
Academic year		2020-21			
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?
Accelerated progress in English and Maths, closing the gap between PP and Non-PP.	Interventions such as: Nomicom Maths Whizz and other Maths interventions Read Write Inc and 1:1  Programmes to support and accelerate learning by additional TAs particularly in the afternoons, focusing on PP children. Additional TA x 1.5 to support interventions	Our weekly monitoring during lockdown informed us where there was limited engagement with school work and where the school may need to focus intervention upon return.  Education Endowment Fund and Ofsted PP reports highlight the importance of quality first teaching on attainment and progress of PP children.	Weekly phase group meetings Pupil Progress meetings half termly RWI Development Days to ensure that the intervention is faithfully followed  Senior Leadership to monitor children's progress half termly	Headteacher and Deputy Head	Half Termly

<b>Total budgeted cost</b>					£22,863
<b>ii. Targeted support</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>
Improved attendance rates, aiming for 96%	<p>Deputy head has overall responsibility for attendance. Member of pastoral staff with specific responsibility for liaising with families</p> <p>Regular timely monitoring and follow up meetings with parents.</p> <p>Identification of barriers for each child and support in place if necessary.</p>	<p>Attendance rates for pupils eligible for PP are below the target for all children. Attendance for PP children in the last full year of 2018-9 = 94.14% Target for all children = 96%</p>	<p>Regular monitoring of attendance data by the school office, deputy headteacher and pastoral staff. Making contact with parents to ascertain any barriers to attendance and finding rapid solutions, bearing in mind parental fears and concerns around Covid. We will take a very supportive stance while encouraging increasing engagement.</p>	Deputy head	Half termly
Pupil well-being and mental health needs are being supported and children feel that they have a trusted adult/key worker to turn to.	<p>A strong Pastoral Support team that is well trained in a range of children's mental health and well-being matters. An allocated member to work with identified children on a regular basis.</p> <p>Attendance worker x 2 days Pastoral Worker x 5 days Senior Leader x 1 day</p>	<p>The school is seeing an increase in the numbers of children with mental health and well-being issues. This has been exacerbated by the lockdown period and continuing concerns about Covid. Parental concerns may impact on the children.</p> <p>In addition to that some families have struggled under new benefit systems and need the support of a range of multi-agency professionals.</p>	<p>The pastoral team, overseen by a senior member of federation staff, meets regularly to review caseload and discuss children's needs.</p>	Federation Assistant headteacher	Half termly
<b>Total budgeted cost</b>					£40,529