

# Pupil premium strategy evaluation 2020-2021

1. Summary information					
<b>School</b>	Sudley Infant School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£29 685	<b>Date of most recent PP Review</b>	September 2020
		<b>Children eligible for higher rate PP</b>	3		
<b>Total number of pupils</b>	360	<b>Number of pupils eligible for PP</b>	31	<b>Date for next internal review of this strategy</b>	July 2021

2. Current attainment		
KS1 SATS for Pupil Premium –results from July 2019	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) (figures for 2019 )No figures available for 2020</i>
<b>33% achieving in reading, writing and maths</b>	3 Yr2	65%
<b>33% making progress in reading</b>	3 Yr2	75%
<b>66% making progress in writing</b>	3 Yr2	69%
<b>66% making progress in maths</b>	3 Yr2	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Poor home learning environments for some children
<b>B.</b>	Low speech and language skills
<b>C.</b>	Low learning skills due to SEND
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low attendance/ punctuality for some children

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Play and nurture therapy that enable children to express themselves in a non-pressurised environment	Children become more willing to share their worries and concerns
<b>B.</b>	Extra learning sessions for reading, writing and phonics. Half termly checks of phonic recognition to be done to monitor progress and monitoring of achievement of individual half term targets for reading and writing. Comparison of data against non-eligible PP to be checked.	Improved levels of reading, writing and phonics
<b>C.</b>	Working with specialist staff to target needs. Half termly checks of progress to targets and adapted or increased as necessary.	Focused learning means improved levels of achievement
<b>D.</b>	Work with EWO and parents to improve attendance and punctuality. Attendance officer to produce fortnightly data for attendance, acted on and compared to non-eligible children	PP children improve attendance and punctuality

## 5. Planned expenditure

### Academic year 2020-2021

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 implementation?	Evaluation
Improved engagement and attainment of Y1 & 2 disadvantaged pupils in reading	Early intervention for reading Access to LA SEND provision and school run intervention groups	Small group tuition gives an intensive teaching approach aimed at specific learning targets for individuals that support poor achievers and those falling behind.	Monitor progress on a termly basis- more frequently if deemed necessary Year 2 results Nov 2020 will be scrutinised. Those children who did not attain score will continue intervention group work	SO/ LM/LB/LS As  £5000	Dec 2020 April 2021 July 2021	In Year 2, 73% (11/15) made ARE in reading compared to 85% (95/112) for All Pupils. Those children who did not make ARE, received targeted support. The children who did not reach ARE were caused for concern with attendance, and another child also had English as another language. In Year 1 15% (2/13) compared to 60% (72/120) All Pupils achieved ARE. These children have started catch up interventions with staff.

Improved engagement and attainment of Y1 & 2 disadvantaged pupils in writing	Small group work to improve writing on a regular weekly basis and monitor progress in class	Small group tuition gives an intensive teaching approach aimed at specific learning targets for individuals that support poor achievers and those falling behind. Targeted approach helps less confident while in a small group improve their skills and understanding. More able children also offered writing group intervention to boost confidence and self-esteem.	Monitor progress on half termly basis noting next steps for individuals.	SD/LH £5000	Dec 2020 April 2021 July 2021	In Year 2 53% (8/15) pupils made ARE in writing compared to 70% (78/112) of All Pupils. In Year 1 8% (1/13) compared to 36% (43/120) All Pupils. These children have started catch up interventions with staff.
Improved engagement and attainment of Y1 & 2 disadvantaged pupils in maths	Small group work to improve maths on a regular weekly basis and monitor progress in class	After children's needs are identified a trained member of staff will work in small groups of similar abilities in a maths intervention group. Targeted approach of skills that may have been missed during lockdown will be a focus to help bring children to a comparable level of their peers taking SEND targets into consideration.	Monitor progress on half termly basis noting next steps for individuals. Consult with class teacher for progress of child within whole class setting	SO/ LM/LB/LS As £3685	Dec 2020 April 2021 July 2021	In Year 2, 67% (10/15) achieved ARE in maths compared to 78% (87/112) for All Pupils. In Year 1 15% (2/13) compared to 60% (72/120) All Pupils. These children have started catch up interventions with staff.
<b>Total budgeted cost</b>					£13485	

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?	Evaluation
Improved phonics knowledge of children and specifically those who were prevented taking phonics check in Nov 2020 and Year 1 children June 2021	Specific intervention with plans focused on individual needs help children achieve or exceed their expected targets in Phonics Additional LSA placed in class to support group session.	Targeted small group work of phonics focussed on children's specific needs enables close monitoring and checking of progress by staff	Monitor progress on a termly basis - more frequently if deemed necessary	CG/SD/HY £6000	Dec 2020-internally April 2021-internally July 2021-published	81% (13/16) Year 2 children passed the phonics check in Autumn 2020 compared to 86% of All Pupils. Year 1 were not able to take the phonics check in June 2021 but school testing showed that 15% (2/13) were expected to pass. Current extra targeted group phonic sessions were very effective in targeting blending and segmenting gaps, with 85% (11/13) expected to pass.
Help children to develop, grow and build their resilience by supporting their emotional needs	Seedlings is a therapeutic service for schools. Delivered in partnership by YPAS, the Seedlings team works with children to explore and process feelings that are troubling them and develop confidence in expressing themselves.	Children who have been identified with anxiety by parents or school staff have in the past successfully been helped by the Seedlings service.	An assessment will be done on the individual children and specific programmes for their needs implemented for each child. This will be reviewed by the practitioner and reported to the coordinator at the end of each block of sessions	Seedlings £2000	Dec 2020 April 2021 July 2021  And as each group of sessions are completed	The use of these interventions supported children's ability to access the curriculum. Home school liaison proved to be effective through parent meetings and during remote learning. Teachers reported that children enjoyed sessions and this supported their classroom learning and mental well-being.

Improved attendance and punctuality	Working with the school attendance officer, J Williams, and EWO, parents will be encouraged to improve attendance of their child	Children who experience breaks in their education through missed days quickly start to lose the ability to keep on track with their peers and miss out on learning skills which will affect their progress and achievements.	Monitor attendance and punctuality on a fortnightly basis. Any child having less than 95% attendance will be highlighted and parents contacted	JW £2000	Termly Final review July 2021	Pupil Premium children's attendance assured with fortnightly monitoring, and liaising with the EWO and head teacher.
Looked after children become more able to cope with and express feelings	'Therapy in Play' practitioner will hold sessions for pupils to help develop increased confidence, reduce anxieties and develop their understanding of language and play	Children who have had emotional, psychological or social difficulties in their home life may find difficulty in coping with situations in school and at home. This programme should provide a positive impact on the children's abilities to cope with stressful situations.	An assessment will be done on the individual children and specific programmes for their needs implemented for each child. This will be reviewed by the practitioner and reported to the coordinator at the end of each block of sessions	AI 3x £800= £2400	After 6 weekly session blocks- Dec 2020 initially	Both children attended and showed more confidence in class. Both children also attended during lockdown.
<b>Total budgeted cost</b>					£12400	

<b>Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	
Develop confidence and self-expression through puppetry	Author/ storyteller to come in to work with children	The children become able to express themselves and their feelings in a non-threatening activity acting out stories using puppets. The children are encouraged to use their imagination	Staff to monitor session and give feedback. Class teachers to report any improvements in confidence and the children's enthusiasm for the session.	LG/FH/ LH	Monthly review of changes and immediately after session	Sessions took place online due to COVID-19 restrictions.
Wider experience of art and sports activities	Creative art and sports activities, foreign language lessons	Children have wide experience of musical activities, arts mark projects, puppet shows within the school enhancing their life experiences. A variety of foreign language lessons offered for different year groups	Collect evaluations after each activity. Analyse and check effectiveness of activities and schemes	FH/RT/ Language specialists	July 2021- complete analysis of success and suitability of activities	All PP children have attended visits to ensure inclusivity. Clubs did not run this academic year due to Covid-19.
<b>Total budgeted cost</b>					£3800	