



## Valley End C of E Infant School: Pupil Premium Strategy Statement 2020-2021

The Pupil Premium Grant is additional funding for publicly funded schools in England; it comprises of a Pupil Premium and a Service Pupil Premium. The Pupil Premium is granted to raise the attainment of disadvantaged pupils of all abilities and close the gap between them and their peers. The Service Pupil Premium is granted to support children with parents in the armed forces and is mainly for pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Summary Information	
Number of pupils eligible for pupil premium 2020—2021	5
Pupil premium budget September 2020 – March 2021	£2,333
Pupil premium budget April 2021 – August 2021	£2,370
Total budget 2020-2021 Academic year	£4,703

Valley End C of E School PP information	
Number of pupils on roll	171
Number of pupils eligible for PP	5
Number of free school meal (ever 6) pupils	5
Number of service pupils	0
Number of looked after children	0

Strategy aims for pupils eligible for pupil premium grant	
Outcome 1	Ensure the attainment gap between pupils eligible for PP and non-PP pupils is minimal. Ensure pupils eligible for PP pupils achieve in line with their peers in reading, writing and maths at KS1. Ensure pupils eligible for PP achieve in line with their peers in GLD in early years.
Outcome 2	Ensure the social/emotional and behavioural needs of pupils eligible for PP are identified and supported.
Outcome 3	Ensure pupils eligible for PP children have the necessary resources to engage in school and remote learning.

A. Quality of teaching for all							
Desired outcome	Chosen approach	Evidence and rationale for choice	How will we ensure it is implemented well	Staff lead	Budget	Spend to Date	Review
1	Improved teaching of phonics across KS1.	EEF states- Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds.... proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods (will aid this).	Assessment data to track pupil progress and attainment.	Class Teachers	-	-	In house staff training complete. Oct 2020.  All Y2 (100%) pupils passed phonics test in December 2020.  Extra online phonics teaching sessions introduced in year 1 during lockdown January 21-March 21.  Additional phonics catch-up sessions for EY from April 21-July 21.
2	ELSA to attend online course on strategies to support emotional wellbeing in pupils.	Social emotional learning intervention has 'an identifiable and significant impact' on pupils' progress.	Course attended and follow up activities complete.	ELSA	£75	£68	ELSA attended course and wrote notes for all staff. See below for data.
2	ELSA to give whole school staff training on strategies to effectively	See above	Training delivered.  Well being week successfully implemented.	ELSA	£250	-	Training complete on an INSET day – Jan 21.

	support children.						
2	Emotional Social wellbeing focus activity week for all pupils on return to school after COVID-19 lockdown  08.03.21	See above	Pupils settled back into school well and strategies given to enable them to safely express their emotions.	SENDCo  ELSA	£2,000	£2,308	A week of pupil well being activities took place in March 2021.  The effects (both visible and hidden) of COVID-19 and lockdown will remain for some time but children were all given opportunities to express their feelings, socialise with friends and reacquaint themselves with the rules of school and classroom.  All pupils eligible for pupil premium transitioned back to school in line with their peers.  On going well being exercises based on individual, class and school need.

**B Targeted support**

Desired outcome	Chosen approach	Evidence and rationale for choice	How will we ensure it is implemented well	Staff lead	Budget	Spend to Date	Review
2	Each child to have an individualised ELSA programme to support emotional needs.	EEF research states this sort of intervention has an identifiable and significant impact on children's progress.	SENDCo to liaise with ELSA to monitor pupil engagement.  ELSA to keep records during programme.	SENDCo	£850	£834	Due to COVID, ELSA could not take place as it would normally.  ELSA support was completed in class bubbles by class teachers / HLTAs / TA's.

	Including costs of ELSA support meetings.						<p>This meant that children were able to access ELSA support more frequently.</p> <p>Support was focussed on those that presented with the most need. 3 pupils eligible for pupil premium were specifically targeted during this time and they are back in school performing in line with their peers.</p> <p>1 pupil continues to have daily intervention to help with their social interaction.</p>														
1	TAs across all classes with PP children to target children in class.	EEF research highlights that to close the attainment gap between those children eligible for PP and those who are not. The support needs not be generalised support but targeted within the classroom or high-quality delivery of 1:1 or small group interventions for which the LSA is trained to deliver.	<p>Termly pupil progress meetings between Headteacher and C's</p> <p>Termly report to governors regarding progress/attainment.</p>	Class teachers & Headteacher	£200	£209	<p>Early Years Targeted Support and Intervention</p> <table border="1"> <tr> <td></td> <td>Reading</td> <td>Maths</td> </tr> <tr> <td>PP</td> <td>2/2</td> <td>1/2</td> </tr> </table> <p>100% of children eligible for pupil premium have reached GLD (good level of development) at the end of the year.</p> <p>KS1 Targeted Support and Intervention</p> <table border="1"> <tr> <td></td> <td>Reading</td> <td>Writing</td> <td>Maths</td> </tr> <tr> <td>PP</td> <td>0/3</td> <td>3/3</td> <td>1/3</td> </tr> </table> <p>The numbers show the number of children who were given intervention out of the number who are pupil premium eligible.</p> <p>100% of pupils eligible for pupil premium have reached expected levels in core subjects at the end of the year.</p>		Reading	Maths	PP	2/2	1/2		Reading	Writing	Maths	PP	0/3	3/3	1/3
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1	To run targeted interventions focussing on children's individual needs.	<p>EEF states that 'small group tuition is most likely to be effective if it is targeted at pupils specific needs'</p> <p>In addition, see above.</p>	<p>Termly pupil progress meetings between head teacher and CT's</p> <p>Termly report to governors regarding progress/attainment.</p> <p>Provision mapping.</p>	Class teachers & SENDCo	£200	£200	<p>The numbers show the number of children who were given intervention out of the number who are pupil premium eligible.</p> <p>100% of pupils eligible for pupil premium have reached expected levels in core subjects at the end of the year.</p>														

							This data shows the outcomes of interventions. Focused learning in the classroom also took place by both class teachers and teaching assistants.
<b>C Other approaches</b>							
<b>Desired outcome</b>	<b>Chosen approach</b>	<b>Evidence and rationale for choice</b>	<b>How will we ensure it is implemented well</b>	<b>Staff lead</b>	<b>Budget</b>	<b>Spend to Date</b>	<b>Review</b>
3	Provide each child eligible for PP with a working laptop to enable them to join online lessons, access videos and learning resources.	All pupils need access to up to date technology in order to be able to access learning whilst in lockdown.	Monitor engagement in remote lessons.	Headteacher & School Business Manager	£1,000	£975	4 laptops were purchased and given to pupils to use at home. Pupils were engaged in online lessons during lockdown. Laptops have been left with the families in order to help support homework.
1	To fund school visits, visitors and clubs.	To enable pupil premium eligible pupils to have the same opportunities as their peers.	Monitor take up of offer.	Headteacher & School Business Manager	£125	£0	Due to COVID-19 no clubs or school visits have taken place this academic year.
Total					£4700	£4594	