

3-Year Pupil Premium Strategy

The DfE recommends using a multi-year strategy, such as one covering a 3-year period, rather than conducting full annual reviews. We will still write an annual Pupil Premium Report. Over time, this report will become more focused on the impact of our past spending rather than future strategy.

SDIP PRIORITIES:

1c) to ensure that children consistently achieve highly, particularly the most disadvantaged.

1f) to review our disadvantaged strategy.

SUMMARY INFORMATION

Pupil Premium Strategy

Stanford Infant School

CURRENT PUPIL INFORMATION 2020-20201

Total number of Pupils:	252	Total Pupil Premium Budget:	£36,245.00*
Number of pupils eligible for Pupil Premium:	32	Amount of Pupil Premium received for each pupil	£1,345.00
Number of pupils eligible for PP+	6	Amount of Pupil Premium + received for each pupil	£2,345.00
Total number of pupils eligible for service child PP	1	Total amount of service child PP received	£310.00

**The amount of PP received will not necessarily correlate with the numbers of eligible number of pupil premium children, as the funding is received during the financial year based on the numbers in the January Census.*

COHORT INFORMATION

CHARACTERISTICS	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	20	7.9%
Girls	19	7.5%
SEN Support	6	2.3%
EHC Plan	3	1.1%
EAL	6	2.3%

Assessment Data

Due to coronavirus, we do not have assessment data available for the 2019/20 academic year. Therefore, we have used our data for the previous 3 years.

EARLY YEARS FOUNDATION STAGE (EYFS)						
	Pupils eligible for Pupil Premium	School 2018-2019	National 2018-2019	Pupil Premium Data from Previous Years		
				2016-17	2017-18	2018-19
Good Level of Development (GLD)	Due to Covid-19, there is no data for 19-20; however, the data in the Spring Term demonstrated that 3/4 children in the Reception Year were on track to achieve a GLD at the end of the Summer Term 2020. This section will be updated at the end of this academic year.	81.0%	71.8%	67.0%	50.0% (2/4)	50.0%
Reading		85.4%	75.0%	67.0%	50.0%	50.0%
Writing		84.3%	68.0%	67.0%	50.0%	50.0%
Number		88.8%	75.0%	67.0%	50.0%	55.6%

YEAR 1 PHONICS SCREENING CHECK

Pupils eligible for Pupil Premium	All Pupils	National 2018-2019	Pupil Premium Data from Previous Years		
			2016-17	2017-18	2018-19
47.0%* (9/19)	86.2%	81.9%	67.0%	100%	75.0%

*This is based on children taking the Phonics Screening in Year 2 at the end of the Autumn Term 2020.

END OF KEY STAGE 1 (KS1)

	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium		Pupil Premium Data from Previous Years		
		School 2018-2019	National 2018-2019	2016-17	2017-18	2018-19
% achieving expected standard or above in Reading	Due to Covid-19, there is no data for 19-20; however, the data in the Spring Term demonstrated that 2/3 of disadvantaged pupils (number, not percentage) were on track to achieve the 'expected standard' in reading, writing and maths combined in summer 2020. 2/3 of disadvantaged pupils (number, not percentage) were on track to achieve a 'greater depth' in reading, writing and maths combined in summer 2020.	82.3%	78.0%	73.0%	50.0%	83.3%
% achieving expected standard or above in Writing		79.7%	73.0%	73.0%	58.3%	66.7%
% achieving expected standard or above in Maths		83.5%	79.0%	55.0%	33.3%	83.3%
% achieving expected standard or above in Reading, Writing & Maths (RWM)		73.4%		45.5%	25.0%	66.7%

% making expected progress in Reading	50.0%	83.3%		90.9%	91.7%	83.3%
% making expected progress in Writing	61.1%	66.7%		63.6%	91.7%	66.7%
% making expected progress in Maths	55.6%	83.3%		45.5%	75.0%	83.3%
% making expected progress or above in Reading, Writing & Maths (RWM)	38.9%	66.7%		45.5%	75.0%	66.7%

ATTENDANCE

	Current Attendance Data	School 2018-2019	National 2018-2019	School 2017-2018	School 2016-2017
Attendance Overall	97.80%	97.60%	Due to resource issues within Analytical Services Unit there will not be a statistical bulletin presenting attendance figures for schools for the 2018/19 academic year. It is envisaged that there will be a statistical bulletin for the 2019/20 academic year, which should be published in January 2021.	97.17%	96.69%
Disadvantaged Overall	94.93%	94.05%		96.60%	95.82%
Non-Disadvantaged Overall	98.30%	97.34%		97.25%	96.79%

Please see Attendance Reports for further information.

BARRIERS TO FUTURE ATTAINMENT

In-School Barriers (issues to be addressed in school)

A.	Some children may not be working at age related expectations and have conceptual gaps or misconceptions.
B.	Some children display social difficulties, which influence learning in the classroom. These friendship difficulties affect negatively at playtimes and lunchtimes, transition points, etc. They have difficulty engaging positively with others without support.
C.	In some cases, learning skills may need developing, e.g. willingness, resilience, perseverance and independence.
D.	In some cases, children have complex additional needs, with children having Education Health Care Plans (EHCPs).

External Barriers issues which impact and will need addressing outside of school

E.	In some cases, consistent attendance and punctuality, which impacts on learning in the classroom due to reduced access to the curriculum, failure to reach full potential, impact on relationships, insecurity and anxiety.
F.	In some cases, children having insecure attachments through the impact of developmental trauma and loss. In these children there is little or no neural connection established between the limbic brain and the pre-frontal cortex and therefore they respond to challenging situations by discharging the unregulated emotions of flight, fight or freeze, as the neural pathways of reflection and learning are not present or are undeveloped.

LONG-TERM PLAN (3-YEAR TIMESCALE):

PRIORITY 1 – QUALITY FIRST TEACHING: to have high aspirations and expectations for all children

PRIORITY 2 – TARGETED ACADEMIC SUPPORT: to identify individual barriers and respond rapidly with targeted teaching for children at risk of underachievement

PRIORITY 3 – WIDER STRATEGIES: to provide enrichment and experience

PRIORITY 1 – QUALITY FIRST TEACHING

Members of Staff Responsible: Year Group Leaders & Class Teachers

Objectives	Evidence Informed Rationale	Success Criteria	Implementation	Review Dates & Staff Lead	Resources needed	Progress indicators
<p>1. To ensure classroom teaching is precise and of a high quality to meet the needs of children eligible for the Pupil Premium so that they make progress by meeting (or exceeding) age related expectations.</p>	<p>Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teaching.</p>	<ul style="list-style-type: none"> ✓ Accurate use of formative assessment to adapt teaching sequences (and plans) to pupil need. ✓ Weekly opportunities provided for children to consolidate key skills in phonics, reading and maths. ✓ Teaching Assistants deployed effectively to maximise learning. 	<p>Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need. Teachers will give children weekly opportunities to consolidate key skills in phonics, reading and maths. Teaching Assistants will support learning effectively.</p>	<p>Review half-termly Ongoing Class Teachers & Year Group Leaders</p>	<p>Staff Meeting Time/Year Group Time</p>	<p>Children eligible for the Pupil Premium will be making at least good progress.</p>

<p>2. To ensure that all members of staff have access to high-quality CPD to enable them to fulfil their roles effectively.</p>	<p>July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership</p>	<ul style="list-style-type: none"> ✓ To ensure maximum progress for disadvantaged learners by focusing on their progress during Year Group Meetings and Pupil Progress Meetings. ✓ Disadvantaged learners to be planned for – ensuring they get what they need. 	<p>All foci are part of the School Development and Improvement Plan (SDIP) and School Self-Evaluation.</p>	<p>Initially as part of Appraisal Planning Meetings, then ongoing half-termly</p>	<p>CPD Impact Log</p>	<p>All staff will receive appropriate CPD to facilitate development whether remote or face-to-face.</p>
<p>3. To develop a clear understanding/awareness of barriers to learning for all children.</p>	<p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Children having clear goals/objectives. • Teachers providing children with modelling/scaffolding/appropriate steps to achieve them. <p>2008, the National Foundation for Educational Research & TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.'</p>	<ul style="list-style-type: none"> ✓ Grab Packs in place for all disadvantaged learners to maximise learning opportunities, that are reviewed regularly to ensure targets are SMART and are being achieved. ✓ 1:1 Half-Termly Learning Reviews with Class Teacher. 	<p>Following the Autumn Term 'Wellbeing and Learning' Meetings, teachers will develop Grab Packs for the disadvantaged learners in their class.</p>	<p>By Autumn 2, then reviewed half-termly or sooner if required</p>	<p>Grab Packs and associated resources dependent on the individual objectives</p>	<p>Termly structured meetings between the teacher and the child.</p>

PRIORITY 2 – TARGETED ACADEMIC SUPPORT

Members of Staff Responsible: Class Teachers/Year Group Leaders/Inclusion Team

Objectives	Evidence Informed Rationale	Success Criteria	Implementation	Review Dates & Staff Lead	Resources needed	Progress indicators
<p>1. To ensure we employ a range of effective strategies to support disadvantaged learners in our school and ensure we have high expectations for them.</p>	<p>The Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teaching.'</p>	<ul style="list-style-type: none"> ✓ Quality First Teaching and intervention support with evidence of effective progress for children below age-related expectations. ✓ Specific, individual support will have been planned to plug the gaps, develop confidence and accelerate progress. 	<p>Pre-planned intervention groups can take place and ad-hoc according to need.</p>	<p>Review half-termly</p>	<p>Staff Meeting/Year Group Meeting time</p> <p>Interventions</p> <ul style="list-style-type: none"> - Grab Packs - Better Reading at Primary - Small Focus Groups - Learning Mentor Support - Counselling - Other? 	<p>All children entitled to the Pupil Premium will receive high quality support to enable them to make the progress they are capable of – demonstrated in the termly Wellbeing and Learning Meetings.</p> <p>Barriers will be articulated clearly and addressed appropriately.</p>

<p>2. To deliver an engaging, broad and varied curriculum which <i>inspires</i> children to learn and encourages lifelong learning.</p>	<p>Ofsted's Framework Requirement: 26: Quality of Education Schools will be judged on the intent, implementation and impact of their curriculum. An effective curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.</p>	<p>✓ Deep Dives in Foundation Subjects, beginning with History – using approach of becoming Historians and Geographers by gaining the knowledge and understanding through the use of a wide range of skills.</p>	<p>Whole School Deep Dive in History based on success of the Reading Deep Dive in 2019. Then plan Deep Dive cycle in Curriculum Teams.</p>	<p>Half-Termly – Middle Leaders to review</p>	<p>Deep Dive materials – evidence grid, key questions</p>	<p>The school monitoring cycle will continuously evaluate provision.</p>
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<p>3. To improve metacognition/self-regulation to improve attainment outcomes.</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. EEF Toolkit</p>	<ul style="list-style-type: none"> ✓ Children encouraged to develop appropriate and helpful thinking strategies of each stage of a task: planning, monitoring and reviewing. ✓ Children understand their strengths and areas for development and understand what to do if they need further support. 	<p>Teach explicit strategies to help them plan, monitor, and evaluate specific aspects of their learning?</p> <p>Give them opportunities to use these strategies with support, and then independently?</p> <p>Ensure an appropriate level of challenge to develop children's self-regulation and metacognition in relation to specific learning tasks.</p> <p>Promote and develop metacognitive talk related to lesson objectives.</p>	<p>Review Half-Termly</p>	<p>Staff Meeting Time/possible further training required</p>	<p>Children are becoming more proactive in their efforts to learn and engage well in lessons.</p>
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PRIORITY 3 – WIDER STRATEGIES

Members of Staff Responsible: Head Teacher and Deputy Head Teacher/Inclusion Lead/Learning Mentor

Objectives	Evidence Informed Rationale	Success Criteria	Implementation	Review dates & Staff Lead	Resources needed	Progress indicators
<p>1. To actively ensure that children's basic needs are met to ensure they are ready physically, mentally and emotionally ready to learn</p>	<p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year. Breakfast clubs improve attendance and punctuality</p>	<ul style="list-style-type: none"> ✓ Offer of Breakfast Club for any children eligible for the Pupil Premium, who would benefit. ✓ Provision of a nurture group. ✓ Lunchtime Club to support vulnerable children both a long or short term basis. 	<p>As soon as Covid allows – when we can mix bubbles</p> <p>Re-establish Nurture Groups with Learning Mentor and Lunch Club with MDSA</p> <p>Offer B'fast Club to Priority Children</p>	<p>Review half-termly</p> <p>Principle Lunchtime Supervisor/ Learning Mentor, CE</p>	<p>Quiet Time/Space for Nurture Club – Learning Mentor</p>	<p>Use of Maslow's 'Pyramid of Need' to provide a holistic view of the disadvantaged learners in our school – reviewed termly</p>

<p>2. To improve the attendance of children eligible for the Pupil Premium</p>	<p>Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring. By informing parents regularly about attendance, you can raise awareness of the implications of poor attendance and preempt possible attendance issues.</p>	<ul style="list-style-type: none"> ✓ Children eligible for the Pupil Premium targeted for Breakfast Club offer if attendance and/or punctuality is a concern. ✓ Attendance and Punctuality for children eligible for the Pupil Premium to have improved; gap to have narrowed with non-pupil premium children. 	<p>Attendance & Punctuality Policy for 20-21, including Covid-19 Addendum published and circulated to families</p> <p>Children who have concerning attendance/ punctuality will be monitored weekly and letter(s) sent to families with invite to meet with Head Teacher to discuss what support could be offered</p>	<p>Review half-termly</p> <p>Head Teacher, along with Admin Assistant responsible for Attendance</p>	<p>Attendance & Punctuality Policy – template letters</p> <p>Half-Termly Attendance Reports</p>	<p>We will have reduced the gap between children eligible for the Pupil Premium and Non -Pupil Premium children</p> <p>Children’s whose attendance is of a concern will have improved – see monitoring logs</p>
<p>3. Enrichment opportunities prioritised for children in receipt of the Pupil Premium.</p>	<p>Meaningful experiences and contexts will enhance our curriculum offer</p>	<ul style="list-style-type: none"> ✓ All children entitled to the Pupil Premium access a After School Club every academic year. 	<p>Invite to all families who chid/ren are entitled to the PP to be offered a free club</p>	<p>By end of Autumn Term 2020 and ongoing Head Teacher & Office Manager</p>	<p>Liaison with outside providers</p>	<p>100% of children eligible for the Pupil Premium to access an enrichment activity</p>

<p>4. To narrow the gap for the children's cultural capital with non-pupil premium children.</p>	<p>Ofsted New Framework Requirement: 26: Quality of Education An effective curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life</p>	<ul style="list-style-type: none"> ✓ All children entitled to the Pupil Premium to be provided with all school trips, visits and opportunities FOC. ✓ All Year 2 children entitled to the Pupil Premium to be offered the opportunity to learn a musical instrument via BAHMA. 	<p>All children entitled to the Pupil Premium to have access to all school opportunities FOC</p> <p>Music Teacher to offer free music lessons via BAHMA</p>	<p>Ongoing</p>	<p>Pupil Premium List with Office Staff to ensure they are offered all school experiences FOC – detailed on Pupil Premium Expenditure Report</p> <p>Access to musical instruments</p>	<p>Children will benefit from working with others and being introduced to a variety of experiences.</p>
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