

Windlesham Village Infant School - Use of Pupil Premium 2020-21



What is the Pupil Premium Grant?

The **Pupil Premium Grant** is additional funding for publicly funded schools in England; it comprises of a **Pupil Premium** and a **Service Pupil Premium**. The *Pupil Premium* is granted to raise the attainment of disadvantaged pupils of all abilities and close the gap between them and their peers. The *Service Pupil Premium* is granted to support children with parents in the armed forces and is mainly for pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Who is eligible for the Pupil Premium in 2020-2021?

Low-income families

The *Pupil Premium* is allocated to children from low-income families who are known to be eligible for Free School Meals (FSM). This also includes any children that have been eligible for the support of FSMs in the last six years even if not in receipt at the moment (known as *Ever 6 FSM*). In 2020-21 the Pupil Premium was £1,345 per pupil.

Looked-after children (LAC and post-LAC)

The *Pupil Premium* is allocated to looked-after children in the care of an English local authority; this includes children who have left Local Authority Care following adoption, a special guardianship order, a child arrangement order or a residence order. In 2020-21 the Pupil Premium was £2,345 per pupil.

Service families

The *Service Pupil Premium* is allocated to children from service families. Pupils attract the premium if one of their parents is serving in the regular armed forces or has served in the last six years (known as *Ever 6 Service Child*). The *Service Premium* is also allocated to pupils in receipt of pensions from the Ministry of Defence. In 2020-21 the Service Pupil Premium was £310 per pupil.

Windlesham Village Infant School – Pupil Premium Grant 2020-21		
Total number of pupils on roll	96 (Jan Census 2020)	
Total number of pupils eligible for Pupil Premium Grant (PPG)	4	(4.2%)
Total number of FSM (Ever 6)	4	(4.16%)
Total number of Looked-After Children (post-LAC)	1	(1 %)
Total number of Service children	2	(2.1%)
Total amount of PPG received	£8,345	

Impact of Quality First Teaching and additional support on pupil achievement

Summer 2019 Statutory Assessment Results:

- **Reception:** There were 2 Pupil Premium children and 2 Service Premium children in YR at the time of assessment; 0% Pupil Premium and 50% (1) Service Premium children met their age-related expectations (Early Learning Goals) in summer 2019. Where children missed their Early Learning Goals (ELGs) it is was by one ELG only. 50% (1) Pupil Premium and 50% (1) Service Premium exceeded age-related expectations in several ELGs.
- **Y1:** There were 2 Pupil Premium children and 1 Service Premium child at the time of assessment; 100% (2) Pupil Premium and 100% (1) Service Premium children in Y1 during 2018-19 met the threshold for the Phonics Screening Check.
- **Y2:** There were 4 Pupil Premium children in Y2 at the time of end of year assessments; 75% (3) reached the Expected Standard (EXS) in Reading, Writing and Maths. 25% (1) achieved Working Towards the Expected Standard (WTS) in Reading, Writing and Maths. 100% (4) reached the Expected Standard (EXS) in Science.
- There were 3 Service Premium children in that year group. 100% (3) reached at least the Expected Standard in Reading, Writing, Maths and Science. 100% (3) were Working At Greater Depth (GDS) in Reading.

Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Difficulty to engage socially or in the classroom				
B.	For Service children; negative impact of mobility and deployment				
C.	Gaps/difficulties in basic learning skills e.g. phonics, reading and handwriting – with an emphasis on transferring these skills to the classroom				
D.	EAL means sentence structure not quite secure in English				
E.	Speech and Language; pupils unable to hear/say phonemes				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
F.	Low attendance rates (Persistent Absence) means the child misses learning.				
Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Encourage more engagement in learning; tailored support from Emotional Literacy Support Assistant (ELSA)			ELSA baseline score; targets met; observations and pupil conference	
B.					
C. D.	Specific support 1:1 or small group to practice phonics; reading flashcards (Common Exception/Tricky Words); simple sentence writing and reading. Specific targets set for each intervention, which run on Wednesday afternoons.			See individual targets or support plans. Example target for one Yr 1 child; to progress to Blue Level by the end of Yr 1; overcome b/d confusion; form letters correctly in cursive style; develop recognition of digraphs	
E.	Child able to say all single letter sounds; all digraphs; speech clearer			See individual plan	
F.	Ongoing home-school dialogue to encourage regular school attendance			Child's attendance is above 90%	
Planned expenditure. The nature of the support selected for 2020-21 is supported by evidence from the Education Endowment Foundation and/or school-based evidence of effectiveness. Support is specifically targeted to address barriers to achievement.					
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?
AB. Encourage more engagement in learning	Teaching strategies to include monitoring engagement and support to enable the making of good choices for learning; listening and maintaining focus	Successful in promoting engagement	Lesson observations Professional dialogue Pupil Progress Meetings Learning Books	JE	Termly Pupil Progress Mtg July 2021

	during whole-class teaching on the carpet and contributing ideas. Time-bonding and reward charts.				
C. E. Improve phonics knowledge and skills to support reading and writing	PP pupils known to staff Differentiation	To match teaching to children's ability Research	Lesson observations Work scrutiny Pupil Progress Meetings	All teachers	July 2021
D. Sentence structure	ERIC each day to reinforce/rehearse sentence structure; use of Talk Partners	Successful strategy in the past; introducing ERIC contributed to raising attainment 2019	Lesson observations Work scrutiny Pupil Progress Meetings	KB	Termly July 2021
Total budgeted cost					£0
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 review implementation?
Improve phonics knowledge and skills to support reading and writing	Use of intervention groups Precision teaching approach 1:1 reading support. Phonological Awareness Programme (Y2)	Recommended by Specialist Teacher Service; have been successful strategies in the past	Training for staff; class teacher will monitor; weekly sheet will inform future planning	KB/JE	July 2021
Improve emotional and social skills by working with our Emotional Literacy Support Assistant	Emotional Literacy Support Assistant sessions	Recommended by Surrey Educational Psychology Team	Trained ELSA Sufficient time for planning and dialogue between ELSA and teaching staff, supervision from Ed Psych.	JE/EF	Half-termly. July 2021

Improve sentence structure for child with EAL	1:1 teaching every Wednesday; speaking in sentences before writing; simple sentence writing; dictation	Successful strategy in the past	Pupil Progress Meetings Book Look	RP	Termly July 2021
Improve speech so that individual phoneme is clear	Speech and Language therapy, as directed by Speech and Language Therapy Service	Recommended by SALT; regular reviews	SALT reviews regularly and will then model next therapy work	JE	Termly
Total budgeted cost		£10, 527.36			

Additional detail

Some overlap with COVID catch-up funding spending.
 4 children on census January 2020; new children joined the school mid-year and qualify for Pupil Premium.
 Sports Premium Funding will be used to offer some families support to attend Summer Holiday Club for one week.
 School will purchase Bug Club for all families before end of summer term, to encourage e-reading over the summer holidays; this will be funded by a donation from Windlesham PCC. Similarly, school will sign up for free use of Mathletics over the summer holiday, to encourage all families to engage in regular number activities over the summer.
 Maths and English Leaders have adapted 'Ready to Progress' to reflect Lockdown 2021 and the needs of our pupils, which has informed planning and will continue to do so for academic year 2021-2022.