

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Trafalgar Community Infant School				
Academic Year	2019-2020	Total PP budget	£27,380	Date of most recent PP Review	Nov 2019
Total number of pupils	270	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Nov 2020

2. Current attainment –Summer 2019		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD	55	57
% met EYFS in reading	88.9	
% met EYFS in writing	77.8	
% met EYFS in maths	88.9	
% achieving in reading, writing and maths at end of KS1	20	
% met ARE in reading for the end of KS1	40	78
% met ARE in writing for the end of KS1	40	73
% met ARE in maths for the end of KS1	20	79
% making progress in reading at the end of KS1	100	
% making progress In writing at the end of KS1	100	
% making progress in maths at the end of KS1	100	
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	60% of PP children in Year 2 are also on the SEND register.	

B.	100% of children eligible for PP have social, emotional and mental health needs.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	In Year 2 60% of PP children are also on our vulnerable children's register. Attendance for academic year 2018-2019: YR: all 95.5% PP 95.1% Y1: All 95.5% PP 84.6% Y2: All 97.4% PP 95.3%	
4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Accelerated progress in maths. Half termly pupil progress meetings.	Children make accelerated progress from where they are currently working towards meeting the end of key stage 1 age related expectations (ARE).
B.	Accelerated progress in reading. Half termly pupil progress meetings.	Children make accelerated progress from where they are currently working towards meeting the end of key stage 1 age related expectations (ARE). The high proportion of children who passed the phonics screen by the end of KS 1 in 2018 is maintained.
C.	Accelerated progress in writing. Half termly pupil progress meetings.	Children make accelerated progress from where they are currently working towards meeting the end of key stage 1 age related expectations (ARE). The high proportion of Children who passed the phonics screen by the end of KS 1 in 2018 is maintained.
5. 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 higher % of children eligible for PP make accelerated progress towards achieving ARE in maths at the end of KS1	School is part of the Maths Mastery project.	Children are not being taught in designated set groups, based on ability. A much more flexible approach, with mixed ability seating has been introduced. Children will be able to learn from each other and will be encouraged to “push” themselves, with support from the adults and their peers. Opportunities for pre and post teaching will benefit all children, particularly PP children who may not see	Progress is monitored at half termly pupil progress meetings attended by the class teacher and LT.	Class teacher/SEN CO/Maths Lead	Half termly
A higher % of children eligible for PP make accelerated progress towards achieving ARE in reading at the end of KS 1.	School has adopted “whole class reading” in addition to small group and 1:1 reading. Texts are carefully selected. School now uses “Song of Sounds” for phonics teaching.	Volunteer reading helpers are now focusing on 1:1 reading practice with targeted children, and class teachers are teaching the reading strategies. Additional adults in class phonics sessions to support targeted children.	Progress is monitored at half termly pupil progress meetings attended by the class teacher and LT.	Class teacher/SEN CO/English Leads	Half termly
A higher % of children eligible for PP make accelerated progress towards achieving ARE in writing at the end of KS 1.	School is continuing to use “Talk for Writing” for fiction and on-fiction writing. Additional support in KS1 writing sessions. Additional support in phonics.	All children to be taught in class so benefit from QFT literacy teaching. In addition, extra support is provided to the PP children who also have SEND to help them make accelerated progress, and to ‘cusp’ children to help them make accelerated progress towards achieving ARE.	Progress is monitored at half termly pupil progress meetings attended by the class teacher and LT.	Class teacher/SEN CO/English Leads	Half termly

Total budgeted cost					£10,000
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 review implementation?
Children improve their basic numeracy skills and can apply to a range of problems.	Targeted Maths Support, including 1stClass@Number	Evidence from school and Sutton Trust that this is an effective and cost effective programme	Monitored by SENCO. Half termly pupil progress meetings. Close monitoring of progress of children.	SENCO	Termly
Children who are not going to meet ARE are given targeted support to ensure that	Reading Recovery	Evidence from school and Sutton Trust that this is an effective and cost effective programme	Delivered and monitored by a trained RR teacher. Skills have been disseminated to the inclusion team.	SENCO	Termly
Children's physical needs are met which in turn helps their concentration and focus in school.	More opportunities for meeting physical needs: Sensory Circuits will be daily this year. The Daily Mile has been introduced for all classes this year.	Children who have their physical needs met are more focused in class and can concentrate better.	Monitored by SENCO. Half termly progress meetings with class teacher and LT. SENCO liaise with PE Lead.	SENCO	Annually
Total budgeted cost					£9,000
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 review implementation?

The social and emotional needs of the most vulnerable children eligible for PP are beginning to be addressed.	School employs an art therapist, weekly sessions.	Evidence that these needs have to be met before children are able to learn effectively (brain development research).	Monitored by SENCo. Evidence may be anecdotal eg. more settled in class, forming positive relationships with adults and children, more engaged in learning, more ready to learn.	SENCO	Termly (initially end of Autumn term).
---	---	--	--	-------	--

<p>The social and emotional needs of the most vulnerable children eligible for PP are beginning to be addressed.</p>	<p>The lunchtime club is embedded in the lunchtime provision. It is a safe, calm place for children to come and access activities such as drawing, Lego, small world play. 2 adults to run this.</p> <p>Priority is given to PP children when planning additional support.</p> <p>Vulnerable PP children to be supported with forming positive attachment with key adults in school. Additional adult to be employed to support most vulnerable children 1:1/small group.</p>	<p>Evidence that these needs have to be met before children are able to learn effectively (brain development research).</p> <p>Evidence that children need to feel safe before they can access learning.</p>	<p>Monitored by SENCo. Evidence may be anecdotal eg. more settled in class, forming positive relationships with adults and children, more engaged in learning, more ready to learn.</p> <p>Monitored by SENCo. Children will be targeted and monitored.</p> <p>Boxall Profile used to access starting point and plan suitable support based on this. Boxall Profile will be used to reassess at the end of the year.</p>	<p>SENCO</p>	<p>Annually</p> <p>Termly</p> <p>At the beginning and end using the Boxall Profile.</p>
--	---	--	--	--------------	---

Basic needs of most vulnerable children to be met.	School to provide breakfast for children who come to school hungry. It can also be a bonding opportunity and adults may suggest it to a child who is unhappy, as a way of building positive relationships with adults/peers.	Hungry and/or unhappy children cannot learn.	Class teachers and Las know the children in their classes best and can informally monitor if a child seems hungry and offer them breakfast. This is available to all children and not just those vulnerable children. A child who asks will be given food and adults will offer to any children they think need it.	SENCO/office (provide supplies)	Half Termly
Total budgeted cost					£13000

6. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £12000
A higher % of children achieve ARE in maths at the end of KS1	Additional support in KS1 maths lessons.	At the end of Rec 88.9% of PP children met ELG in 2019 compared with 37.5% in 2018. At the end of KS1 the % of PP children achieving ARE is stable.	We have changed our whole school approach to maths teaching. This means our teaching is more flexible to meet the needs of a wider range of children. We will continue with this approach in maths.	
A higher % of children eligible for PP achieve ARE in reading at the end of KS 1. This has begun to have an impact on their writing skills too.	Additional support in Year 2 reading groups so groups are smaller and more carefully targeted.	At the end of Rec 88.9% of PP children achieved ELG in 2019 compared with 50% in 2018. At the end of KS1 the % of PP children achieving ARE is stable.	The school approach to reading is changing to whole class reading this year. This will be in addition to individual and group reading.	

A higher % of children eligible for PP make accelerated progress towards achieving ARE in writing at the end of KS 1.	Additional support in KS1 writing sessions. Additional support in phonics.	At the end of Rec 77.8% of PP children achieved ELG compared with 50% in 2018. At the end of KS1 the % of PP children achieving ARE has increased to 40% from 20% in 2018.	Continue to focus on topics that motivate the current cohort. Link the writing and whole class reading closely this year.	
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £10000
Children improve their basic numeracy skills and can apply to a range of problems.	1stClass@Number	Targeted children made accelerated progress in basic numeracy skills. This impacted on their ability to succeed in whole class maths sessions.	Monastir provision. Look at impact of Maths Mastery and whether to continue to just use 1stClass@Number or to be more flexible. Look at immediate, quick and flexible intervention following teaching to help children “keep up” and address misconceptions.	
Children who are not going to meet ARE are given targeted support to ensure that they make progress.	Reading Recovery	Children grow in confidence and made accelerated progress from very low starting points.	Target Year 1 children in 2018-2019.	
Children's physical needs are met which in turn helps their concentration and focus in school.	More opportunities for meeting physical needs: Sensory Circuits Fiddle boxes More movement eg daily mile approach.	Children who have their physical needs met are more focused in class and can concentrate better.	Daily Mile to be introduced for all year groups, daily, following summer term trial. Year groups to have a daily slot in the afternoon as it is not practical to have the whole school participating at the same time. Fits in most effectively with timetables to do this in the afternoons. Sensory Circuits works at a set time due to hall usage.	
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £7300

The social and emotional needs of the most vulnerable children eligible for PP are beginning to be addressed.	School to employ an art therapist.	<p>The art therapist has supported 5 children this year.</p> <p>Anecdotal evidence from school and home indicates that for these children the intervention has been successful. Beginning to meet their social and emotional needs is beneficial for the children, as well as their families and their peers in school, especially in their class.</p>	<p>School to continue to employ an art therapist for half a day a week for the next academic year.</p> <p>A growing number of children have social, emotional and mental health needs. School to focus on these when looking at what support to provide in the new academic year. A larger proportion of our afternoon interventions will directly or indirectly address these needs.</p>	
The social and emotional needs of the most vulnerable children eligible for PP are beginning to be addressed.	<p>School to set up and run a lunchtime club. This will start as being an inside safe place for children to come and access activities such as drawing, Lego, small world play. 2 adults to run this.</p> <p>Vulnerable P children to be supported with forming positive attachment with key adults in school. Additional support in the afternoons targeted to these identified children.</p>	<p>Evidence that these needs have to be met before children are able to learn effectively (brain development research) and that children need to feel safe before they can access learning.</p> <p>Targeted children have accessed lunchtime club. They have missed it on days when staff have not been available to run it.</p> <p>Issues at the end of playtimes have reduced for a number of children, because their needs have been better met during the break.</p>	<p>Use Boxall Profiling more effectivity as a measure of the impact of the support.</p> <p>Prioritise lunchtime club provision so that it is open as much as possible. It should only be on wet play days that it cannot be offered, due to lack of space. On these days the lunchtime club staff will be in the classrooms of the most vulnerable children.</p>	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

As all our children are eligible for universal free school meals, there is less incentive for parents to apply for PP. As an additional incentive school also offers:

- One before or after school club per child per term is funded.
- One set of uniform per school year per child to include one sweatshirt or cardigan, one PE shirt and one pair of PE shorts. Children will also be issued with a book bag and a PE bag when they first join Trafalgar. Uniform
- Trips and visits paid for each term (approx. £15 per child).
- Free school milk to be provided to children over 5 who want it.

Total cost £1945