



## Ashcroft Infant and Nursery School Pupil Premium Strategy Plan September 2020

The Pupil premium grant is given to schools to close the attainment gap between disadvantaged pupils and their peers, and to support pupils with parents in the armed forces.

Schools receive money for each pupil of compulsory school age who fits the eligibility criteria. There are five categories of eligibility, with different amounts of funding attached.

The grant is allocated in line with the financial year, which begins in April. Allocations are based on data from the previous January census. If an eligible pupil joins after the census, the school does not receive their allocation until the following year.

Schools can spend the grant as they see fit, it is to demonstrably improve the attainment of eligible pupils. Schools do not need to spend an equal amount on each pupil, or fund interventions that benefit only eligible pupils.

| Review of the 2019 -2020 academic year   |                     | Total pupil premium allocation for 2019 - 2020: £2640<br>Based on Ever 6 eligibility for the January census 2019 |  |
|--|---------------------|--|--|
| EYFS   | Cohort              | Pupil Premium  |  |
| GLD  | No end of year data | No end of year data  |  |
| Phonics  |                     |  |  |
| Y1   | No end of year data | No end of year data  |  |
| Y2   | No end of year data | No end of year data  |  |
| KS1  | Cohort              | Pupil Premium  |  |
| Reading  | No end of year data | No end of year data  |  |
| Writing  | No end of year data | No end of year data  |  |
| Maths  | No end of year data | No end of year data  |  |
| Objectives   | Cost                | Impact   |  |
| 1. Teaching: All teachers are effective in providing quality first teaching to all children  | £1000               | Due to COVID 19 and the closure of schools on 20/3/2020 we are unable to measure the impact of this objective.*  |  |
| 2. Targeted academic support: Accelerated progress in reading, writing and maths for all PP children   | £1000               | Due to COVID 19 and the closure of schools on 20/3/2020 we are unable to measure the impact of this objective.*  |  |
| 3. Wider strategies: All barriers to learning are removed through regular monitoring and support – i.e. attendance analysis, SEMH support  | £640                | Due to COVID 19 and the closure of schools on 20/3/2020 we are unable to measure the impact of this objective.*  |  |
| *Although we are unable to accurately measure the impact of Pupil Premium spending during the last academic year. We can report that throughout the wider school closure we continued to support pupil premium pupils with food hampers and resources as well as monitoring wellbeing on a weekly basis. This was also extended to non-pupil premium families who were struggling. |                     |  |  |

Below is an outline of the proposed pupil premium fund spend for 2020-2021 and the intended outcomes:

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| <b>Pupil premium objectives for 2020 -2021</b>   | <b>Total pupil premium allocation for 2020 - 2021: £9420</b><br><b>Based on Ever 6 eligibility for the January census 2020</b> |
| <p>Spending is based on the Education Endowment Fund’s Guide to Pupil premium which advises a tiered approach to pupil premium spending. A tiered approach should help schools to balance their approach to improving teaching, targeted academic support and wider strategies.</p> <ol style="list-style-type: none"> <li><b>Teaching:</b> Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</li> <li><b>Targeted academic support:</b> Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</li> <li><b>Wider strategies:</b> Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</li> </ol> |  |

| 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? |
|--|--|---|--|------------------------------|--------------------------------------|
| <b>Teaching</b>  |  |   |  |                              |                                      |
| All teachers are effective in providing quality first teaching to all children | Regular staff CPD to develop understanding of how children learn.<br><br>Development of spiral curriculum to ensure skills are taught in a logical sequence that | To ensure all children receive quality first teaching as this is proven to be the most effective factor in all children making progress | Arrange appropriate CPD and support.<br><br>Monitoring of teaching, learning, assessment and progress. | SLT<br><br>All subject leads | Termly                               |

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|  | shows clear progression.   |   |   |                                |  |
| <b>Estimated Cost: £2500</b>   |  |   |   |                                |  |
| <b>Targeted academic support</b>   |  |   |   |                                |  |
| Accelerated progress in reading, writing and maths for all PP children   | Staff to deliver small group interventions   | Pupil Premium pupils at the end of KS1 have not consistently achieved in line with their cohort in reading, writing and maths.<br><br>The use of evidence-based interventions will provide the best chance of closing the gap | Regular and robust monitoring of the impact of interventions by SENCo   | SENCo                          | Termly analysis and report to HT/Governors by SENCo<br><br>Every six weeks for interventions   |
| <b>Estimated Cost: £3500</b>   |  |   |   |                                |  |
| <b>Wider strategies</b>  |  |   |   |                                |  |
| All barriers to learning are removed through regular monitoring and support – i.e. attendance analysis, SEMH support | Office manager to analyse attendance on a weekly/half termly/termly basis<br><br>Staff to support children through various strategies to | Low attendance is a proven barrier to academic success<br><br>Children are unable to learn if they are not ready emotionally.   | Attendance analysis is reported to the HT regularly<br><br>Monitoring of Emotion Coaching strategies by SENCO and reported to | HT/Office manager<br><br>SENCo | Weekly % of each class attendance<br><br>Half termly analysis by office manager to HT<br><br>Termly analysis by Office Manager to HT/Govs<br><br>Termly<br>Every six weeks for interventions |

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|  | overcome emotional barriers  |  | governors in SEN termly report                                      |                    |  |
| <b>Estimated Cost: £1000</b>   |  |  |   |                    |  |
| <b>Additional Support due to COVID</b>   |  |  |   |                    |  |
| Additional barriers related to COVID 19 removed– i.e. additional SEMH needs or support needed through further self-isolation or lockdown | School to support children and families to overcome emotional or financial difficulties through COVID related issues | Children are not ready to learn if they are living in crisis or do not have the relevant resources if learning at home | Regular monitoring of vulnerable families by SLT and office manager | SLT/Office manager | Regular monitoring when school is fully operational<br><br>Weekly monitoring and contact during self-isolation or lockdown |
| <b>Estimated Cost: £2420</b>   |  |  |   |                    |  |

**\*please note that these objectives and aims have been continued on from 2019-20 due to COVID 19.**