Pupil Premium Strategy Report

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| 1. **Summary information** | | | | | |
| **School** | Willow Bank Infant School | | | | |
| **Academic Year** | 2019-2020 | **Total PP budget** | £14415 | **Date of most recent PP Review** | November 2020 |
| **Total number of pupils** | 182 | **Number of pupils eligible for PP** | 13 | **Date for next internal review of this strategy** | January 2020 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** | 50%+ | 84.6% |
| **% making progress in reading** | 100% | 92% |
| **% making progress in writing** | 100% | 84.6% |
| **% making progress in maths** | 100% | 100% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Mental health issues in our LAAC children (trauma and anxiety etc.) | | |
|  | | Speech and Language development with a particular focus on emotional vocabulary | | |
| **C.** | | Supporting families to support their children and the work we are doing in school | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Significant proportion of children who have special needs in addition to their PPG status- requiring outside therapists for support | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | To feel safe and secure in school | | Children will come into school happily, and have regular attendance |
|  | To develop positive relationships with Key Adults in school | | Children will develop a positive relationship with their Key Attachment Adult (where LAAC) or with Key Adult (other PPG) and feel safe to share their emotions, concerns and worries with them. |
|  | Good progress in PSED. | | Improvements in the overcoming barriers for specific children including reduced incidence of behavioural problems, increased participation in class, increased social integration. |
|  | Most children to have made expected or better than expected progress in reading, writing and maths by the end of the academic year. All pupil premium children, whatever their prior attainment, make at least expected progress. | | Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and staff observations. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **September 2020- September 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. | | | | | |
| 1. **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?** |
| Good Progress Academically | Revision of current teaching practices and curriculum planning to ensure consistency across the school. Whole school training on Attachment, Trauma, Building Positive Relationships and Helping Children to Manage Transitions  SLT training on Therapeutic Intervention Techniques | The NFER Report 2015 (Supporting the Attainment of Disadvantaged Pupils) indicates that high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils. Need to raise expectations for all PP pupils including of the progress possible. Whole school training ensures consistency of approaches. | Ongoing monitoring programme by subject leaders, HT, SENCo and Governors. | HT | Monitoring of progress will be regular with summative and formative assessments for maths, writing and reading to be undertaken every term. Impact will be reported termly to FGB. |
| **Total budgeted cost** | | | | | £1000.00 |
| 1. **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?** |
| Good progress Emotionally | Provision of a Key Adult/Key Attachment Adult for children for their required level of support (ranging from Regular Checking-In to Consistent In-Class Support). | Current understanding of supporting children who have experienced Adverse Childhood Experiences suggest that building relationships with a Key Adult is fundamental to helping children with developmental trauma to succeed in accessing the curriculum, learning to regulate their emotions and feeling valued. This approach also works well in supporting children who haven’t experienced ACEs, as it helps children to maintain a positive self- esteem and regulate their emotions. | Regular checking in from Pastoral support, monitoring of individual children and their wellbeing, conversations with Key Adults and Families | HT and Deputy HT | Monitoring of progress will be regular (on at least a half termly basis) but where children are struggling, daily or weekly. Impacts are reported to the SEN/Safeguarding governors and once the PPG governor is confirmed, to them also. |
| Provision of General Support for Emotional Regulation | Use of daily sensory circuits  Time, people and space available to interventions (such as Theraplay-style techniques) | Sensory integration therapy supports children in developing their emotional regulation. By having regular access to regulating activities, children are supported in developing firstly co-regulating and then self-regulating behaviours and coping strategies which enable them to access their learning and maintain a regulated emotional state. | Regular checking in from Pastoral support, monitoring of sensory circuits, individual children and their wellbeing, conversations with Key Adults and Families | HT and Deputy HT | Monitoring of progress will be regular (on at least a half termly basis) but where children are struggling, daily or weekly. Impacts are reported to the SEN/Safeguarding governors and once the PPG governor is confirmed, to them also. |
| **Total budgeted cost** | | | | | £33732.00 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **September 2019- September 2020** | | |
| 1. **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** |
| Good Progress Academically | Revision of current teaching practices and curriculum planning to ensure consistency across the school. Whole school training on Attachment, Trauma, Building Positive Relationships and Helping Children to Manage Transitions  SLT training on Therapeutic Intervention Techniques | Our PPG children were making good progress until the point where we entered lockdown as a school (29th February 2020).  Our progress measures reflect only the first term of learning, and do not include attainment data. | We have not had sufficient time to establish if this approach was completely successful. Initial data suggests that it will be. We will continue with this in 2020-2021 Academic year. | £500 |
| 1. **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** |
| Good progress Emotionally | Provision of a Key Adult/Key Attachment Adult for children for their required level of support (ranging from Regular Checking In to Consistent In-Class Support). | Our PPG children were making good progress until the point where we entered lockdown as a school (29th February 2020).  Our Key Adults stayed in regular contact with their children throughout lockdown and maintained if not strengthened their relationships with the children. | We know from research that this approach has a positive impact on children, although the impact is not always visible until years later. We will continue with this as long as finances allow. | £33732.00 |
| 1. **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** |
| Provision of General Support for Emotional Regulation | Use of daily sensory circuits  Time, people and space available to interventions (such as Theraplay-style techniques) | Our PPG children were making good progress until the point where we entered lockdown as a school (29th February 2020).  Regrettably we were unable to provide these interventions through lockdown. | We have not had sufficient time to establish if this approach was completely successful. Initial data suggests that it will be. We will continue with this in 2020-2021 Academic year. | Incorporated into the costs mentioned above. |

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| 1. **Additional detail** |
| Our school has worked hard to become an Adoption- and Trauma-Friendly school. We have 7.7% of our school population who are Looked After or Adopted Children, and they make up the majority of our PPG children. Please see our school website for more information. |