

## Pupil Premium Strategy 2020 – 2021

1. Summary information					
School	Chalkwell Hall Infant School				
Academic Year	2020/21	Total PP budget (Estimated) Inc c/fwd from 19/20	£61,781	Date of most recent external PP Review	14.3.19
Total number of pupils	361	Number of pupils eligible for PP	41	Date for next internal review of this strategy	July 2021

### 2. Current PP attainment (July 2020).

This data is based on the predictions made in March 2020, before school closure.

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD in EYFS	50%	71.8%
% achieving the expected standard in reading	67%	74.9%
% achieving the expected standard in writing	58%	69.2%
% achieving the expected standard in maths	75%	75.6%
% achieving greater depth in reading	25%	25%
% achieving greater depth in writing	8%	14.8%
% achieving greater depth in maths	17%	21.7%

### 3. 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*)

<b>A.</b>	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils (See BPVS data). This slows reading and writing progress in subsequent years.
<b>B.</b>	A lack of broad experiences for children eligible for PP. This causes children to not fully understand the context of the curriculum due to an insufficiency in cultural capital.
<b>C.</b>	The amount of children eligible for PP making the expected standard in reading, writing and maths and providing appropriate interventions for these areas.

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<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance in the last academic year for pupils eligible for PP was 92.26% compared to non PP children at 93.61%. Poor attendance reduces children's school hours and causes them to fall behind on average.
<b>E.</b>	Home and living circumstances including emotional trauma, attachment difficulties, housing complications and financial deprivation. This includes not having the correct school uniform, being unable to afford trips and clubs etc. This causes the children to disengage in learning time due to not having their basic needs met.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in EYFS.	Pupils eligible for PP in EYFS make rapid progress in their language skills and this is demonstrated through language screens and communication and language attainment.
<b>B.</b>	Maintain the focus on disadvantaged children within EYFS, identifying barriers in order to close gaps between them and all other groups.	PP children in EYFS have had a key adult in order to drive their attainment and address any barriers to learning they may have. Outdoor learning happens regularly for these children to ensure pre learning gaps are closed.
<b>C.</b>	Maintain the focus on disadvantaged children in key stage one, identifying barriers in order to close gaps between them and all other groups.	Pupils eligible for PP funding will attain at a rate close to the national average. The in-school gap between disadvantaged and non-disadvantaged will be narrowed. Any barriers to learning will be addressed and appropriate and purposeful interventions will be put in place.
<b>D.</b>	Increase the pre learning exposure for children eligible for PP in KS1.	Pre learning for vocabulary and basic understanding to assist with learning within the classroom.  <u>To be monitored due to COVID restrictions</u> Pupils eligible for PP across EYFS and KS1 experience a range of trips/visitors/local outings in order to help them enhance their cultural capital, motivation for learning and topic context (where possible on the school risk assessment).

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5.	6. Planned expenditure - <b>Please see school closure amendments in red</b>					
Academic year		2020/21				
The three headings below enable us to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i.		ii. 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	Mid -year review	When will you review implementation?
A) Improved oral language skills in Reception	<p>Specialist teachers in EYFS to be deliver talk boost intervention</p> <p><b>Remote interventions - Talk based interventions will continue remotely for children receiving PP funding. A known HLTA will deliver the interventions.</b></p> <p>Teachers to be chosen for EYFS depending on their communication teaching strengths</p> <p>Language focused activities and bases in EYFS</p> <p>Home learning to be focused on speaking and listening - <b>The remote learning package continues to highlight the importance of speaking and listening.</b></p>	<p>Specialised qualified teachers tend to get better results when delivering an intervention (EEF Toolkit).</p> <p><b>The impact of lost communication and language learning has been evidenced in EYFS. We are ensuring the gap does not widen for these individuals by continuing to provide for them remotely.</b></p> <p>To ensure that teachers with the correct expertise are placed in EYFS. Ensuring maximum impact on progress in the foundation years</p> <p>As language is the focus the classroom needs to reflect this practice.</p> <p>Parent support with the speaking and listening curriculum will impact the children's progress. <b>The engagement of pupil premium children in the home learning package will be monitored - additional support will be provided where necessary.</b></p>	<ul style="list-style-type: none"> <li>Coaching provided by SLT</li> <li>Continuous provision of language in EYFS to be monitored by SLT in learning walks</li> <li>Language trained teachers in EYFS</li> <li>Big talk home learning issued on facebook - facebook to be monitored by SLT</li> <li><b>Resources will be provided for home learning, the HLTAs will have a protocol to follow, an outline of the intervention will be planned with the support of CW.</b></li> </ul>	EYFS Teachers/ EYFS Lead	<p>Uptake of online tutoring before the return to school has meant that the majority of pupil premium children in EY have received some speech and language based learning before their return to school on March 8th.</p> <p>Coaching was paused during lockdown but SLT have begun training again from 2/3/21.</p> <p>Language focused learning will continue on school return - The EP is supporting this in her sessions for EYFS.</p>	<p>March 2021</p> <p>July 2021</p>

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<p>B) Maintain the focus on disadvantaged children, identifying barriers in order to close gaps between them and all other groups.</p>	<p>CPD opportunities during EYFS year group meetings to focus on providing for all</p> <p>On-going staff training on feedback - intervention staff to use feedback as the main method of intervention</p> <p>Termly PP review meetings</p> <p>Appraisal focus on PP progress in all areas</p> <p>Coaching programme to be rolled out in year 20/21</p>	<p>EEF toolkit suggests high quality feedback is an effective way to improve attainment and it is a suitable approach we use across the school.</p> <p>The NFER report on Supporting Attainment of disadvantages pupils' states that schools who identify pupils underachieving and plan to target these pupils do well.</p> <p>1:1 coaching programmes to impact positively the practice of teachers</p>	<ul style="list-style-type: none"> <li>● Review of data half termly</li> <li>● Intervention discussions half termly / in year group meetings weekly</li> <li>● PP case studies to be filled in by teachers half termly</li> <li>● Teachers in EYFS to meet parents in school before start date to ensure they gather information on PP children entering EYFS and what their future barriers might be</li> <li>● Book monitoring</li> <li>● Learning walks</li> <li>● Appraisal half termly – including PP data</li> </ul>	<p>EYFS Teachers/ EYFS Lead</p>	<p>Data to be updated by Easter to review impact on disadvantaged children.</p>	<p>March 2021 July 2021</p>
<p>C) Maintain the focus on disadvantaged children, identifying barriers in order to close gaps between them and all other groups.</p>	<p>PP teacher/ HLTA to support PP children in class.</p> <p>CPD opportunities</p> <p>Coaching programme to be rolled out in year 20/21</p> <p>Termly PP review meetings</p>	<p>Targeted teaching/ HLTA staff will be able to target individual needs in the quality teaching session.</p> <p>To share good practice among the school and to continue the use of feedback to improve attainment.</p> <p>1:1 coaching programmes to impact the practice of teachers</p> <p>The NFER report on Supporting Attainment of disadvantaged pupils' states that schools who identify pupils underachieving and plan to target these pupils do well.</p>	<ul style="list-style-type: none"> <li>● Review of data half termly</li> <li>● Intervention discussions half termly/during weekly year group meetings</li> <li>● PP case studies to be filled in by teacher's half termly</li> <li>● Appraisal half termly- including PP data</li> <li>● Handover of interventions needed from one year group to another with particular focus on PP children and how best to support them in class</li> <li>● Book monitoring</li> <li>● Learning walks</li> </ul>	<p>KS1 Teachers/ KS1 Lead/ Deputy Head</p>	<p>Feedback interventions have shown good progress and will continue when school opens.</p>	<p>March 2021 July 2021</p>

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iii.	iv.	v. 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	Mid- Year review	When will you review implementation?
A) Improved oral language skills in reception.	Talk boost interventions/ Targeted speech and language interventions to be delivered to PP children in EYFS.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.  The EEF toolkit indicates studies of oral language interventions consistently shows positive benefits of learning.	<ul style="list-style-type: none"> <li>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time</li> <li>Teacher's to ensure that speech barriers are made clear to the intervention LSA</li> <li>Appraisal half termly- including PP data</li> <li>Learning walks to observe interventions</li> </ul>	EYFS class teachers/ EYFS lead/ Intervention LSAs/ SENCo	Talking interventions were building vocabulary and confidence in speech and language skills until December and will begin again on return.	March 2021  July 2021
B) Maintain the focus on disadvantaged children, identifying barriers in order to close gaps between them and all other groups.	LSAs/ HLTAs/Teachers to deliver individual/ small group support in areas of need.  <b>Remote interventions - During the school closure from January - March 2021 PP tutoring will take place remotely to ensure that intervention and 1:1 support for these children is still present. Intervention support packages will be available for these learners (books, pencils etc).</b>	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.  <b>Previous school closures have taught us that these learners are most at risk of 'lost learning'. Therefore, we have decided to continue working towards their barriers on a 1:1 basis remotely. Differences in learning resources at home may have been a barrier for some and so packages were provided for all with appropriate learning resources.</b>	<ul style="list-style-type: none"> <li>PP case studies to reflect need</li> <li>Learning walks to observe interventions</li> <li>Appraisal half termly – including PP data</li> <li><b>There is a protocol in place to ensure safe remote learning. The HLTAs/teachers delivering the interventions know the children well. Resources are provided to ensure that the interventions are not restricted by what is available in the home.</b></li> </ul>	EYFS class teachers/ EYFS Lead	We plan to continue 1:1 online tutoring for those most in need as it has been very successful in school closures	March 2021  July 2021

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	Additional teacher/LSA support in the medium of focus children.	Pupils will benefit from more adult support from the earliest point in their school life. The EEF toolkit suggests that on average early years interventions have an impact of five additional months progress.				
C) Maintain the focus on disadvantaged children, identifying barriers in order to close gaps between them and all other groups.	<p>2 x qualified teachers delivering interventions across KS1 for all PP pupils, in addition to standard lessons - <b>These qualified teachers will additionally form part of the group delivering remote interventions.</b></p> <p>PP forms to monitor progress and what is happening in school</p>	<p>The EEF toolkit indicates that qualified teachers tend to get the best results when delivering interventions. This has been proven in our cohort of previous years.</p> <p>Through monitoring of interventions we can be assured that only interventions creating impact continue.</p>	<ul style="list-style-type: none"> <li>• Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis</li> <li>• Impact overseen by SENCo.</li> <li>• Teacher's to provide case studies/ PP intervention forms containing more personalised targets</li> </ul>	KS1 Teachers/ SENCo/ KS1 Lead	We may need to evaluate and remind teachers about the use of PP forms	<p>March 2021</p> <p>July 2021</p>

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<p>D) Increase the pre learning exposure for children eligible for PP in KS1.</p>	<p>Ensure that interventions focus on pre learning vocabulary/understanding needed for the classroom.</p> <p>Extra experiences intervention with SENCo. Lead on activities with an academic focus - where possible under new restrictions - review in March 2021.</p> <p>Review whether clubs are being implemented in school - March 2021 - some clubs are able to reconvene May 2021</p> <p>School to fund swimming lessons for year 2 summer term.</p>	<p>Pre learning ensures that children are able to retain new memories through having a basis on which to attach these memories.</p> <p>Pupils' horizons will be broadened and they will learn more about culture, history, geography and the world they live in.</p> <p>To build relationships with parents and ensure that the cost of extra curricular activities are no longer a barrier for these children.</p>	<ul style="list-style-type: none"> <li>Monitoring of interventions</li> <li>JL CW to work together to ensure pre learning is a focus</li> <li>Ability to leave the school site will be continuously reviewed</li> <li>Swimming teacher to review progress of PP children in swimming lessons</li> </ul>	<p>KS1 Teachers/ SENCo/ KS1 Lead/ Pastoral Team</p>	<p>Restrictions are showing that clubs in school are not currently happening</p>	<p>March 2021 July 2021</p>
		<b>Total budgeted cost for i and ii</b>				<p>£44,282</p>
<p><b>vi.</b></p>	<p><b>vii.</b></p>	<p><b>viii. Other approaches</b></p>				

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Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Mid – Year review	When will you review implementation?
A) Increased attendance rates	Attendance and admissions officer monitors pupils and follows up quickly on absences. First day response provision.  Attendance meetings and parental support put in place where necessary.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.  Rewards and incentives used as a whole school approach to ensure the gap is narrowed between PP and non PP children.	<ul style="list-style-type: none"> <li>Attendance and Admission officer to be aware of existing absence issues</li> <li>Pastoral team will collaborate to ensure new provision and standard school processes work smoothly together</li> </ul>	Pastoral Team  (Family Liaison Officer/ Attendance and Admission officer)	Attendance for PP has been generally good before school closure. Identified children are receiving 1:1 support for their attendance.	March 2021  July 2021
B) Home and living circumstances including emotional trauma, attachment difficulties, housing complications and financial deprivation. This includes not having the correct school uniform, being unable to afford trips and clubs etc. This causes the children to disengage in learning time due to not having their	Include parents in the children's learning journey through facebook as a main tool - uploading learning videos to help them to support the children at home  Remote learning provided for children who are isolating at home - ensuring that all parents have access to PING  <b>Careful monitoring to ensure that all PP learners are accessing the remote curriculum and have the technology/resources they need. Pastoral team will monitor who needs to attend school as a result.</b>	The EEF toolkit suggests parental involvement is consistently associated with pupils' success at school but developing effective parental involvement to improve the children's attainment is challenging.  Parents providing remote learning if necessary will ensure that those children still have access to what their classmates are learning.  <b>Access to technology and Wifi during school closure is paramount to the learning at home being successful.</b>	<ul style="list-style-type: none"> <li>Facebook to be monitored to ensure consistency between year groups</li> <li>Remote learning access to be monitored by SLT/class teachers</li> <li>Regular contact with charity regarding uniform</li> <li>Pastoral team to monitor actions and add to the PP case study forms</li> <li>Family Liaison Officer log on-going support</li> <li>Counselling log of support</li> <li><b>Teachers reporting on read PINGs and submitted learning will ensure all access to learning is monitored -</b></li> </ul>	Pastoral Team  (Family Liaison Officer/Attendance and Admission officer)	Pastoral support by VG during school closure has meant that all vulnerable children have been monitored and supported by school. Any non engagers have been given extra support by our pastoral team. Technology has continued to be provided at home as well as other learning resources  Charity support for chn returning to school after lockdown.	March 2021  July 2021

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basic needs met.	<p>Charity support to provide help with uniform</p> <p>Pastoral team to help support any housing difficulties or difficulties in getting the children to school.</p> <p>Learning mentor time in school to support any emotional difficulties.</p> <p>In school counselling sessions provided - <span style="color: red;">This is continuing during school closure for those in school.</span></p>	<p>If we can ensure that the children are dressed appropriately and have a secure housing situation then their basic needs will be met and we hope they will be ready to learn in the classroom.</p> <p>Pupils referred requiring additional support/ counselling will have a more focused 1:1 support package in place. In previous years, this has shown to impact the children's emotional resilience.</p>	<p>JM to keep a record of monitoring.</p>				
<b>Total budgeted cost for iii</b>							£8,738

**With the current restrictions in place we are waiting until January 2021 to decide on how to spend the remaining £8762 of our budget.**

7. Review of expenditure	
<b>Previous Academic Year</b>	<b>2019/2020</b>

Objective	Cost	Impact (To be completed at the end of the academic Year)
<p><b><u>Quality Teaching for all</u></b></p> <p>Improve oral language skills for pupils eligible for PP in EYFS.</p>	£20,358	<p><u>BPVS (British picture vocabulary scale) data:</u></p> <ul style="list-style-type: none"> <li>BPVS allowed all children not within age bands to experience the talk boost intervention and make rapid progress</li> </ul>

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<p>For 50% of children in EYFS to make GLD (SIP).</p> <p>To have higher rates of attainment across KS1 (SIP).</p> <p>C) PP reading target: 76%</p> <p>D) PP writing target: 72%</p> <p>E) PP maths target: 76%</p> <p>To provide a range of experiences for children with pupil premium status.</p>		<ul style="list-style-type: none"> <li>● 100% of PP pupils then reached their age group</li> <li>● 50% of PP children in EYFS made GLD</li> </ul> <p><u>Data</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;"><b>Reading</b></th> <th style="width: 15%;"><b>Writing</b></th> <th style="width: 15%;"><b>Maths</b></th> <th style="width: 15%;"><b>EYFS</b></th> </tr> </thead> <tbody> <tr> <td>Whole school</td> <td>90%</td> <td>83%</td> <td>91%</td> <td>76.7%</td> </tr> <tr> <td>PP</td> <td>67%</td> <td>58%</td> <td>75%</td> <td>50%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>● PP data was once again an improvement on last year</li> <li>● Those pupils who were not at the expected standard at the end of the year had improved immensely in other areas and are all now settling within the junior school</li> <li>● The PP barrier forms allowed us to monitor this progress very carefully and take a holistic approach towards monitoring all areas carefully and ensure the barriers are being met</li> </ul>		<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>EYFS</b>	Whole school	90%	83%	91%	76.7%	PP	67%	58%	75%	50%
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>EYFS</b>													
Whole school	90%	83%	91%	76.7%													
PP	67%	58%	75%	50%													

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<p><b><u>Other Approaches</u></b></p> <p>Attendance Home and living circumstances Emotional support Club admissions</p>	<p>£2018</p>	<ul style="list-style-type: none"> <li>● Offering one free club space in any chosen club has allowed those children to access a skill they would have otherwise missed out on.</li> <li>● Calls home during lockdown allowed us to continue to establish relationships with those families</li> <li>● Offers of support via food vouchers, spaces in school and over the phone contact continues for the most vulnerable PP children</li> <li>● Learning mentor support was accessed by ten PP children to ensure they had another adult to approach and speak to regarding any needs at home.</li> <li>● Counselling was accessed by three pupil premium children and has helped them to address any emotional barriers to learning.</li> <li>● Support from our uniform charity has ensured equal opportunities and financial support to families.</li> <li>● Support from our attendance officer and learning mentor in home and living situations has meant that parents have felt able to contact school and have had valuable advice/direction from these adults. Without this support some of our families may have been homeless. The impact of this is that our children are safe and able to attend school no matter what their circumstances.</li> </ul>
<p><b>Balancing Figure</b></p>	<p>+£11,244</p>	
<p><b>Total spend to July 2021</b></p>	<p>£50,537</p>	