

Imperial Avenue Infant School Pupil premium strategy 2020 - 2021

Summary information			
Academic Year	2020 -2021	Total predicted PP budget	£80,700
Total number of pupils	328	Number of pupils Eligible for PP	Based on 60 pupils

1. Barriers to future attainment (for pupils eligible for PP)

In-school barriers <i>(issues to be addressed in school)</i>	
A.	Pupils enter the school with low oral language skills, limited vocabulary and speech and language needs.
B.	Pupils enter the school with skills below what is typical for their age in all areas.
C.	A larger percentage of pupils with English as an additional language enter the school, many new to English.
D.	Children join school mid academic year and have missed schooling in previous year groups or came from another country
E.	Access to enrichment activities and opportunities are limited for some children which has an impact on their cultural capital and development of language for life
External barriers <i>(issues which also require action outside school)</i>	
F.	Attendance levels has been below the national average and some children have been classified as persistent absences.

2. Outcomes

		Percentage of pupils reaching the expected level / greater depth level from the different starting points			
		Pupil Premium 2017 -18	Pupil Premium 2018 -19	Pupil premium 2019-2020 – due to covid no data	Pupil premium for 2020-2021 – no data due to Covid
Reading percentage achieving expected and greater depth at end of KS1 from...	Emerging	33% / 0%	40% / 0%	50% / 10%	
	Expected	94% / 22%	75% / 25%	80% / 30%	
	Exceeding	No pupils at this level	No pupil at this level	80% /30%	
Writing percentage achieving expected and greater depth at end of KS1 from...	Emerging	44% / 0%	20% / 0%	50% / 15%	
	Expected	100% / 13%	75% / 13%	80% / 20%	
	Exceeding	No pupils at this level	No pupils at this level	75% / 25%	
Maths percentage achieving expected and greater depth at end of KS1 from...	Emerging	50% / 0%	30% / 0%	60% / 10%	
	Expected	100% / 19%	88% / 25%	80% / 30%	
	Exceeding	No pupils at this level	No pupils at this level	50% / 30%	
Science Attainment		% at expected KS1 Pupil premium 2017-18	% at expected KS1 Pupil premium 2019	Red was our targets	

	Expected	87%	78%	85%	
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Outcomes <i>(Desired outcomes and how they will be measured)</i>		How they will be measured
A.	The percentage of pupils in receipt of pupil premium reaching the expected standard at the end of Key Stage 1 from different prior attainment points is higher than pupils not in receipt of pupil premium nationally.	Half termly book trawl including a specific focus on the progress of Pupil Premium pupils to assess progress in line with those not in receipt of it. Pupil progress meetings half termly Termly data analysis Look at impact of interventions for pupils
B.	The percentage of pupils in receipt of pupil premium achieving 'Greater depth' at the end of Key Stage 1 from different prior attainment points is higher than pupils not in receipt of pupil premium nationally.	
C.	All pupils are able to take part fully in the life of the school and are not restricted as a result of a lack of equipment, money or resources	
D.	Pupils who arrive mid academic year have opportunity to close the gaps and achieve full potential	
E.	Almost all pupils demonstrate language skills in line with those typical of their age and developmental level	Analysis of speaking and listening assessments

Planned Expenditure				
Quality of teaching for all Pupils Make progress within lessons and across a sequence of lessons because - Learning is well paced with a good balance between consolidation and new learning well matched to learning intentions and individual needs. - Lessons are sequential and recap prior learning then extend learning more - Teachers have good subject knowledge and a range of strategies they can use across the curriculum - Teachers use lessons to develop key vocabulary - Teachers use assessment effectively and adapt lessons in response to this which maximises learning time - Teachers use timely intervention to support children to make accelerated progress - Teachers new to the school are upskilled with policy, procedures and strategies to accelerate learning in their classrooms				
Chosen action or approach	What is the evidence or rationale?	How and when will you ensure this is implemented well?	Staff lead	Costings

External Education consultant/ literacy leads to work with identified teachers to develop teaching and learning, assessment and moderation	Sutton Trust tool kit Teaching and learning Tool kit Ofsted report on pupil premium children and progress and attainment information	Book trawls termly Lesson observations	ES Literacy leads – JB and MP external consultant - JP	£2000
SLT members to develop quality of teaching by - CPD in staff meetings - Modelling lessons - Joint planning in year groups - Observations with accurate feedback - Moderation of work jointly	Sutton Trust tool kit Teaching and learning Tool kit Ofsted report on pupil premium children and progress and attainment information	Staff in year groups will work with each other to plan lessons and then do peer observations focusing on the learning the children are doing on lessons and use of the strategies as to which are effective.	SLT members Year group teachers work together	£1000
Teachers new to year group have support from SLT to ensure standards and expectations for all are high - Modelling lessons - Joint planning - Observations with accurate feedback - Moderation of work jointly	Sutton Trust tool kit Teaching and learning Tool kit Ofsted report on pupil premium children and progress and attainment information	Observations Book trawls Moderation	ES, GP, MM, JB, KJ, MP	£2000

Targeted support for pupils

Desired Outcomes

- Percentage of pupils reaching expected level in communication and language strand increases to close gap between Imperial and national at the end of reception
- Number of pupils achieving expected levels is in line with non-disadvantaged pupils in reading, writing and maths
- To close the gap between pupils in receipt of PP and those not in receipt of PP nationally in EYFS
- To close the gap between pupils in receipt of PP and those not in receipt of PP nationally in KS1
- To develop language of children who are behind and support children with specific language difficulties
- To develop language of EAL children who are new to the country so they make accelerated progress to be inline with their peers

Chosen action or approach	What is the evidence or rationale?	How and when will you ensure this is implemented well?	Staff lead	Costings
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To use a TA3 to support speech and language initially across foundation stage and then to the others in different year groups (Covid measures currently FS) TA3 to give feedback to parents and teacher so they can support what is happening in intervention sessions	Identified need in baseline of children in FS Limited times for the speech therapist to be in school with so many children	Termly meetings with CD from LA Training to be given to TA3 Half termly meeting with SENCO and TA3 Provision map to identify key children Checking impact and adjusting provision map each time	MM, MQ	£4000
Additional teaching assistants to carry out targeted intervention related to the needs of the children in foundation stage and key stage 1 - including layered reading interventions, spelling and phonic interventions and tailored intervention programmes	Previous evaluation and evidence from monitoring the impact Ofsted focus on reading and phonics from new framework	Observations of interventions by Deputy Head and Literacy reading lead Reviews of progress from intervention data	MM, MP	£22,000
Additional TA support in nursery and reception classes to enhance the communications opportunities, enable daily reading or book sharing, maths teaching, language intervention and targeted phonic intervention	Data analysis School based evidence	Observations of interventions by Deputy Head and Literacy reading lead Reviews of progress from intervention data Pupil progress meetings half termly	MM, MP	£43,700
Targeted and timely intervention for children in need of maths intervention from the maths lead	Evaluation of impact from last interventions Analysis of Data	To start in Autumn term Observations Data analysis	KJ	£4000
To develop pupils life experiences through enrichment opportunities - 100% of pupil premium children attend all trips throughout the year - Wide range of trips provided throughout the year, beyond the locality				
Chosen action or approach	What is the evidence or rationale?	How and when will you ensure this is implemented well?	Staff lead	Costings
Subsidising the cost of trips to widen experiences for all children	Enrichment of curriculum Children more engaged if they experience things first hand	At least one trip per term for KS1 AT least 2 trips per year for EYFS	All staff	£2000
			Total costings	£80,700