

# Pupil Premium strategy statement



## School overview.

Metric	Data
School name	Robert Miles Infants
Pupils in school	152
Proportion of disadvantaged pupils	15.13%
Pupil premium allocation this academic year	£30,935.00 (estimated)
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	September 2021
Statement authorised by	Mrs L Barbuti
Pupil premium lead	Mrs L Barbuti
Governor lead	Click or tap here to enter text.

## Disadvantaged pupil progress overview for last academic year.

Measure	Score
Reading	62% ARE
Writing	62% ARE
Maths	62% ARE

## Strategy aims for disadvantaged pupils.

\*\*Targets not yet set for PP children in Reception. Only 2 known children in September.

Aim	Target	Target date
Progress in Reading/ Phonics	73% Yr2 PP to reach ARE in Reading (8/11 children) % to achieve expected standard in PSC	July 2021
	Yr 2- 73% (8/11 children) Yr 1- 70% (7/10 children)	June 2021
Progress in Writing	For 64% Yr 2 PP to reach ARE in writing (7/11 children) For % Yr 1 PP to reach ARE in writing	July 2021
Progress in Maths	For 73% Yr 2 PP to reach ARE in Maths (8/11 children)	July 2021
Attendance	Improve attendance of PP pupils to 95%	July 2021

## Teaching priorities for current academic year.

Measure	Activity
To improve Quality First teaching in all areas.	<ul style="list-style-type: none"> <li>• Teachers to have a thorough understanding of working memory/cognitive overload, retrieval practice, small steps to maximise learning opportunities.</li> <li>• Improvements to feedback policy focussing on immediate feedback and chances to act on improvement prompts.</li> <li>• This will be delivered through INSET days and staff development meetings.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Ensuring that all teaching staff use what has been learned at INSET.</li> </ul>
Priority 1 To close the gap in Reading/Phonics.	<p>Quality first teaching of phonics in ability groups following the RWI scheme.</p> <ul style="list-style-type: none"> <li>• Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively.</li> <li>• Ensure intervention staff have had RWI 1:1 coaching.</li> <li>• To ensure that gaps in phonics are identified and impact of interventions is tracked.</li> <li>• To continue with RWI development days to ensure quality teaching and identify areas for further development.</li> <li>• Small group teaching for phonics (4 TAs)</li> <li>• Use new RWI training package to share information with parents about how we teach phonics.</li> <li>• To ensure that PP children have adequate reading material closely matched to phonic ability to improve fluency. Purchase of new phonics reading books to support teaching of phonics.</li> <li>• To release RWI leader to monitor, coach and prepare training sessions</li> </ul>
Priority 2 To close the gap in writing.	<ul style="list-style-type: none"> <li>• INSET training on RWI to develop hold a sentence, build a sentence and vocabulary.</li> <li>• Whole school focus on Vocab to develop new, rich and varied vocabulary. Teachers to develop Vocabulary boards in school.</li> <li>• English lead to review opportunities for writing across the curriculum- are they geared to PP boys?</li> <li>• Introduce a 'writing competition' to raise the profile of writing.</li> <li>• Homework tasks based on writing.</li> </ul>
Priority 3 To close the gap in Maths	<ul style="list-style-type: none"> <li>• To <b>develop</b> the <b>mastery</b> approach to teaching maths in <b>EYFS</b></li> <li>• To <b>fully embed</b> the mastery approach to teaching maths in <b>KS1</b></li> <li>• Mastery teaching: To pursue objectives <b>until they are achieved</b>. Pupil progress must be closely monitored with 80-90% achievement</li> <li>• <b>Collaborative learning</b> as a focus of post covid recovery teaching/recovery pedagogy.</li> <li>• <i>Additional daily fluency lessons to ensure concepts are embedded and provide opportunities for retrieval practice.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Mathematical talk (routine use of Stem Sentences) as a focus for maths CPD to strengthen pupils' vocabulary and grammar</i></li> <li>• 2 TAs supporting in Yr 1 and 2 daily for Maths. <ul style="list-style-type: none"> <li>• Maths CPD on CPD on managing productive in-class discussions and Q and A sessions;</li> <li>• Maths CPD on supporting Higher Attaining Pupils (Focus on closing the GDS gap)</li> <li>• Staff to access NCETM/Maths Hub webinars.</li> </ul> </li> </ul>
Projected spending	£20376.20

### Targeted academic support for current academic year.

Measure	Activity
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Lack of parental skill in supporting at home/less opportunities to practice at home. This affects reading stamina and fluency.</li> <li>• Low academic levels on entry.</li> <li>• Some PP children are also SEND and have social care involvement.</li> <li>• Ensure that interventions regularly are tracked and that interventions are based on research.</li> </ul>
Priority 1: Reading /Phonics	<ul style="list-style-type: none"> <li>• 1:1 coaching RWI</li> <li>• Ensure PP children have weekly RWI 'book bag books' to take home.</li> </ul>
Priority 2: Writing	<ul style="list-style-type: none"> <li>• PP boys writing club- comics.</li> <li>• Additional homework tasks based on writing.</li> </ul>
Priority 3: Maths	<p>Additional tuition will take the form of:</p> <ul style="list-style-type: none"> <li>• Pre-teaching for pupils identified through formative and summative assessment;</li> <li>• Post-teaching daily for pupils identified through formative assessment</li> <li>• Homework in the form of retrieval practice so accessible to all, irrespective of home support.</li> <li>• Teachers will carefully plan and manage their pairing of peer support and small groups to support PP pupils.</li> </ul>
Priority 4: Language	<ul style="list-style-type: none"> <li>• Jan 2021 begin the Nuffield Early Language Intervention (NELI) to support children's language acquisition. Time out of class given to EYFS staff, to support training.</li> </ul>
Projected spending	£5484.60

### Wider strategies for current academic year.

Measure	Activity
Barriers to learning these priorities address	<p>COVID 19 impact on attainment and wellbeing of pupils and their families</p> <ul style="list-style-type: none"> <li>• Pupil and parental anxiety.</li> </ul>

	<ul style="list-style-type: none"> <li>• Self-esteem, confidence, physical and mental well-being – pupils must feel successful in their learning and be aware of their value to the school community.</li> <li>• Disruption to face to face teaching – online and welfare checks in place</li> <li>• • Possible impact on attendance due to Covid symptoms.</li> </ul>
Priority 6: Attendance	<ul style="list-style-type: none"> <li>• Tracking of persistent absentees.</li> <li>• Head to meet with parents of children with attendance less than 90%</li> <li>• Move towards fining if necessary.</li> </ul>
Priority 7: well being	<ul style="list-style-type: none"> <li>• Mental well being champion appointed. NCC training programme. Staff member to cascade training to all staff.</li> </ul>
Projected spending	£540

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring that interventions run consistently and staffing is not taken to cover illness.	Maths lead paired with part-time teacher returning from parental leave to free up 2 days a week to lead small groups.
Wider strategies	Engaging the families facing most challenges	Head to build relationships with families and sign post to relevant support where necessary.

## Review last year's aims and outcomes.

Aim	Outcome
General comments.	<ul style="list-style-type: none"> <li>• Due to school closure in March 2020 children had considerable disruption to their schooling. Engagement was sporadic. Activities were posted online, including phonics lessons. Children were contacted by telephone to encourage engagement. For children who could not access online work paper packs were delivered. However we could not enforce engagement with the work.</li> <li>• In June 2020 we welcomed back our Yr 1 children. Out of the PP children in this year group 2/10 did not return and the other 8/10 attended between 17-42% of the available sessions.</li> <li>• The Yr2 results were a best fit on what they had achieved this year in the period Sept-March.</li> </ul>
Progress in Reading	<ul style="list-style-type: none"> <li>• Small improvement in PP since 2018-19. 62% PP children achieved ARE compared to 59% the year before). The target set was 69%.</li> <li>• This PP cohort achieved 55% ARE when in Year 1 so have made good improvement from last year.</li> </ul>

Progress in Writing	<ul style="list-style-type: none"> <li>• Small decline in PP achieving ARE since 2018-19. 62% this year compared to 65% last year. The target set was 63%.</li> <li>• This PP cohort achieved 45% ARE when in Year 1 so have made good improvement from last year to reach 65%.</li> </ul>
Progress in Mathematics	<ul style="list-style-type: none"> <li>• Small decline in PP achieving ARE since 2018-19. 62% this year compared to 65% last year. The target set was 80%.</li> <li>• This PP cohort achieved 64% ARE when in Year 1 so have made a small improvement on last year.</li> <li>• Anecdotal information from teachers pre lockdown was that due to mastery many concepts were more securely embedded, but we were not able to complete the years content.</li> </ul>
Progress in Reading/Writing/Maths combined.	<ul style="list-style-type: none"> <li>• Steady improvement in PP achieving ARE in all 3 areas. Risen to 62% this year, compared to 50% last year.</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>• No measureable data for 2019-2020. Pupils being assessed Sept 2020. Phonics screening test will take place for Yr 2s in late Autumn 2020.</li> <li>• We have been unable to measure the impact of strategies put in place e.g smaller phonics groups due to school closure.</li> </ul>
Lack of resilience/low self esteem	<ul style="list-style-type: none"> <li>• We have been unable to measure this during lockdown. There will also have been additional COVID factors which have affected self-esteem.</li> </ul>
Increased attendance rates for PP pupils/ Increase in attendance rates for persistent absentees.	<ul style="list-style-type: none"> <li>• PP attendance from Sept to March was 94.4% compared to 97%.</li> <li>• PP attendance last year was 92.3% so there was some improvement on last year.</li> <li>• During this period PP persistent absentee was 17.9%. Last years PA figure for PP children was 22.9% so some improvement was made here.</li> </ul>