

Dropmore Infant School – Pupil Premium Strategy Statement (2020-2021)

1. Summary Information							
School		Dropmore Infant School					
Academic Year	2019-2020 2020-2021	NOR	61 70	Nr of pupils eligible for PP	2 1	Total PP budget	£2690 £1345
Date of most recent PP review		October 2020		Date for next PP strategy review		October 2021	

2. Attainment and Progress previous academic year (July 2019 – 1 child)		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving Expected standard end of KS1 reading	n/a	81%
% achieving Expected standard end of KS1 writing	n/a	75%
% achieving Expected standard end of KS1 maths	n/a	75%
% achieving Expected standard end of KS1 science	n/a	
% Phonics Screening Check (End of Year 2)	n/a	100%
% Phonics Screening Check (End of Year 1)	0% (1)	78%
% achieving ELG end of EYFS reading	n/a	77%
% achieving ELG end of EYFS writing	n/a	77%
% achieving ELG end of EYFS maths	n/a	82%

3. Impact of previous academic year outcomes	
To improve social skills	Pupil has benefited from adult support and talk boost intervention and is now initiating contact with other children.
To improve independence in self-care	Pupil becoming more independent in self-care, though some situations still require support.
To improve language skills	Pupil now communicating clearly in short, mostly grammatically correct sentences.
To improve diet	Substantial improvements in range of foods eaten and tried.

4. Barriers to future attainment for PP eligible pupils	
In school barriers to be addressed	
A	Lower starting point to that of peers
B	Speech and Language barriers
C	Low confidence and self-esteem
External barriers	
D	Financial hardship
E	Parent support for home learning

5. Outcomes <i>(desired outcomes and how they will be measured)</i>		Success Criteria
A	Improved attainment for pupils eligible for PP.	Pupils eligible for PP make at least expected progress PP pupils who are SEN to meet provision map targets
B	Pupils can access the curriculum and express themselves fully.	Age related expectations met in all areas of the curriculum Phonics Screening Check met
C	Improved confidence and self-esteem, giving pupils the best opportunity to reach academic potential.	Pupils have the confidence and resilience to actively take part in all lessons Pupils know how to keep physically and mentally healthy.
D	Pupils not excluded from school trips, events, school uniform purchases or after school club participation.	Pupils are fully involved in all aspects of wider school life
E	Parents know how to support their child's learning at home	Pupils engaged in home learning

6. Planned expenditure					
Academic Year	2019-2020 & 2020-2021 (as per government guidance during covid pandemic, the pupil premium strategy can operate over 2 years)				
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					
i. Quality teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	When will we review implementation?
A. Improved attainment for pupils eligible for PP.	Develop and embed 'Concept Curriculum' offering rich variety of opportunities to develop skills Embed Maths Mastery across all year groups	PP money invested in longer term whole school improvements that will help all pupils.	Joint planning of concept curriculum Staff meeting time to research and collaborate Subject leader scrutiny	Head Teaching Staff Subject Leaders	Termly

A. Improved attainment for pupils eligible for PP.	Develop and share Dropmore Taxonomy Review marking and feedback policy. Give verbal feedback.	To provide quality feedback so pupils understand how to improve their work Quality feedback enables good progress.	Update Marking and Feedback policy Embed Dropmore Taxonomy Purchase marking stamps Book Scrutinies	Head Teaching Staff Subject Leaders	Termly
Total budgeted cost from Pupil Premium budget					£ 1500.00

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	When will we review implementation?
A. Improved attainment for pupils eligible for PP.	Intervention support work used as appropriate in targeted areas, including Pre-learning and Over-learning	1:1 and 1:2 tuition has proved to accelerate rates of progress	Intervention records maintained Entry and exit data of intervention tracked Pupil Progress meetings Learning Walks	Head Teaching Staff Tas	End of intervention Termly
A. Improved attainment for pupils eligible for PP.	Provide the correct equipment to support the learning in the classroom	Quality resources provided for scaffolding learning in the classroom	Review effectiveness of new equipment through lesson observations and work scrutiny	Head	Termly
B. Pupils can access the curriculum and express themselves fully.	Language Link and Speech Link screening to flag areas of need and target these with 1:1 or small group interventions Daily reading Guided Reading sessions	Programme funded and backed by Bucks Speech & Language service following positive outcomes in other counties Reading improve ability to access wider curriculum and improves academic achievement	2 days training for SENCO Staff meeting time to train teachers and Tas and ensure consistent approach Time allocated for screening Time allocated for 1:1 and small group interventions Resources for all interventions developed	SENCO Teaching staff TAs	Half termly Ongoing
Total budgeted cost from Pupil Premium budget					£ 1500.00

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	When will we review implementation?
C. Improved confidence and self-esteem, giving pupils the best opportunity to reach academic potential.	Daily wellbeing activity Develop PSHE curriculum Talk Boost intervention	Pupils with improved confidence and self esteem are emotionally ready to learn	PSHE learning walk Pupil voice Parent survey Liaise with Family Resilience	Head PSHE subject leader	Termly Ongoing
D. Pupils not excluded from school trips, events, school uniform purchases or after school club participation.	After School clubs, School trips, Uniform, learning resources at school and at home	Parents feel supported Pupils not disadvantaged in any way due to financial hardship	Open communication line to discuss support/needs Parents to express interest in clubs	Head	Ongoing
E. Parents know how to support their child's learning at home	Regular contact with teacher (phone call and private channel) Support with accessing and using new remote learning platform (Teams) How To guides Class channel to share home learning ideas Invite pupils to attend school in KWVC bubble Weekly newsletter Updated website	Research shows that parental support is the most important factor in children making progress and being successful. Given their age, our pupils rely on parental support to access, complete and upload any home learning.	Weekly staff meetings Vulnerable children communication log Attendance records KWVC bubble	Head All staff	Ongoing
Total budgeted cost from Pupil Premium budget					£1000.00

7. Review of Expenditure (£2420.00)				
Previous academic year		2018-2019		
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
To provide appropriate equipment and uniform	Provided by school	Reduced anxieties Improved confidence and social interaction	Extend to offer after school clubs Investigate options for children using school transport.	£500
Additional support	Increased TA hours	See below		£2000
Effective TA support	Quality interventions	Increased self esteem and confidence. Some improvement in attainment.	Continue and further develop support needed	Included above
Buddy system	Link adult	Settling in quickly. Named adult chosen by child to share worries or concerns.	Set up similar link with parents and be pro-active in communication.	Included above