

## Thomas Russell Infants School Pupil premium strategy statement

### School overview

Metric	Data
School name	Thomas Russell Infants School
Pupils in school	174
Proportion of disadvantaged pupils	3.4% 6 pupils
Pupil premium allocation this academic year	£7,880
Academic year or years covered by statement	2020-21
Publish date	September 30 <sup>th</sup> 2020
Review date	August 31 <sup>st</sup> 2021
Statement authorised by	Co-Headteachers and LGB
Pupil premium lead	Lisa Farmer
Governor lead	Ali Cotterill

### Disadvantaged pupil progress scores for last academic year

In 2019-2020 there were 6 PP children- no summer data was collected, see below.

### Spring internal data 2020- (No summer 2020 data due to school closure-Covid)

	reading	writing	maths
6 children May 2020	1 did not make expected progress  3 made expected progress  2 made exceeding progress	1 did not make expected progress  3 made expected progress  2 made exceeding progress	1 did not make expected progress  3 made expected progress  2 made exceeding progress

### Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	NA
Achieving high standard at KS2	NA

Measure	Activity
Priority 1 KS1	<p>To close gaps as a result of school closure and attain expected levels in reading, writing and maths by the end of the school year. Staff to gap analyse subjects through quality planning and teaching and targeted interventions.</p> <p>Staff to ensure feedback for individuals is effective and children are given time and space to react to feedback.</p>
Priority 2 KS1	To attend school daily, with a positive attitude and good mental health. Accessing extra-curricular activities and completing homework as required.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• New PP children to the school of which we are getting to know</li> <li>• Inconsistent pupil attendance</li> <li>• Inconsistent pupil learning behaviours</li> <li>• Time for staff to ascertain children's gaps after school closure</li> <li>• Potential pupil anxiety about returning to school</li> </ul>
Projected spending	<p>Annual Nurture support in class by TAs-30 mins per week = £1,092</p> <p>Annual staff time to support the understanding of homework = £600</p> <p>Funding for extra-curricular activities =£100</p> <p><b>TOTAL- £1792</b></p>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>Staff to be trained and supported to deliver our new approach to reading via whole class guided reading in KS1 and individual reading in EYFS.</p> <p>Gaps identified and addressed through planning and deliver. Gaps shared with parents and support given via remote homework. Additional texts bought and shared with PP children.</p>	June 2021
Progress in Writing	<p>Gaps in vocab and language due to potential loss of reading and access to rich texts. Children to have extra reading books and reading opportunities weekly in order to support writing. Parents knowledge f what is expected to be developed further.</p>	June 2021
Progress in Mathematics	<p>As with reading and writing, opportunity for gaps to be identified and progress to be rapid, through intervention and high quality teaching.</p>	June 2021
Phonics	<p>3 children will be sitting the Phonics check in December 2020</p> <p>2 children will sit the phonics check in June 2021.</p> <p>Continue the high quality teaching of phonics with English lead overseeing delivery and progress.</p>	<p>Dec 2020</p> <p>June 2021</p>
Other	<p>Emotional and social development</p> <p>Work around children joining our school at a different time other than the start of reception.</p> <p>In school assessment judgements and use of Classroom monitor.</p> <p>Video recordings on SeeSaw to support understanding of homework.</p>	ongoing

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Personalised curriculum's developed ensuring gaps are addressed, interventions are planned and delivered and Pupil progress meetings half termly focus on the children in detail. Access to learning at home is priority. High quality texts will be bought appropriate to each child's reading ability and given for home enjoyment. Magazine subscriptions will be subscribed to and the purchase of any on line learning material will be considered.
Priority 2	Monitoring of attendance and homework engagement weekly
Barriers to learning these priorities address	Potential attendance issues
Projected spending	Better reading project for 3 children- £1,400 Personalised learning support- £500 x6 = £3,000 Magazine subscriptions £30 x 6 = £180 Reading books £50 x 6 =£300  <b>TOTAL- £1,880</b>

### Wider strategies for current academic year

Measure	Activity
Priority 1	Track children's learning behaviours and life skills through access of extra-curricular activities and roles within school.
Priority 2	Staff to access additional CPD in order to deliver alternative strategies and approaches for the raising of standards and progress for our PP children- Challenging education 'Thinking differently for disadvantaged learners'
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Potential staff absence (due to Covid)</li> <li>• Pupil absence (due to Covid)</li> <li>• Lack of extra-curricular activities (due to Covid safety)</li> </ul>
Projected spending	4 teachers released 1 day a term to access training and evaluate the impact of work to date. 12 days X 100 = <b>£1200</b>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure all teachers and TAs access school cpd opportunities in order to support PP pupils effectively.	Staff meetings and inset. Ensure all teachers access the MAT subject meetings and moderations in maths and English.
Targeted support	Return to school after Covid-how we ensure our support for the mental health and well-being of our pupils is effective.  Attendance and engagement issues	Pupil survey's questionnaires, use of school council. Weekly well-being assemblies and in class nurture work planned, delivered and monitored by class teachers.  Monitored by office staff and L Farmer, weekly and issues addressed immediately.
Wider strategies	Time to access staff cpd	Prioritised within staff meetings and inset days

## Review: last year's aims and outcomes

Aim	Outcome
<p>Improve the engagement of parents/carers in their children's learning.</p> <p>Higher rates of progress across KS1 especially in writing and maths.</p> <p>Emotional and behavioural needs are addressed ensuring children are ready to learn.</p> <p>Parents invited to termly review meetings with the heads to share in the progress their children are making</p>	<p>All PP children's parents/carers engaged when requested and during school closure all supported their children to complete work remotely.</p> <p>No end of summer assessments but in March 2020, progress was generally good (see outcome section above)While progress was good not all children reached the expected levels.</p> <p>This was a success and all PP children demonstrated positive learning behaviours.</p> <p>Parents attended 2 meetings throughout the year (3<sup>rd</sup> did not happen due to school closure)</p>

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