

Pupil premium strategy statement 2019-2020- **END OF YEAR IMPACT STATEMENT (August 2020)**

1. Summary information					
School	The Avenue Infant School				
Academic Year	2019-2020	Total PP budget	£45,566	Date of most recent PP Review	September 2019
Total number of pupils	180	Number of pupils eligible for PP	23	Date for next internal review of this strategy	September 2020

2. Attainment End of academic year 2019-2020 (High SEN cohort)				(EXS= Expected Standards, GDS= Greater Depth Standard)		
	<i>Pupils eligible for PP (school)</i>	<i>All pupils (school)</i>	<i>Pupils not eligible for PP (national average)</i>		<i>Pupils eligible for PP (school)</i>	<i>All pupils (school)</i>
% reaching EXS+ in Reading	NO KS1 OUTCOMES DUE TO COVID-19 PANDEMIC AND RELATED SCHOOL PARTIAL COSURE Where possible this report contains in year progress data up to March 2020.			% reaching GDS in Reading	NO KS1 OUTCOMES DUE TO COVID-19 PANDEMIC AND RELATED SCHOOL PARTIAL COSURE	
% reaching EXS+ in Writing				% reaching GDS in Writing		
% reaching EXS+ in Maths				% reaching GDS in Maths		

3. Barriers to future attainment (for pupils eligible for PP) 2019-2020	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils start Reception with poor basic speech and language skills and limited experience of stories / books and creative play. The lack of these early skills means vocabulary and understanding is restricted which negatively impacts on the development of pupils' reading and writing skills as well as talk skills to learn across the wider curriculum.
B.	Phonic reading skills are low for some children eligible for PP funding across FS and Y1. Teaching through the previous phonics scheme did not catch pupils up quickly enough.
C.	Some PP children across the school have gaps in learning in reading, writing and maths, often due to additional needs (particularly in Y2)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance for disadvantaged pupils was 94.2% in 2018-2019 (below the target of 96% for all pupils). This reduces school hours and causes pupils to fall behind / reduces opportunities to accelerate progress. Pupils also tend to have less access to enrichment / extra-curricular experiences out of school.

E.	Pupils' well-being is adversely affected by their disadvantaged home life, leading to social and emotional difficulties. When some pupils' start school they are not school-ready in terms of their physical and emotional needs.
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4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A	Provision for Communication and Language, developing early talk have accelerated progress for all PP pupils in Reception and Year 1.	Progress in Communication and Language, Reading and Writing is strong (better than expected) so attainment gaps are closing for each cohort. In school monitoring demonstrates communication skills and vocabulary are developing rapidly so pupils are more readily able to engage in the wider curriculum.

END OF 2019-2020 EVALUATION OF SPENDING IMPACT- DESIRED OUTCOME A: Provision for Communication and Language, developing early talk have accelerated progress for all PP pupils in Reception and Year 1.

During the first part of the academic year 2019-2020 (up to the point of closure due to Covid-19), a minimum of 80% of pupils supported by pupil premium funding in Reception made good or better progress in Communication and Language, Reading and Writing. A small number of pupils with additional needs made slightly slower progress but still pleasing. An increasing proportion of PP pupils were on track to reach the Early Learning Goals in these areas, up to the point of school closure. The weekly language and communication group with a specialist teacher improved confidence and attainment in communication skills.

In Year 1 during 2019-2020 (up to the point of closure), most pupils supported by Pupil Premium funding made strong progress in Reading and Writing (more than for non-PP). The gap in Reading and Writing attainment (between PP and non-PP) was reduced over the half year.

In school monitoring evidenced improving communication skills and growing vocabulary, particularly evidenced in Talk for Writing and Teaching for Mastery in Maths.

Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
B	The new phonics programme accelerates progress in phonic skills, early reading and fluency.	Close the attainment gap of pupils eligible for PP funding who pass phonics screening compared with non PP pass rate in school. At least 75% of Y1 PP children pass Phonics screening check.

END OF 2019-2020 EVALUATION OF SPENDING IMPACT- DESIRED OUTCOME B: The new phonics programme accelerates progress in phonic skills, early reading and fluency.

Unable to measure against success criteria due to school closure (Covid-19).

Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
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C	To close any current gaps in knowledge via targeted support and interventions to enable accelerated progress.	All children given the opportunity to reach national expectations and above. PP children meet their targets in Reading, Writing and Maths. Gaps to national outcomes are reduced compared to 2018-2019 outcomes at EYFSP and end of KS1. Any attainment difference at expected standard or better between PP and non-PP pupils reduced from previous year (for that cohort).
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END OF 2019-2020 EVALUATION OF SPENDING IMPACT- DESIRED OUTCOME C: To close any current gaps in knowledge via targeted support and interventions to enable accelerated progress.

Unable to measure against success criteria due to school closure (Covid-19).

At the point of closure pupils supported by PP funding received targeted support from teaching assistants and teachers, namely 20 day challenges, targeted interventions, pre-/post teaching as required, homework club and key texts for home library. During pupil premium reviews the impact of the targeted support was evaluated on an individual basis and next steps planned. These focused interventions had an overwhelmingly positive impact on focused areas.

Of the PP Pupils in KS1, at least 50-67% were on track to reach their aspirational target in Reading, Writing and Maths, based on making 'typical' progress for the rest of the year, however many were just beginning to accelerate their progress based on the impact of targeted support.

Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
D	Ensure pupils are attending school regularly, are ready to learn and have the same extra-curricular opportunities as all pupils.	Reduce persist absence and number of lates among PP pupils; attendance to be at least 95% and persistent absence at no more than 8% for PP. Tracking shows improvements for PP pupils with lower attendance over the academic year. PP pupils to have funding to support school uniform purchase and extra-curricular clubs.

END OF 2019-2020 EVALUATION OF SPENDING IMPACT- DESIRED OUTCOME D: Ensure pupils are attending school regularly, are ready to learn and have the same extra-curricular opportunities as all pupils.

Pupils supported by PP funding maintained good attendance up to the point of closure (excluding March data due to impact of some self-isolation) with the final attendance rate being 96%. Persistent absence for this group (i.e. percentage of the group who had under 90% attendance) remained low over the year (8% or below = 1-2 pupils).

86% of KS1 pupils supported by PP funding attended the school Homework club to support their home learning. PP funding supported this access and also contributions towards trips, e.g. pantomime for all eligible pupils. 66% of PP pupils utilised their voucher to purchase school uniform or to cover the costs of attending clubs.

Desired outcomes (Desired outcomes and how they will be measured)		Desired outcomes (Desired outcomes and how they will be measured)
E	For pupils to manage their social, emotional and learning behaviour to enable accelerated progress and higher attainment at the end of each academic year.	Pupils demonstrate positive learning behaviours and respond to interventions for emotional and social issues; well-being measure shows progress for case study pupils. Data shows that PP pupils with social and emotional issues have made good or better progress at all assessment due to appropriate interventions.
END OF 2019-2020 EVALUATION OF SPENDING IMPACT- DESIRED OUTCOME E: For pupils to manage their social, emotional and learning behaviour to enable accelerated progress and higher attainment at the end of each academic year.		
<i>Pupils supported by PP funding with identified SEMH needs were showing an improvement in their social, emotional and mental health in most cases following targeted support of individualised needs. At the point of school closure this was on-going for several of these pupils due to the complexity of their needs- case studies evidenced small steps of improvement, which led to on-going school support of the families during school closure.</i>		

BELOW IS THE PLAN FOR PP FUNDING SPENDING FOR 2019-2020:

1. Planned expenditure					
Academic year		2019-2020			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
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

A. Provision for Communication and Language, developing early talk have accelerated progress for all PP pupils in Reception and Year 1.	Embed staff training in Talk for Writing to improve teaching of writing through modelled / shared writing and story invention, modelling and developing skills in reading as a reader and reading as a writer. Similarly, Teaching for Mastery in Maths to continue to be developed and embedded across the school so pupils can speak confidently in stem sentences to problem solve and share strategies. (Training costs covered by school budget)	Metacognition and self-regulation skills = +7months EEF toolkit	Termly monitoring timetable actions by SLT and governors and reported back to Standards and Quality Committee and FGB.	HT, EYFS lead, English and Maths Subject leaders	December 2019, March 2020, July 2020
B. The new phonics programme accelerates progress in phonic skills, early reading and fluency.	Introduce Read Write Inc phonics programme across the school- whole staff training. Phonics interventions for Y1 PP pupils to 'keep up' rather than catch up. £1000 towards whole school RWI training	Phonics approach to reading = +4 months Reading Comprehension strategies = +6months EEF toolkit	Reading lead available for daily coaching and side-by-side teaching of all s. Termly learning walk by Reading lead and governor where possible (including data / progress analysis- groups comparison, lesson drop ins, pupil voice) to Standards and Quality Committee and FGB.	English lead, HT	December 2019, March 2020, July 2020
Total budgeted cost					£1,000
ii. Targeted support					
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

<p>C. To close any current gaps in knowledge via targeted support and interventions to enable accelerated progress.</p>	<p>HLTA time to provide:</p> <p>20 day challenge- individual focused targets are worked on with a TA on a daily basis for 20 school days. Support resources / ideas are shared with parents / carer.</p> <p>Pre-teaching to arm children with vocabulary / introduction to key concepts to enable engagement and progress in class lessons</p> <p>Additional 1-1 reading session each week with focus on comprehension (reading as a reader and reading as a writer skills from Talk for Writing principles)</p> <p>HLTA hours £13,597</p>	<p>Individualised instruction = +3 months, 1-1 tuition = +5 months, parental engagement = +3 months</p> <p>EEF toolkit- 20 day challenge for PP pupils. Research shows that when children are given short, 1-1 input on a consistent, regular basis about targets in their learning, they make rapid progress in a short space of time, and this progress is sustainable after the 20 day period.</p> <p>Small group tuition = +4 months EEF toolkit</p> <p>Reading comprehension strategies = +6 months EEF toolkit</p>	<p>Monitoring (records check, learning walk and book look) will be carried out by SLT and PP governor on a termly basis. Termly PP review meetings will be held with SLT, class teachers and PP governor to discuss individual progress and provision. Feedback will be presented to the Standards and Quality committee and the FGB.</p>	<p>PP lead English lead Maths lead</p>	<p>December 2019, March 2020, July 2020</p>
<p>C. To close any current gaps in knowledge via targeted support and interventions to enable accelerated progress.</p>	<p>Provide weekly targeted intervention sessions to identified PP pupils in reading, writing and maths</p> <p>Precision teaching, Dough disco, Plus One maths, phonics catch up 2 x weekly sessions as identified in termly meetings (subject and pupil changes due to data analysis / reviews)</p> <p>Costs combined with above</p>	<p>Small group tuition = +4 months EEF toolkit</p>	<p>Termly monitoring by SENCO and PP lead (including data, work scrutiny, observations and pupil voice) to ensure that the correct PP children are chosen for intervention, quality of deliver and evaluation of progress in PP review meetings each term and pupil progress meetings. Reviews will inform changes to be made to current provision.</p>	<p>SENCO, PP lead</p>	<p>December 2019, March 2020, July 2020</p>

A. Provision for Communication and Language, developing early talk have accelerated progress for all PP pupils in Reception and Year 1.	Music and communication teacher – weekly group sessions using singing to develop language and communication skills, alongside self-confidence and self-esteem £700	Oral language interventions = +5 months, Social and Emotional learning = +4 months EEF toolkit. Specialist intervention to improve language and communication skills, confidence, self-esteem and social communication	Termly monitoring (data, well-being measures, pupil voice) PP review meetings each term and pupil progress meetings.	PP lead	December 2019, March 2020, July 2020
C. To close any current gaps in knowledge via targeted support and interventions to enable accelerated progress.	Homework club for PP pupils- offered to PP pupils in KS1. Year 1 and 2 PP pupils will benefit from the opportunity to complete homework, with access to digital technology, in a supportive, small group environment. £0 Staffing £150 resources	Homework (Primary) = +2months, Extending school time= +2 months, Small group tuition = +4 months EEF toolkit	Termly data and well-being measured. Improved learning behaviour evident in class.	PP lead	December 2019, March 2020, July 2020
C. To close any current gaps in knowledge via targeted support and interventions to enable accelerated progress.	Writing conferencing / feedback sessions 1 x small group session fortnightly with class teacher providing targeted feedback to each pupil on their writing outcomes / progress and next steps from the week's work	Feedback = +8 months Metacognition and self-regulation skills = +7months EEF toolkit Research shows the high and positive impact feedback can have, particularly when focused on the learning itself, the process of learning, the pupil's management of their learning or self-regulation	Termly monitoring by PP lead, PP governor (pupil voice, book look, data, learning walks) to evidence the impact and how well sustained the impact is in pupils' written work	PP lead, English lead	December 2019, March 2020, July 2020
Total budgeted cost					£14,447

iii. Other approaches					
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
C. To close any current gaps in knowledge via targeted support and interventions to enable accelerated progress.	Home library – provide key class books for PP pupils to take home. Resources to support the needs / aspirations of individual PP pupils £600	Parental engagement = +3 months, reading comprehension strategies = +6 months EEF toolkit. PP will benefit from books to take home to develop their own library of books at home- to encourage parental involvement with reading and developing pupils' reading skills and reading for pleasure.	Data drop 3x a year Pupil voice	PP lead	December 2019, March 2020, July 2020
E. For pupils to manage their social, emotional and learning behaviour to enable accelerated progress and higher attainment at the end of each academic year.	Additional hours for Family Support Worker to support pupils and their families according to need £15,048	Social and Emotional learning = +4 months, Parental engagement = +3 months EEF toolkit. Family Support Worker will be available to PP pupils for individual support programmes such as 'Protective Behaviours' and 'Drawing and Talking'. Such support is proven to improve well-being and self-esteem. FSW support of PP families would improve parental involvement.	Well-being scores. Pupil voice and parent feedback. Track engagement and review need at termly PP review meetings or as required.	FSW and HT / PP lead	December 2019, March 2020, July 2020
D. Ensure pupils are attending school regularly, are ready to learn and have the same extra-curricular opportunities as all pupils.	Breakfast club- subsidised places / staffing £4,852	Extending the school day= +2 months EEF toolkit. Wrap around care eases the pressure of some families (both financially and organisationally). Pupils also benefit from a calm, social start to the school day and a good breakfast.	Attendance is monitored weekly and termly trends are analysed. Breakfast club subsidised places should help support good attendance rates for these pupils	PP lead / Attendance Officer	December 2019, March 2020, July 2020

D. Ensure pupils are attending school regularly, are ready to learn and have the same extra-curricular opportunities as all pupils.	Vouchers for enrichment clubs and subsidised uniform £2,000	Extending the school day +2 months, Sports participation +2 months EEF toolkit Parents / carers of PP pupils (currently FSM) will be given a £100 voucher to redeem against before or after school club of their choice or for school uniform. Pupils will have improved well-being and sense of belonging and readiness for learning by having the same uniform as others.	Tracking spreadsheet of clubs uptake Termly well-being and involvement measures. Tracking extra-curricular engagement at termly PP review meetings.	School Business Manager (SBM) / Bursar	December 2019, March 2020, July 2020
D. Ensure pupils are attending school regularly, are ready to learn and have the same extra-curricular opportunities as all	Subsidised school trips £600	Outdoor Adventure learning= +3 months EEF toolkit Pupils will have access to the same curriculum enrichment opportunities as their peers and not be penalised due to any family financial hardship	Termly well-being measures. Tracking extra-curricular engagement at termly PP review meetings.	SBM, PP lead	March 2020
	Subsidising Universal Free School Meals for PP children £6,000	Required funding for UIFSM for those pupils eligible for PP funding	Finance visits / audits Governor review	SBM	March 2020
E. For pupils to manage their social, emotional and learning behaviour to enable accelerated progress and higher attainment at the end of each academic year	Individualised programme / resources £1000	Social and Emotional learning = +4 months (EEF toolkit) to enable pupils who have experienced early childhood trauma to process this, be able to self-regulate and access the curriculum	Termly reviews for individual pupils. Impact on well-being.	HT/ PP lead, SENCO	December 2019, March 2019, July 2019
Total budgeted cost					£30,100
TOTAL					£45,547