

## Stanford Infant School Pupil Premium Report 2019/2020



Pupil Premium funding is delegated to the school to ensure that disadvantaged children are making good or better progress to ensure their attainment is closer to the expected standard by the end of their respective year group. This report details how Stanford Infant School has used its Pupil Premium allocation for the academic year 2019/2020 and the impact of the spending.

Contextual Information 2019/2020 (taken from School Census January 2019)

<b>Number of Pupils and Pupil Premium Grant received</b>	
Total number of pupils on roll R-Yr2	264
Total number of pupils eligible for PPG	21
Total number of pupils eligible for FSM	16
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£21,020
Total number of pupils eligible for PP+	4
Amount of PPG+ received per pupil	£2,300
Total amount of PP+ received	£7,600
Total number of pupils eligible for service child PP	2
Amount of service child PP per pupil	£300
Total amount of service child PP received	£600
Total amount received for the academic year 2019-2020	<b>£29,220.00</b>

*\*Numbers may differ at various points in cohorts, due to children becoming eligible for Free School Meals (FSM) at different points or leaving/joining the school.*

### What we do well:

- ✓ Holistic view of the child and their family
- ✓ Shared understanding of the child's needs
- ✓ Promote the well-being of *all* children, especially our disadvantaged and vulnerable learners
- ✓ Involvement of their families in the life of the school
- ✓ Pupil Premium first approach to interventions
- ✓ Individual Grab Packs with specific learning targets for each disadvantaged child that all Support Staff across the school undertake with individuals throughout the week

What we need to do to improve and further diminish the differences:

- Ensure a 'no excuses' culture for *all* children
- Develop a clear awareness/understanding of barriers to learning for each child
- Rigorously review interventions in place to ensure pupils make at least expected progress, especially in Mathematics, ensuring everyone has the highest aspirations for these children

Whilst mindful of the duty to report on the impact of the Pupil Premium Grant annually, the Government has recognised the challenges of monitoring and evaluating plans and actions in the 2019/2020 academic year, due to national lockdowns. Instead, we can report on the grant's impact for the whole period from September 2019 to April 2021, at the end of the current financial year (April 2021).

For 19-20, given that the collection of assessments was cancelled in summer 2020, data is taken from the Spring Term 2020 before Lockdown 1 and shows the percentage of children who were on-track to reach the expected standard at the end of the academic year 2019-2020.

Attainment of pupils at the end of Early Years Foundation Stage: (Reception)

Early Years Data					
Number of pupils in this cohort: <b>89</b>					
Number of disadvantaged pupils in this cohort: <b>5</b>					
	All Pupils	Disadvantaged Pupils	Non-Disadvantaged	National Non-Disadvantaged	Difference
% of pupils working at the expected or exceeding standard in Reading	66.2%	40% (2/5)	67.8%		
% of pupils working at the expected or exceeding standard in Writing	65.1%	40% (2/5)	66.6%		
% of pupils working at the expected or exceeding standard in Mathematics (Number)	75.2%	60% (3/5)	76.1%		

Attainment of pupils in Phonics: (Year 1 and 'retakes' in Year 2)

Phonics Data for Year 1 (these children did the phonics screen in Dec'21)			
Number of pupils in this cohort	<b>89</b>	% of non-disadvantaged pupils who met the standard	<b>90.0% (62/69)</b>
Number of disadvantaged pupils in this cohort	<b>19</b>	% of disadvantaged pupils who met the standard	<b>47.0% (9/19)</b>

<b>Phonics Data for Year 2 (there was no opportunity for re-takes)</b>			
Number of pupils in this cohort	<b>87</b>	% of non-disadvantaged who met the standard	<b>86.7% (72/83)</b>
Number of disadvantaged pupils in this cohort	<b>4</b>	% of disadvantaged pupils who met the standard	<b>75.0% (3/4)</b>
Number of pupil's who achieved the expected standard overall		<b>86.2% (75/87)</b>	

Attainment of pupils at the end of Key Stage 1: (Year 2)

The table below shows the percentage of disadvantaged pupils at Stanford Infant School who were on track in the Spring Term to be working at the expected standard or greater depth by the end of the academic year compared with school non-disadvantaged pupils across Reading, Writing and Maths (R/W/M).

<b>Key Stage 1 Data</b>					
Number of pupils in this cohort: <b>87</b>					
Number of disadvantaged pupils in this cohort: <b>3</b>					
	<b>Disadvantaged Pupils</b>	<b>Non-Disadvantaged</b>	<b>Difference</b>	<b>National Non-Disadvantaged</b>	<b>Difference</b>
% of pupils making expected progress in Reading	66.7%	93.8%	-27.1%		
% of pupils working at the expected standard in Reading	67.7%	92.6%	-24.9%		
% of pupils making expected progress in Writing	66.7%	93.8%	-27.1%		
% of pupils working at the expected standard in Writing	67.7%	87.7%	-20%		
% of pupils making expected progress in Maths	100%	90.1%	+9.9%		
% of pupils working at the expected standard in Maths	100%	87.7%	+12.3%		
% of pupils working at the expected standard in R/W/M	67.7%	84.0%	-16.3%		

## Attendance of Disadvantaged Learners

Year Group	Overall Attendance	Authorised Absence	Unauthorised Absence	Combined Absence
<b>Reception (5)</b>	86.7%	11.07%	2.23%	13.3%
<b>Year 1 (16)*</b>	86.84%	9.79%	3.38%	13.17%
<b>Year 2 (3)</b>	88.61%	8.50%	2.89%	11.39%
<b>Disadvantaged Overall</b>	87.15%	9.78%	3.06%	12.84%
<b>Non-Disadvantaged Overall</b>	94.0%	5.02%	0.99%	6.01%

\*includes Service Child. Difference numbers in Year 2, due to two children being eligible from June 2020. The overall attendance gap between our disadvantaged and non-disadvantaged learners is higher, namely due to a disadvantaged pupil who has complex high needs and is on a reduced timetable.

*See Attendance Report for 2019-2020 for a full analysis*

## Barriers to Future Attainment

The main barriers to learning identified within this group of pupils are summarised below. Individual pupils may also have varying needs including Special Educational Needs (SEN), English as an Additional Language (EAL), or other home circumstances, that affect their ability to learn.

Barrier to Learning	Impact
More children having additional needs	This compounds their starting points and some of the needs are complex, with children having an Education Health Care Plan (EHCP).
Social difficulties which impact on learning in the classroom	Friendship difficulties, affecting negatively at playtimes & lunchtimes, transition points. Difficulty engaging positively with others without support.
Emotional and well-being difficulties which impact on learning in the classroom	Lack of confidence, anxiety, lack of engagement in learning. Potential longer-term mental health issues.
Poor Attendance and Punctuality which impact on learning in the classroom	Reduced access to the curriculum, failure to reach full potential, impact on relationships, insecurity and anxiety.
Attachment – impact of developmental trauma and loss	Insecure attachments developed. 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 underdeveloped.

### Quality First Teaching

We are committed to Quality First Teaching for all pupils and this is a key area for training and development in our school. We know and understand that formative assessment is the most important factor in raising achievement and enabling children to become lifelong learners.

### Impact of Interventions

We use the Pupil Premium Funding to support all disadvantaged learners to achieve improved outcomes for learning and/or well-being.

The range and cost of interventions, some part funded by the Pupil Premium, are listed in the table below:

<b>Intervention/Activity</b>	<b>Cost</b>	<b>PP</b>	<b>NPP</b>	<b>Total</b>	<b>Objective</b>	<b>Summary of Impact</b>
After School Activity Clubs – run by outside providers	£497.00 <b>FULL COST</b>	5	0	5	Supported payment for clubs.	Equality of opportunity for children eligible for Free School Meals.
Deputy Head	Pupil Premium Cost <b>£1,544.01</b>  (approx. 1 hour per week)	24	0	24	Creating individual profiles and case studies for disadvantaged learners. Meeting with PP+ children and families to facilitate the 'Team Around' approach. Liaising with outside providers.	The DHT has developed a whole-school approach to promoting learning, which sets high aspirations for all children. Strategies to identify and support are discussed for each disadvantaged learner, targeting support where it is needed most.
ECaR Support – both Reading Recovery and 'Readers & Writers'	ECaR = £11,296  <b>PP COST: £8,068.57</b>	5	2	7	ECaR was to support PP children to make progress in their reading and writing whatever their attainment level so was delivered depending on the needs of the PP children.	Disadvantaged learners who received ECaR continued to receive it virtually during lockdown and 'Read with Me' sessions were posted on the School Website. <i>See ECAR Reports.</i>
Friendship Group	(part of LM role)	2	4	6	This approach works by mobilising children's peers to provide support and	Enhancing inclusion, which ensured that the children were successful and the friendships

					engage in problem solving with the person in difficulty. Our Learning Mentor's role is to meet with the circle and the focus child for around 20-30 minutes weekly to facilitate their problem solving in the early stages.	were self-sustaining without the need for regular adult intervention. Successful circles will often become largely self-sustaining and provide support for the focus child without the need for regular adult input.
Improving Attendance	£100 <b>FULL COST</b>	2	0	2	Supports with Attendance and Punctuality – see separate Attendance Report for 19-20.	Case Studies developed for all Disadvantaged Learners including aspect on attendance/punctuality and support /intervention provided where this was a concern.
Learning Mentor	£13,318 <b>FULL COST</b>	9	5	14	1:1 or small group support addressing aspirations, self-esteem and confidence, social communication skills, behaviour difficulties and settling to learn support.	Provides invaluable support in helping vulnerable children access and benefit fully from the school day. Specific enrichment activities made available to those children who may face particular barriers to their learning, e.g. children with significant Attachment difficulties. The aim is to ensure that children become more independent in learning; as this is achieved, the support provided to learners is reduced as the

						children display a greater level of confidence. Feedback evidence from pupils, their teachers and parents showed that after 1:1 mentoring the pupils gained in self-esteem; they felt more confident to take an active part in lessons, and ultimately in progress and attainment.
Lunch Club	£2,651 of MDSA Hours <b>FULL COST</b>	3	As appropriate	10 max	Children are supported to ensure a successful lunchtime play.	Children engaged in nature group to ensure a successful lunchtime.
Nurture	(part of LM role)	3	7	10	Nurture groups assess learning and social and emotional needs and give help that is needed to remove the barriers to learning. The relationship between the two nurture staff is always nurturing and supportive, providing a role model for children. Provides an opportunity for social learning, helping children to attend to the needs of others, with time to listen and be listened to.	As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving.
Provided with School PE Kit/Water Bottle FOC  Pre-Loved Uniform Cupboard	£38.00  <b>FULL COST</b>	3	0	3	To reduce any stigma caused by not having the correct uniform/school items.	Every child is provided with the school uniform/school items to enable to reduce any

						barriers to learning.
School Counselling X4 hours per week	£6,545  <b>Pupil Premium Cost: £4,363.33</b>	4	2	6	The Counselling helps children to explore their feelings around current or past difficulties, whilst simultaneously addressing specific problems. They are supported to make choices, manage crises, work through feelings of inner conflict and focus on improving relationships with others.	The YMCA Dialogue Counselling Service has provided a full report on the impact of the counselling. The School Counsellor continued to offer telephone and/or video check-ins with the children she supported or others identified by us during lockdown. 91% of parent/carers and teachers reported both an improvement in their child's general wellbeing and their behaviour. All parents/carers said counselling had been beneficial for their child. <i>See Counselling Report for 19-20.</i>
School Milk	£215.54  <b>FULL COST</b>	10	0	10	Free Milk for every disadvantaged learner - with one child in three in Britain going to school without breakfast, a glass of milk in the morning can provide a much-needed boost.	All children eligible for the Pupil Premium are offered milk at break time.
Subsidising School Trips	£253.00  <b>FULL COST</b>	24	0	24	All children in receipt of the Pupil Premium are funded for School Trips and Visits.	Equality of opportunity – all children participate in off-site visits and other enrichment activities.
Support with Breakfast Club	£52.50	2	0	2	To enable children to be	The disadvantaged

	<b>FULL COST</b>				on time for school and ready to learn as well as ensuring that they have had an adequate breakfast.	learner who accessed Breakfast Club were ready to learn at the start of each day due to the routines and meal at Breakfast Club.
Talkabout	Speech & Language TA - £5,713.04  <b>Pupil Premium Cost: £1,713.91</b>	3	6	9	A framework for the development of social skills. It begins with a basic assessment procedure to evaluate the child's self-awareness, as well as the awareness of others.	Yearlong programme – fewer behaviour incidents in the classroom and playground; see incident logs. Children better able to manage and negotiate in their social interactions. Children happier and engaging appropriately with their peers using the correct language to resolve any difficulties. Speech & Language Support continued over Teams during lockdown.
Teaching Assistant Interventions	£1,895  <b>FULL COST</b>	24	0	24	To ensure every disadvantaged child has the individualised support they need to achieve their full potential in R/W/M.	Every disadvantaged child has a 'Grab Pack', which is developed by their class teacher to detail timely objectives in R/W/M and the appropriate activities to enable any staff/volunteers to work with them to ensure the children know how they can improve their learning. Staff plan to work with these children at least once a week.

Team Build	(part of LM role)	3	9	12	Lego building becomes the medium for social development, such as sharing, turn taking, making eye contact, and following social rules.	Children far more ready to work with others in class; reported by children and their teachers.
Touch Base Team	Part cost of DHT/LM  Key Adult Time	6 PP+ children	0	6	Touch Base Team in place for all our adopted children or other children who display insecure attachments.	Our strategic attachment lead, alongside our attachment key adult, support the child and family. There is a corporate responsibility in adaption and recovery so that our vulnerable learners can have what they need in order to help reach their potential. As a result, all children were 'borne in mind' by all staff in the school. Successful transitions in place for next year group and moving on to Junior School. Parents/carers of PP+ children are choosing SIS on the recommendations of the support given to PP+ children.
<b>Total Cost</b>	<b>£36,891.53</b> full cost of provision				<b>£7,671.53</b> in addition to PP money received	

### Analysis and Next Steps

The best provision or strategies for 2019-2020 included:

- Learning Mentor to support children's Social, Emotional and Behavioural needs with a particular focus on insecure attachments and engaging with harder to reach families;
- National programmes with quality training and resources and clear measurable impact measures, e.g. ECar, Reading Recovery, FFT Wave 3.
- Continuation of Individual Grab Packs for all disadvantaged learners.

- Staff Training to ensure that the disadvantaged agenda remains a high priority.
- Prioritising school provision for disadvantaged children during lockdown.

The allocation for the academic year 2020-2021 were confirmed in June 2020 and paid to LA's in quarterly instalments. Below are our stated aims:

<b>AIMS</b>	<b>HOW WE WILL DEVELOP THIS</b>
<b>To ensure that we employ a range of effective strategies to support disadvantaged learners in our school</b>	
<ul style="list-style-type: none"> <li>➤ To further develop our whole school vision for Disadvantaged Learners to ensure commitment to the importance of the disadvantaged agenda</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole school Disadvantaged Learners vision developed with all stakeholders.</li> <li>✓ Ensuring a 'no excuses' culture with all staff.</li> <li>✓ Grab Packs for all disadvantaged learners to maximise learning opportunities, that are reviewed regularly to ensure targets are SMART and being achieved.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Develop a clear understanding/awareness of barriers to learning for all children</li> </ul>	<ul style="list-style-type: none"> <li>✓ To ensure maximum progress for disadvantaged pupils by focussing on their progress during Year Group Meetings and Pupil Progress Meetings.</li> <li>✓ Develop rigour and challenge at these meetings.</li> <li>✓ Disadvantaged learners to be planned for – ensuring they get what they need.</li> </ul>
<ul style="list-style-type: none"> <li>➤ To continue to develop a robust tracking grid for disadvantaged learners across the school</li> </ul>	<ul style="list-style-type: none"> <li>✓ Intervention spreadsheet developed to track provision for each child.</li> <li>✓ Money spent to come down to 'cost per intervention' &amp; per pupil</li> <li>✓ Interventions to be specifically targeted with clear outcomes.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Embedding a rigorous monitoring and review of effective classroom practice</li> </ul>	<ul style="list-style-type: none"> <li>✓ SLT leadership days to focus on disadvantaged learners – 'a day in the life...'</li> <li>✓ Rigorous data focus on disadvantaged learners to identify any gaps.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Fully developing the role of the Learning Mentor, including running a nurture club at playtimes/lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>✓ Further training/networking for Learning Mentor.</li> <li>✓ Specific programmes designed for key children to support them in independent learning.</li> <li>✓ Clear targets for each child are shared with the class teacher.</li> </ul>
<b>To diminish the difference in Reading, Writing and Mathematics between our disadvantaged learners and non-disadvantaged learners.</b>	
<ul style="list-style-type: none"> <li>➤ To ensure longer-term benefit of ECaR, we will continue the Fisher Family Trust Intervention (Year 1) Programme this academic year and develop the role of the Better Reading at Primary (Year 2)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continuing with Readers and Writers.</li> <li>✓ The intended impact is Quality First Teaching and intervention support with evidence of effective progress for pupils below age-related expectations. The FFT Intervention Programme is based on initial assessment; it addresses the skills and knowledge at word,</li> </ul>

	<p>sentence and text level. The aim is for the children to develop a range of independent reading and writing strategies and progress as a successful reader and writer and continue to make good progress in class.</p> <ul style="list-style-type: none"> <li>✓ Further training for Better Reading at Primary (BRP) and prioritising disadvantaged learners.</li> <li>✓ To prioritise access to both these programmes for our disadvantaged learners.</li> </ul>
<ul style="list-style-type: none"> <li>➤ To plan specifically for disadvantaged learners</li> </ul>	<ul style="list-style-type: none"> <li>✓ Development of planning to ensure all children are getting what they need and are increasingly aware of what they need to do in order to improve their learning.</li> <li>✓ Ongoing implementation of individual Grab Packs for all disadvantaged learners with SMART targets that are reviewed half-termly, or more often if necessary.</li> <li>✓ Year Group awareness of disadvantaged learners to maximise support from <i>all</i> staff and provide interventions across the year group rather than by class.</li> <li>✓ Learning Environment opportunities prioritised for disadvantaged learners.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Disadvantaged learners are well supported during lessons to ensure they are focused and engaged at all times</li> </ul>	<ul style="list-style-type: none"> <li>✓ Implementation of agreed class strategies.</li> <li>✓ Pupil conferencing for disadvantaged learners.</li> </ul>
<ul style="list-style-type: none"> <li>➤ To actively support the needs of vulnerable learners with social, emotional and behavioural needs in order to ensure inclusion</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provision of a nurture group and a lunch club tailored to support vulnerable children on both a long or short term basis.</li> </ul>
<ul style="list-style-type: none"> <li>➤ To ensure disadvantaged learners have access to equipment and resources to support home learning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Home Learning Packs provided where required.</li> </ul>