



Respect for All. Learners for Life

Pupil Premium Report and Impact

September 2019– July 2020

Planned Expenditure September 2020 - July 2021

Summary information					
School	Lister Infant School				
Academic Year	2020-2021	Total PP Budget	£94,150	Date of most recent PP review	13/09/20
Total number of pupils	214	Number of pupils eligible for PP	65	Date for next internal review of this strategy	To be reviewed termly
CURRENT ATTAINMENT END EYFS (19-20) (2019/20 results unavailable due to Covid-19)					
	Pupils eligible for PP		Pupils not eligible for PP (national average)		
% achieving Good Level of Development					
Average Point Score					
% achieving at least expected in all 17 ELGs					
CURRENT ATTAINMENT END KS1 (19-20)					
	Pupils eligible for PP		Pupils not eligible for PP (national average)		
% achieving expected Standard RWM					
% achieving expected standard in reading					
% achieving expected standard in writing					
% achieving expected standard in maths					
% making at least expected levels of progress in reading					
% making at least expected levels of progress in writing					
% making at least expected levels of progress in maths					
Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A	Poor oral language skills on entry to nursery and reception classes				
B	To be working at ARE in RWM at the end of EYFS				
C	To achieve the EXS at the end of KS1 in RWM				
D	Low personal, social and emotional development on entry				
External barriers					
E	Low attendance				
F	Lack of experiences outside the local area means that gaps in language acquisition and experiences continue to widen for disadvantaged children.				
G	Variation between families in ability to support children to achieve at the EXS across the curriculum. This is particularly relevant in the case of remote learning.				
Desired outcomes (<i>Desired outcomes and how they will be measured</i>)				Success criteria	
A	Improve speech and language skills			Speech & Language skills of children at end of KS1 in line with non PP children.	
B	Improve percentage of PP children achieving GLD			To further diminish in school gaps	
C	Improve attendance			To close in school attendance gap between pupils entitled to pupil premium and those not entitled	
D	Narrow in school gaps in RWM at EXS both at the end of EYFS and KS1			Gap narrowed between PP and Non PP in EXS in RWM	

Pupil premium strategy statement

Planned Expenditure					
Academic Year		2020-2021			
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.					
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	When will you review implementation?
To improve attendance figures for disadvantaged children.	Learning Mentor to continue to support improvement in parental engagement and improved attendance and reduced PA. Purchase class incentives and rewards. Banners for around school.	Data for March 2020 indicates overall attendance of all pupils at 94.5%. Attendance for pupils entitled to pupil premium is 91% compared to attendance of non pupil premium children at 94%. Target: to further improve attendance for all pupil groups to 96%	Daily, weekly and half termly monitoring of attendance overseen by Headteacher.	J. Davies N. Clarke P.Davidson	December 20 March 21 June 21
<i>To continue to develop confidence in water and maintain the high percentage of pupils who are able to swim 10 metres by the end of year 2.</i>	<i>10 week course of swimming lessons</i>	<i>Data shows that the majority of children in the school do not access swimming lessons. In providing these lessons children will take the first steps in mastering a life skill.</i>	<i>School will continue to measure on entry data and exit data to measure impact.</i>	<i>J.Davies, A.Haynes</i>	<i>March 21 June 21</i>
All pupils in KS1 to access high quality music lessons. Children learn to play a musical instrument.	Music lessons from specialist teacher including recorder lessons.	Music lessons develop concentration and listening skills in children. It can also develop a love and appreciation of music which will be further encouraged in the Junior School.	Class teachers assess knowledge of music on a termly basis. Teachers will also assess how many tunes children are able to play on a termly basis and outcomes reported in subject leader report for music. All KS1 children will be provided with a recorder to enable them to practice at home.	J.Davies L.Mullock	December 20 March 21 June 21
Total Budgeted Cost					£20,000

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	When will you review implementation?
Improve speech and language for children at end of EYFS resulting in higher percentage of PP children achieving expected standard in reading and writing	Train all practitioners to use the Wellcom Assessment tool to assess children's language skills on entry and exit to nursery and reception classes. Work with Elklan and the Communication Trust to gain Communication Friendly School status. Develop skills of all EYFS practitioners in speech & language by completing Elklan training. Leading to early identification of speech and language needs and knowledge of strategies to accelerate acquisition of language skills in line with age related expectations.	Most recent on entry baseline shows that 57% of all children in reception class have speech and language at age related expectations and only 48% of children entitled to PP compared to 63% of non PP children. As a result of this outcomes in literacy continue to be the main barrier for children to achieve a GLD in order that they are fully prepared for the next stage of their learning.	Use of high quality language and strategies learnt on training will be a strong focus within all lesson observations, both for teachers and teaching assistants. On entry and exit using Wellcom assessment at beginning and end of reception class. On entry and exit data for Talk Boost intervention. Increase in percentage of PP children achieving Expected standard in reading and writing	J. Davies, K. Gordon, A. Haynes	Dec 20, March 21, June 21
Diminish in school gap at EXS in reading, writing and mathematics at end of KS1 based on current baselines	Targeted teaching for disadvantaged in writing - teaching assistants to provide precision teaching and Talk Boost/Talking Partners interventions.	Currently the percentage of disadvantaged children on track to achieve EXS in RWM is below non disadvantaged children and as a result of school closure gaps are greater than previous years. Reading gap 29% compared to 17% previous year. Writing gap 23% compared to 4% previous year. Mathematics gap 29% compared to 4% previous year.	Focus group in book scrutiny and high priority at termly pupil progress meetings.	J. Davies K.Gordon A Haynes	December 20 March 2021 June 2021
To ensure good mental health/emotional well-being of disadvantaged pupils in all year groups	Train all staff in developing resilience and self-regulation. Train second member of staff in ROAR Implement ROAR strategies in every classroom Further training in the	Pupils have been away from school during the pandemic. Many have had long periods of isolation or have witnessed stressful situations in their home. At a time of such uncertainty and rising stress	Improved behaviour/attitudes and engagement from pupils that we know have experienced ACES or we know show early signs of poor mental health.	J. Davies, K.Gordon N Clarke	December 2020 March 2021 June 2021

	restorative conversation	levels in the community it is important that we equip the children with the tools to develop resilience and relaxation techniques.			
Promote enjoyment and a love of reading resulting in at least expected progress for all pupils involved.	Bought in trained reading partner through the Beanstalk Project. Opportunity to read and play Language games twice a week on a 1:1 basis.	Additional time with a trained adult to support reading and share stories on a 1:1 basis - special time not only impacting on reading skills but also building self esteem and a lifelong love of reading, stories and books.	Attainment for targeted pupils will be monitored on a termly basis.	K. Gordon	December 2020 March 2021 June 2021
Total budgeted cost					£64,000
Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Subsidise access to Breakfast Club for disadvantaged children		To ensure all children have equal access to correct fuel for learning and start the school day after a nourishing breakfast.	Monitor uptake Monitor impact on pupil outcomes Speak to children	J. Davies N. Clarke	December 2020 March 2021 June 2021
Purchase tablets and dongles to give out on loan to families who do not have access to technology in the home in the event of remote learning.	Targeted children to access a range of clubs including sports clubs held at the school during holiday time.	All targeted children offered opportunity to access after school clubs that incur a charge. This ensures equality of opportunity offered to all children ensuring economic disadvantage will not prevent involvement and belonging to a club.	Head teacher and out of hours lead teacher will ensure that targeted families are aware of support available and monitor uptake and involvement.	J. Davies G. Kervin	December 2020 March 2021 June 2021
Support with provision of school uniform when needed	For any family known to be in need of support with uniform, school will offer uniform free of charge.	Ensuring all children wear the uniform and have a P.E kit ensures that no child feels left out or different to others as a result of economic disadvantage.		J. Davies P. McFadden	December 2020 March 2021 June 2021
Engagement with the Achievement for All Programme	School to be allocated coach to support in raising achievement for vulnerable pupil groups	External to support in close analysis of data and use of data to pinpoint gaps and to work with all staff in looking closer at ways to diminish these gaps	Analysis of data and impact at Pupil progress meetings. Feedback from staff.	J. Davies, K. Gordon, A. Haynes	December 2020 March 2021 June 2021
Total Budgeted Cost					£10,000

Review of Expenditure 2019-2020

Review of Expenditure				
Previous Academic Year		2019-20		
Quality of Teaching for All				
Desired outcome	Chosen action / approach	Impact:	Lessons learned	Cost
To maintain improving attendance figures for disadvantaged children.	Learning Mentor to continue to support improvement in parental engagement and improved attendance and reduced PA	End of year data for March 2020 indicates that the school was not on track to achieve the target of 96% this was a result of a number of significant and hard to reach families that the school was working closely with. The majority of these children have now moved to the Junior school.	Daily, weekly and half termly monitoring of attendance overseen by Head teacher.	£15,000
To continue to develop confidence in water and maintain the high percentage of pupils who are able to swim 10 metres by the end of year 2.	10 week course of swimming lessons	Due to pool repairs and then Covid-19 these lessons did not take place.	School will continue to measure on entry data and exit data to measure impact.	£3,000
All pupils access high quality music lessons. Children learn to play a musical instrument.	Half hour music lesson delivered each week from Resonate Schools Music Service by qualified peripatetic music teacher to pupils in year 1 and year 2.	Pupils had only completed half of the planned lessons. All pupils had made progress and loved their lessons. End of year data was not completed due to Covid-19	Starting the lessons in year 1 ensured improved outcomes in year 2. The lessons will be continued.	£3,000
Targeted Support				
Desired outcome	Chosen action / approach	Impact:	Lessons Learned	Cost
At the end of KS1 further diminish gaps between more able disadvantaged children and MA national other achieving GDS in writing	Targeted teaching for MA disadvantaged in writing - teaching assistants to provide precision teaching and Talking Partners intervention.	No end of KS data.	New assessment puts strong emphasis in extensive use and knowledge of vocabulary. School has identified this as a barrier for disadvantaged children in the setting and as a result will further develop skills of all teaching staff in enabling the children to make rapid gains in this area in order that they are able to achieve their true potential.	

<p>Improvement in the percentage of children entitled to pupil premium achieving exceeding standard in reading writing and mathematics at the end of EYFS.</p>	<p>Children in sets immediately following baseline for the teaching of phonics. Small group work when needed. Train teaching assistant to deliver the Better Reading Partnership Increase number of workshops and demonstration lessons for parents in all areas. EYFS lead to ensure planning and provision is challenging and that MA children are provided with extra support to achieve EXS</p>		<p>Fluid phonic sets works extremely well and the children make rapid gains. Return to school baseline data demonstrates that whilst some children have maintained the gains they made the gap has widened for disadvantaged children. Targeted work will be done with this group of children to ensure catch up.</p>	
<p>Small group and one to one interventions provided by teaching assistant (Better Reading Partnership, Direct Phonics, First Class @ Number, Read Write A2Z, Talking Partners)</p>	<p>Targeted support from teaching assistants in reception, year 1 and year 2</p>	<p><i>All targeted children accessed intervention and internal data suggests that progress was made. End of intervention data is not available due to Covid-19 closure.</i></p>	<p>All interventions are taught by trained teaching assistants. All interventions have on entry and exit data to measure impact. The school offers a total of 15+ Interventions. Interventions will continue to be offered and will focus around the need of each cohort following analysis of data.</p>	<p>£41,000</p>
<p>Beanstalk Trained reading partner works with up to 3 children on a 1:1 basis for 2 half hour sessions twice a week.</p>	<p>Targeted Reading support for CLA and vulnerable pupils from Beanstalk</p>	<p>3 children accessed this programme. All of the children were entitled to pupil premium. Children loved the sessions and developed a love of books and the sessions really helped raise self esteem.</p>	<p>This year all 3 children made at least good progress not only did it make a huge impact on reading ages and enjoyment of reading but also impacted on overall self esteem and confidence for the 3 children who took part.</p>	<p>£1,500</p>

Other approaches				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Subsidise access to Breakfast Club for disadvantaged children		To ensure all children have equal access to correct fuel for learning and start the school day after a nourishing breakfast. Approximately 15 children entitled to PP accessed Breakfast Club prior to school closure. During the lockdown we liaised with Magic Breakfast and organised for Breakfast boxes to be dropped off with these families.	Monitor uptake Monitor impact on pupil outcomes Speak to children	£7,000
Subsidise access to after school clubs	Targeted children accessed a range of clubs including sports club held at the school during holiday time.	All targeted children accessed the clubs. Most clubs focused on increased physical activity. Nurturing a love sport in pupils ensures a lifelong commitment to a healthy and active lifestyle.	These opportunities will continue to be offered to targeted pupils.	£1,000
Support with provision of school uniform when needed	For any family known to be in need of support with uniform, school will offer uniform free of charge.	Ensuring all children wear the uniform and have a P.E kit ensures that no child feels left out or different to others as a result of economic disadvantage.	The school will continue to support any family in need of help with uniform.	£500