

Weston Shore Infant School: Part of Weston Schools Federation: 3-year pupil premium strategy 2021 -2024

Summary Information			
Pupil Premium Strategy	2021-2024		
Current Pupil Information			
Total number of pupils:	81	Total premium estimated budget:	£86,080 (£1,345 x 64) academic year
Number of Pupils eligible for Pupil Premium Spending:	5770%	Amount per pupil premium received per child	1,345 X 64 Pupil premium plus 2 x £5,940
Cohort Information			
Characteristics	Number in group	Percentage of group	
Boys	26/37	70.2%	
Girls	29/44	65.9%	
SEN support	9/20	45%	
EHCP	3/6	50%	
EAL	0/3	0%	
CP (CIN)	5/5Plus 2 x CLA	100%	

Assessment Data (2020 -2021 Internal data due to Covid)

EYFS Data							
	All Pupils	Pupils Eligible for PP	Pupils not eligible for PP	National Average	Data from previous 3 years		
					2018-2019	2019-2020	2021-2022
Good Level of Development (GLD)	54%	42.8%	100%	71.5% (2018) 71.8% (2019)	47%	58%	?

Year 1 Phonics						
All Pupils	Pupils Eligible for PP	Pupils not eligible for PP	National Average	Data from previous 3 years		
				2018-2019	2019-2020	2021-2022
89% (Screening December 2020)	94.7%	75%	82% (2018) 82% (2019) 71% disadvantaged pupils 84% all other pupils	75%	89%	?

KS1 Outcomes 2021-2022	All Pupils	Pupils Eligible for PP	Pupils not eligible for PP	National Average 2022									
					2018-2019			2019-2020 (as of March 20 lockdown)			2020-2021		
					ALL	PP	NPP	ALL	PP	NPP	ALL	PP	NPP
% achieving the expected standard in reading					79%	78.5%	78.5%	61%	40%	87.5%	73%	73.6%	50%
% achieving the expected					75%	78.5%	71.4%	50%	20%	87.5%	69%	68%	50%

Written September 2021

☐ 2021 Autumn mid review
 ☐ 2022 Spring mid review
 ☐ 2022 Summer mid review

☐ Annual formal evaluation 2022

standard in writing													
% achieving the expected standard in maths					36%	21.4%	62%	75%	64%	78.5%	61%	40%	87.5%

Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor oral language skills)	
A	Historically, Maths has the largest gap between pp and npp: KS1 47% gap between NPP and PP (2020), 14% (2019), 41% (2018) Do you know you the gap between
B	Develop and support early reading and early identification of barriers to reading in EYFS and KS1.

Additional barriers (including issues which also require action outside school, such as low attendance rates)		
C	Attendance:	
	Year	Percentage
	2019/20	93%
	2020/21	95.1%
	2021/22	
	Punctuality total hours/minutes	
	Year	Learning Hours Missed
	2018/19	12hr 7 min
	2019/20	11hr 2 mins (closed March 2020)
	2020/21	18hr 7mins
2021/22		
D	Parental Engagement to develop support around meeting their children’s needs at home and at school to improve attendance and engagement with school events.	

Our Aims

At Weston Shore Infant, our ambition is to improve outcomes of socially and economically disadvantaged pupils and reduce the variation between disadvantaged and non-disadvantaged groups. Our priorities for our disadvantaged pupils align with our school improvement plan that is written to combat our whole school targets to improve the quality of teaching and learning across the school and increase the rates of progress in English, mathematics and a range of other subjects. Our priorities to ensure that we do this are:

AIM 1: To ensure that we significantly reduce absence rates of pupil premium children.

Closing the gap is more than just data and we know that many of our pupil premium children persistence absence is an issue. We recognise that we need to have high expectations of attendance and punctuality and not wait for our pupil premium children to be recognised as persistent absentees before acting. We will set ambitious targets for all pupils above national averages and work closely to address concerns by creating a personalised attendance action plan with parents, children, attendance leads and the EWO. We know that quality first teaching, an engaging curriculum and a variety of rich extra-curricular activities make sure children want to come to school and have reflected this within our provision. We will monitor attendance data daily, weekly and in 20 day cycles and share this with all stake holders. In order to raise the profile of attendance we will share with parents the benefits of attending school, attendance data and celebrate those pupils who improve attendance by 10% or meet 100% attendance.

AIM 2: To close the Maths and Reading gaps in attainment between pupil premium children and our non-disadvantaged children.

We know that access to high quality teaching is absolutely essential for all children. Research shows us that disadvantaged children make the best progress when they have access to first quality teaching. In achieving consistently good or better teaching across the school, we will see outcomes improve for all children, regardless of their ability or background. Our bespoke curriculum is born from a progressive knowledge and skills curriculum. It creates a secure bank of knowledge and skills that children build upon and gives them the capital required to access secondary school. As well as focusing on teaching, we will also ensure that we have specific targeted interventions that uses pupil premium funding to support our disadvantaged pupils to keep up or catch up in their learning. This, combined with close monitoring and tracking, will ensure that every child has better access to age appropriate curriculum and no child 'slips through the net'.

AIM 3: To ensure that we improve parental engagement through a whole school shared approach and ethos that 'all families are reachable'.

We believe that small, regular and informal parental engagement strategies value parental input and are most effective. Research shows us that reported outcomes of increased parental engagement include improved academic performance; improved relationships between parents, teachers and schools and that this is most effective when it is implemented in early education. Our interventions will focus both on academic outcomes and parenting skills rather than addressing either aspect in isolation. As well as focusing on interventions, we will also create opportunities for parental engagement based on maximising choice and minimising barriers. This, combined with prioritising communication will ensure we are approachable, flexible and willing to consult with parents regularly. Furthermore, with robust monitoring and evaluating, we will ensure a sustainable and lasting relationship for parents, children and the school.

AIM 4: To ensure that we support our families so that our most disadvantaged children build the same cultural capital as their non-disadvantaged peers.

We know that many of our pupil premium children will not have access to the cultural provision of their non-disadvantaged peers. We have therefore built 'cultural compensation' into our new curriculum (launched in September 2019). Our tailored curriculum ensures that vocabulary acquisition is planned for so that language is carefully developed over time and helps children to access the range of experiences on offer. Furthermore, citizenship and British Values have been specifically catered for so that we are building the personal qualities required for life such as resilience and independence. We recognise the need for our disadvantaged children to have fair and equitable access to our extra-curricular offer; we have to go above and beyond to achieve this equality. Our list of clubs has been designed to appeal to a range of hobbies, from craft all the way through to sporting activities. All clubs, visits and trips target our disadvantaged children and we provide spaces to ensure that they have access, regardless of cost. In many cases we know that the support required is not academic and we have a range of pastoral support on offer to help our disadvantaged families be the best they can be.

AIM 1: To ensure that we significantly reduce absence rates of pupil premium children.

Objective s	Actions to be taken	By whom	By when	Resources	Progress Indicators	Success Criteria
1.) To improve attendance of pupil premium students to at least 95% and PA to less than 10%.	<p>Whole school attendance policy and procedures to be reviewed.</p> <p>SLT lead to liaise with the attendance admin to monitor attendance and identify Pupil Premium students who are 'at risk' of having an attendance of 95% or less at the end of the academic year and ensure early intervention.</p> <p>Monitor attendance over 20 day cycles: 'up to this date' and 'last 20 days'.</p> <p>To complete attendance action plans and monitor weekly for all PA pupils, signposting to a range of external agencies including EWO, Trust Education Access Officer, Family Support Worker, Family Support Manager and Children's Services where appropriate.</p> <p>To send regular text reminders to include benefits of attendance, attendance figures and comparisons via Mykas</p> <p>Conduct pupil and parent surveys to identify barriers to attendance.</p> <p>To ensure that Pupil Premium students are 'ready to learn' when they are in school: Breakfast club, resilience kids club, ELSA support, resources.</p> <p>To monitor the arrival times of PP pupils and action</p> <p>Work with local companies to sponsor attendance awards for weekly, ½ termly and termly attendance and share this in a newsletter, assemblies and classrooms.</p> <p>When chn return from absence – chn are caught up on key performance indicators and listened to reading out loud.</p>	<p>SLT GOVERNOR</p> <p>DHT</p> <p>DHT</p> <p>SLT</p> <p>Admin DHT T</p> <p>DHT</p> <p>DHT</p> <p>SLT T YL</p> <p>Admin SLT</p> <p>SLT</p> <p>T</p>	<p>Sept 2021</p> <p>Weekly</p> <p>20-day cycle</p> <p>ongoing</p> <p>Daily, weekly</p> <p>Autumn and Summer</p> <p>half-termly</p> <p>Summer term</p> <p>weekly</p> <p>weekly, termly</p> <p>ongoing</p>	<p>EWO</p> <p>Attendance officer</p> <p>Collaborate with local infant and secondary schools to target families</p> <p>Communication with parents- texts</p> <p>LSA /ELSA additional hours for breakfast club</p> <p>Breakfast resources</p> <p>Uniform</p> <p>Resources</p> <p>Local companies support</p>	<p>2021-2022 Implement 20-day monitoring cycle: Good attendance (absent fewer than 5% of days) At-risk attendance (absent between 6%-9% of days) Chronically absent (absent more than 10% of days) All PA pupils have attendance action plan Sept 2021 Audit attendance systems Reduce PA to 20% or below</p> <p>2022-2023 Reduce PA to 15% or below</p> <p>2023- 2024 Reduce PA to 10% or below or in line with national.</p> <p>Book looks show learning of key intentions is shared and caught up when pupils are absent.</p> <p>Reading logs reflect that absent pupils have been listened to after a period of absence</p>	<p>Reducing the attendance gap between pupil premium and non –pupil premium children.</p> <p>Reduce persistent absentees to 10% or in line with national</p> <p>Where attendance is below 95% action plans and where appropriate outside agencies will be evidenced in line with policy.</p> <p>Impact from breakfast club shows improved attendance for PA and improved punctuality half termly.</p> <p>Parent and pupil surveys in summer show a reduction in barriers compared to Autumn</p> <p>Progress in Reading, Writing and Maths outcomes.</p>

Written September 2021

☐ 2021 Autumn mid review ☐ 2022 Spring mid review ☐ 2022 Summer mid review

☐ Annual formal evaluation 2022

AIM 2: To close the Maths and Reading gaps in attainment between pupil premium children and our non-disadvantaged children.						
Objectives	Actions to be taken	By whom	By when	Resources	Progress Indicators	Success Criteria
1.)To increase the percentage of PP children achieving expected standard in Maths and Reading through quality first teaching	<p>To continue to strengthen teaching standards after areas of development are identified through monitoring- plan for CPD and coaching.</p> <p>Year Leaders are provided with appropriate CPD on the above standards which will be cascaded down to teachers in their year groups during ½ a day per week of non-contact leadership time.</p> <p>Strengthen formative assessment strategies prior to planning to reflect accurate pupil starting points and gaps in prior knowledge.</p> <p>Target pupil premium during learning to assess progress against LO using a range of questions.</p> <p>To analyse data to establish individual and group interventions to address gaps in learning to ensure accelerated progress from starting points.</p> <p>Develop Precision Teaching to ensure that individual needs of eligible pupils are met, and progress is accelerated.</p> <p>Target the bottom 20% in reading to read out loud twice a week to an adult. 1:1 reading time for PP boys with specialist male PE teacher.</p> <p>To ensure early identification of reading barriers through effective and accurate assessment of tool such as Lexplore prioritised from EYFS to year 3</p> <p>To ensure EYFS have access to a wide range of quality phonic books</p>	<p>SLT</p> <p>SLT YL</p> <p>DHT and YL</p> <p>T</p> <p>SLT YL T</p> <p>T LSA PE SENCO</p> <p>T YL DHT</p> <p>YL ENG L</p>	<p>½ termly review meeting for key teachers and Year leaders.</p> <p>½ termly review of teacher assessment data to review progress from impact of teaching in class and interventions</p> <p>Termly Pupil Progress Meetings for all year groups.</p> <p>Weekly book monitoring.</p>	<p>Use of Sports Teacher (AB) first 15 mins 4 x weekly (EYFS, 1,2 & 3)</p> <p>Lead non-contact time and CPD time for staff.</p> <p>LSA time</p> <p>Timetable implications</p>	<p>2021 -2022 Teachers use a range of questions in class to pupil premium and assess their knowledge and understanding- identified for 'keep up' Teachers analyse test results for gaps in knowledge</p> <p>2022-2023 Teachers know their pupil premium students and assess their learning prior to planning a new topic, during and after. Pupils know their next steps to 'keep up' and 'catch up'</p> <p>2021-2022 Monitoring and Evaluation undertaken by senior leaders within school will evaluate teaching standards. Deep dives in Reading and Maths</p> <p>Academy Trust learning advisors will identify strengths against teaching standards in Maths and Reading with a focus on PP pupils.</p>	<p>Quality first teaching is consistent across the school and where support is required this is evidenced.</p> <p>Attainment gap between pupil premium children and non-disadvantaged reduces in line with national averages and other similar schools</p> <p>20-21 The % of PP ch in the achieving EXS+ in Reading and Maths increases.</p> <p>21-22 The % of PP ch in the achieving ARE< in Reading and Maths is in line with national or above</p> <p>22- 23 The % of PP ch in the achieving ARE< in Reading and Maths and combined is in line with national or above.</p>

	To continue Speech and Language screening and intervention for all EYFS pupils	SENCO DHT				
3.) To target PP children using a programme of high quality keep up and catch up interventions to diminish the gap between PP and non-disadvantaged	<p>To ensure that intervention groups are evaluated so that impact can be evidenced against clear targets.</p> <p>Through pupil progress meetings and SEND Review meetings identify areas of need for PP children and target provision accordingly. This includes early identification of PP children with additional needs so that appropriate action can be taken in a timely manner.</p> <p>Teachers use a range of strategies to differentiate the learning</p> <p>Teachers check pupil understanding systematically and identify misconceptions to inform keep up and or catch up interventions, both reviewing learning from the day or through a specific intervention.</p> <p>Develop a range of high quality catch up interventions where TAs are trained to specialise in a particular area of need in Maths and Reading.</p> <p>A rigorous intervention timetable to run across the school where skilled TAs work across classes and phases to target support effectively.</p> <p>Provision mapping format to be reviewed, amended and launched to ensure clear monitoring as well as meet the requirements of the SEND Pathway</p> <p>Senior Leaders support and lead by example when running 'keep up' interventions in Reading and/or Maths.</p>	SLT SENCO SLT YL T, YL, DHT SLT SLT SLT SLT	½ termly ½ termly Daily – reviewed ½ termly Sept 30 mins weekly	Staff meeting time where needed CPD Meeting time (PPA scheduling) DC Pro support from DHT and YL Edukey software and support Timetable implications Oxford research project	<p>Subject leaders devise intent statement for vulnerable pupils and action plan accordingly</p> <p>2021-2022 embed formative assessment to ensure that areas for development are targeted in a timely manner. 'Catch up' intervention timetable and interventions developed across the sch through implementation of provision maps using edukey. Start and end points are used to measure impact</p> <p>2022-2023 Teachers use what they learnt from interventions to appropriately differentiate at the point of planning and use 'keep up' information to inform on the day interventions and pre-teaching. Following impact evaluation using edukey, interventions are targeted from termly data.</p> <p>2021 -2022 'keep up' same day interventions delivered by TAs and delivered in environments that reflect current learning walls, vocabulary, resources and curriculum coverage. TAs coached by teachers.</p> <p>2022-2023 Evaluate on impact of 'keep ups' from Summer data and adapt interventions. Reflect on TA subject knowledge and adapt training need.</p>	<p>A high-quality intervention programme runs across the sch to target areas of need and as a result, PP chn make good or better progress from their starting points.</p> <p>Reading interventions continue to show improved comprehension and reading ages.</p> <p>Provision maps are of a high quality and accurately record targeted interventions and show progress from starting points – targets met.</p> <p>The gap between attainment for PP chn and non-disadvantaged peers in Reading and Maths is diminishing over time.</p> <p>Children who are PP with SEND are identified early and targeted.</p>

	To partake in research project on Working memory and arithmetic for year 3 pupils.					Link governor has clarity over how PP ch with SEND are performing, the strengths, areas for development and key personnel.
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AIM 3: To ensure that we improve parental engagement through a whole school shared approach and ethos that 'all families are reachable'.

Objectives	Actions to be taken	By whom	By when	Resources	Progress Indicators	Success Criteria
1.) To improve parental engagement across the school	<p>Stakeholder questionnaire to identify intentions and at a later date to measure impact.</p> <p>Audit current provision and self- evaluate against Leading Parent Partnership Award (LPPA)</p> <p>Create action plan using evaluation and results from stakeholder surveys</p> <p>To deliver academic workshops based on parent need and those linked to Phonics, early reading and maths workshops, Love of Reading Club</p> <p>To deliver parenting workshops based on parent need to support behaviour strategies, healthy eating, attendance, routines, sleep, financial.</p> <p>Continue to contact parents through a range of communication methods: text, email, letter or calls to share information or to offer support.</p> <p>To continue to support parents who need additional support via external providers e.g. food banks, financial support, early help</p> <p>Achieve the Leading Parent Partnership Award (LPPA)</p>	<p>SLT</p> <p>SLT admin</p> <p>SLT</p> <p>SLT</p> <p>SLT YL T</p> <p>SLT</p> <p>YL, DHT, SL</p> <p>SENCO DHT</p> <p>Admin SLT</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>Sept and June</p> <p>ongoing</p> <p>ongoing termly</p> <p>termly</p> <p>ongoing</p> <p>ongoing</p>	<p>Families Connect</p> <p>Space to run workshops</p> <p>Mykas text service</p> <p>Early help</p> <p>LPPA award cost</p>	<p>2021 – 2022 Organise family workshops (academic and social/emotional) and resource space, breakfast club running Start award for Leading Parent Partnership Award (LPPA)</p> <p>2022-2023 Monitor and improve upon 1st year parent and family support. Introduce Early Bird opening if punctuality not improved Maintain LPPA award</p> <p>2023- 2024 Embed the culture of parental engagement at events and workshops. Maintain LPPA award</p>	<p>Parents view PP chn as active members of their sch community</p> <p>Surveys show improved attitudes towards engaging with school.</p> <p>Parent teacher reviews increase in attendance</p> <p>Improved attendance and punctuality</p>

		DHT SENCO	Fortnightly			
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AIM 4: To ensure that we support our families so that our most disadvantaged children build the same cultural capital as their non-disadvantaged peers.						
Objectives	Actions to be taken	By whom	By when	Resources	Progress Indicators	Success Criteria
1.) To provide an aspirational curriculum for our children that builds cultural capital over time	<p>All pupils entitled to the Pupil Premium are able to access learning by having the correct resources, uniform and attendance to breakfast club.</p> <p>The curriculum intent and implementation are embedded securely and consistently across the school</p> <p>Support our PP families with financial assistance for trips and residential.</p>	<p>SLT ELSA</p> <p>T SLT YL</p> <p>Finance officer SLT</p>	<p>ongoing</p> <p>termly</p> <p>ongoing</p>	<p>CPD time</p> <p>Timetable implications</p> <p>Leadership time</p>	<p>INTENT trips and visits are planned across the sch to ensure that ch visit a beach, castle, museum, gallery, theatre etc. Costs are conceived early and planned for accordingly. Implementation admin and HSLWs work together to fund places for ch whose families cannot afford the cost of trips.</p>	<p>IMPACT All children, including PP ch, attend trips and have access to visitors.</p> <p>PP children draw upon their experiences to make links with learning</p> <p>PP children have access to the full curriculum offer.</p> <p>PP children's vocabulary acquisition and development is good as a result of a range of broad and balanced experiences that link the outside world to their learning in sch.</p> <p>PP children have high aspirations and the personal skills to pursue them.</p>
2.) To ensure that our wider curriculum offer is broad and rich and that our PP children	<p>Develop a wide and varied programme of clubs where PP children are proportionately represented.</p> <p>To target and fund PP places on paid extracurricular experiences</p> <p>Develop PP children's leaderships skills through: • School Council • Reading Ambassadors • sport leaders •</p> <p>To support pupil mental health through targeted support and a whole school culture of 'we are all responsible'.</p>	<p>Sport's Prem & PE Lead</p> <p>Admin, PP Lead PSHE Lead</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p>	<p>PE specialist to provide 2 free clubs a week, targeting PP.</p> <p>Clubs Lead to ensure a range of clubs are on offer and organise termly PP targeted & invited to clubs to ensure representation.</p>	<p>2021-22 Targeted PP attend the clubs on offer. Club Lead monitor this. Achieve WAS award through intent and implementation of vision and strategies.</p>	<p>IMPACT PP children have access to the full curriculum offer.</p> <p>Staff have a good understanding of the barriers that may prevent PP participation in clubs and work to overcome them i.e. finance, travel etc.</p>

Written September 2021

☐ 2021 Autumn mid review ☐ 2022 Spring mid review ☐ 2022 Summer mid review

☐ Annual formal evaluation 2022

have fair and equitable access to it.	<p>Audit current mental health provision through stakeholder questionnaires and school evaluation</p> <p>Offer high-quality, ongoing professional development for pupil wellbeing and mental health</p> <p>Ensure systems and external partnerships are in place to support different types of emotional and mental health needs.</p> <p>Achieve the Wellbeing Award for Schools (WAS) in partnership with the National Children's Bureau</p>	<p>Literacy Leads</p> <p>PP leader</p>		<p>Paid clubs within the sch required to offer PP ch places as</p> <p>Implementation of real dance/Real Play (Sports' Premium budget)</p> <p>WAS award cost</p>	<p>2022-23 PP ch are engaged in clubs and pursue access, with targeting still in place. Maintain WAS award and monitor impact</p> <p>2023-24 The enrichment offer of clubs is embedded into the culture of the sch where PP ch have equitable and supported access. Maintain WAS award and monitor impact</p>	<p>PP ch see themselves as active members of their sch community and build a range of personal skills such as fair play, tolerance & resilience.</p> <p>Stakeholder surveys show impact of wellbeing and mental health actions</p> <p>Targeted support for pupils mental health shows progress</p>
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