

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Trafalgar Community Infant School
Pupils in school	233
Proportion of disadvantaged pupils	6.9%
Pupil premium allocation this academic year	£27900
Academic year or years covered by statement	2020-2023
Publish date	January 2021
Review date	November 2021
Statement authorised by	Kat Green/Rachel Amos
Pupil premium lead	Claire Edgal
Governor lead	Mark Diamond/ Connie Ridout

## Disadvantaged pupil progress scores for last academic year

Measure	Progress Score (March 2020) KS1
Reading	2.8
Writing	2.7
Maths	2.7

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS1	There were no statutory assessments or teacher assessments in the summer 2020 term due to COVID-19 pandemic. Questionnaires were sent to parents in September to gain information with regards to their child's learning during the lockdown March to July 2020. Teachers held conversations with parents remotely on Google Meet in the Autumn term and shared their assessments of the child's progress as measured from March 2020 to the beginning of the Autumn term 2020.
Achieving high standard at KS1	

Measure	Activity
Priority 1	To ensure an emphasis on well-being for the whole school community, particularly with regard to the pandemic and the significant impact on our children's early development and beginning of formal education.
Priority 2	To assess and identify gaps in children's learning and development, and address children's individual needs appropriately.
Barriers to learning these priorities address	<p>Disruption to children's early experiences, at home, in pre-school and in school settings. For young children, a large proportion of their life has been spent in the pandemic.</p> <p>Further lockdowns, staff/children absences due to Covid.</p> <p>Vulnerable families may have less able to access remote learning.</p> <p>Do they have positive experiences if remote learning has to take place?</p> <p>May be less likely to take advantage of a school place in national lockdown because more reliant on public transport and do not want to use this.</p> <p>Less access to face to face support e eg family support, school nursing, CDC, school - even when open, much less of it is face to face.</p>
Projected spending	<p>Art Therapy</p> <p>ELSA Project (Emotional Literacy Support Assistant)</p> <p>Fegan's Therapy Services</p> <p>Interventions in and out of class: reading, writing, phonics and maths.</p> <p>Speech, language and communication.</p> <p>Fine and gross motor skills.</p> <p>Social skills.</p>

### Teaching priorities for current academic year

Aim	Target	Target date
EYFS-Reception Good Level of Development (GLD)	A higher % of children eligible for PP than last year achieve GLD at the end of Reception.	Sept 2021
Progress in Reading	A higher % of children eligible for PP than last year make accelerated progress towards achieving ARE in reading at the end of KS1	Sept 2021
Progress in Writing	A higher % of children eligible for PP than last year make accelerated progress towards achieving ARE in writing at the end of KS1	Sept 2021
Progress in Mathematics	A higher % of children eligible for PP than last year make accelerated progress towards achieving ARE in maths at the end of KS1	Sept 2021
Phonics	Achieve national average expected standard in PSC.	Sept 2021
Other	Improve attendance of disadvantaged pupils (90.8% last year) to whole school average (95.5% last year).	Sept 2021

### Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>To ensure an emphasis on well-being for the whole school community, particularly with regard to the pandemic and the significant impact on our children's early development and beginning of formal education.</p> <p>Prioritise the needs of our vulnerable children planning support.</p> <p>Help vulnerable families to access support, if needed.</p> <p>Eg. Access to mob data/Wi-Fi/laptops.</p>	<p>Art therapy</p> <p>ELSA</p> <p>Fegan's Therapy</p> <p>Social Skills groups</p> <p>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.</p> <p>Continue to keep in touch with families, especially through future lockdowns and signpost families to support if needed eg accessing mobile data, accessing free school meals/vouchers. Regular check-ins with families.</p>

Free school meals/vouchers-assist families with accessing this.	
<p>Priority 2</p> <p>To assess and identify gaps in children's learning and development, to address children's individual needs appropriately.</p>	<p>An inclusion LSA to be assigned to each year group to facilitate interventions and additional support, whilst maintaining a COVID-safe way of working. Longer term, LSAs can resume working across the whole school, utilising expertise, and mixed-year grouping of children for interventions, where appropriate.</p> <p>Interventions:</p> <p>Maths catch up programme</p> <p>Additional individual reading</p> <p>Reading Recovery (1:1)</p> <p>ELS catch up intervention</p> <p>Jump Ahead-fine and gross motor skills</p> <p>Narrative Therapy-speech language and communication intervention</p> <p>School Start-speech and language Rec programme</p> <p>The effectiveness of the interventions is monitored and regularly assessed. We use a combination of formative and summative assessments, including; regular observation, standard tests, pupil voice, teacher and parental feedback. Assessments may take place at the beginning, middle and end of the programmes.</p> <p>As a low % of our school are PP, we can provide an individualised approach and make regular contact with each family.</p>
Barriers to learning these priorities address	<p>COVID restrictions eg lockdown resulting in school closures and remove learning.</p> <p>Staff restricted to working within class and year group bubbles.</p> <p>Absence of adults and children due to illness/self-isolation/school closures</p> <p>Families unable/do not see the need to access without personal "invitation".</p> <p>Lack of face to face contact.</p> <p>Usual support, activities, opportunities has been unavailable to children and their families.</p>
Projected spending	£20000

### Wider strategies for current academic year

Measure	Activity
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<p>Priority 1</p> <p>To ensure an emphasis on well-being for the whole school community, particularly with regard to the pandemic and the significant impact on our children's early development and beginning of formal education.</p>	<p>When possible, reintroduce:</p> <p>Lunchtime club</p> <p>Sensory Circuits</p> <p>Daily Mile</p> <p>If/when further school closures occur, check-in regularly with vulnerable families who aren't attending school.</p> <p>An inclusion team Google Classroom has been set up and all families are invited to join. Specific families are personally invited to join and regular reminders are sent out to families who may need extra support. It is managed and monitored by the inclusion team, who regularly input and comment in it.</p>
<p>Priority 2</p> <p>To assess and identify gaps in children's learning, to address children's individual needs appropriately.</p>	<p>Regular assessments and data collection to monitor attainment and progress of all children, with a particular focus on vulnerable children. This is done in a variety of ways: in half termly pupil progressive reviews, children eligible for PP is a targeted group; when considering which children to include in an intervention, or to be targeted within the class, children eligible for PP are prioritised.</p> <p>To assess and identify gaps in learning we use a range of assessment tools. We use a combination of formative and summative assessments, including; regular observation, standard tests, pupil voice, teacher and parental feedback. Assessments may take place at the beginning, middle and end of interventions.</p> <p>Assist vulnerable families in accessing remote learning if needed eg. Free data, modems, laptop. Also, ensure families do not become isolated.</p>
<p>Barriers to learning these priorities address</p>	<p>Lack of consistency in schooling.</p> <p>Families who do not/cannot access support without help.</p>
<p>Projected spending</p>	<p>£7900</p>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff have enough time to plan and implement the "recovery curriculum", especially when having to work more remotely than usual.	Head Teachers to provide cover for coaching in year group teams. PPA to be done via TEAMS where necessary.

	Coaching sessions, planning/meeting remotely on Teams. Data may not be as complete as usual	Priority is given in staff meetings to ensure our curriculum meets the current needs of the children and staff.
Targeted support	Ensure enough time is given to well-being of all staff and children.	Build into class timetables. Focus on breadth in the curriculum.
Wider strategies	Families' barriers mean they are unable to prioritise learning. Horsham is affluent-families in difficulties may feel "stigmatised" and do not access available support out of embarrassment.	LT have good relationships with many of our families. Make an effort to reach out and make regular, friendly contact.

### Review: last year's aims and outcomes

Aim	Outcome
A higher % of children eligible for PP make accelerated progress towards achieving ARE in maths at the end of KS1ap here to enter text.	Due to the national pandemic, and school closures, from Spring 2020, no assessments took place in summer 2020. In Spring 1, PP children made, on average 2.7 points progress in maths, compared to 3.1 for all children in KS1.
A higher % of children eligible for PP make accelerated progress towards achieving ARE in reading at the end of KS 1. Click or tap here to enter text.	Due to the national pandemic, and school closures, from Spring 2020, no assessments took place in summer 2020. In Spring 1, PP children made, on average 2.8 points progress in reading, compared to 3.0 for all children in KS1.
A higher % of children eligible for PP make accelerated progress towards achieving ARE in writing at the end of KS 1. Click or tap here to enter text.	Due to the national pandemic, and school closures, from Spring 2020, no assessments took place in summer 2020. In Spring 1, PP children made, on average 2.7 points progress in writing, compared to 2.9 for all children in KS1.