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| Dereham Church Infant and Nursery School’s Pupil Premium Profile 2020-21 | | |
| Total number of pupils in the school | 163 children | Date of most recent PP Review: October 2020 |
| Number of PP eligible pupils: | **31 children** (KS1 and Nursery) | Date for next internal review of this strategy: January 2021  May 2021, September 2021 |
| Total pupil premium budget: | £46,555 |
| Evidence of School Performance | | |
| Key Statements from Ofsted report(s) relating to the performance of disadvantaged pupils: | My second line of enquiry was about how you and the governors use pupil premium grant to accelerate the progress of pupils eligible for this grant in reading and writing. You and the governors have targeted funding to ensure that pupils have effective support in class. In addition, you provide small-group and individual work to help pupils improve their reading skills. During the inspection, I scrutinised pupils’ work in writing and read with a sample of pupils eligible for the additional funding. Pupils are making strong progress in writing from their starting points because of effective teaching and support. The additional reading time is helping pupils to consolidate their learning of phonics and improve their understanding of what they read. *(Ofsted 2019)* | |
| School’s pupil premium statement (pupil premium strategy statement from 2020-21) | In the 2020 to 2021 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years: £1,320 for pupils in reception year to year 6  Schools will also receive £2300 for each pupil who has left local-authority care because of 1 of the following:  Adoption, a special guardianship order, a child arrangements order, a residence order  If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £2300 rate.  Children who have been in local-authority care for 1 day or more also attract £2300 of pupil premium funding. Funding for these pupils doesn’t go to their school; it goes to the [virtual school head (VSH)](https://www.gov.uk/government/policies/improving-the-adoption-system-and-services-for-looked-after-children/supporting-pages/virtual-school-heads-vsh) in the local authority that looks after the child. [VSHs are responsible for managing pupil premium funding for looked-after children](https://www.gov.uk/pupil-premium-virtual-school-heads-responsibilities).  Our aims are to narrow the disadvantage gap / diminish the difference by addressing inequalities and raising the attainment of those pupils in low-income families.  Principles on which we base our investment decisions:  We ensure that teaching and learning opportunities meet the individual needs of the pupils in our care.  We ensure that appropriate provision is made for all pupils who belong to vulnerable groups, including those from low-income families who are disadvantaged.  Pupil premium funding will be allocated following a needs analysis which identifies priority classes, groups and individuals.  The Chair of Governors, Headteacher and Senior Leadership Team of the school evaluate all of the year groups in the school. A recommendation is produced on how best to use the funding in order to support and accelerate the educational progress of our pupils in order that they all achieve and attain to their full potential whilst with our school, based on specific needs.  The recommendation is evaluated by the Governing Body who approves the final agreed investment plan for the funding. | |

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| Current Attainment for July 2019 in green (cohort 2020) **No end of year data available for Summer 2020 due to Covid-19- (Spring data included in purple)** | | | | | | | | | | | | | |
|  | | | | | | Pupils eligible for PP  Our school Norfolk National (to be entered when available online) | | | All pupils  Our school Norfolk National (to be entered when available online) | | | Pupils not eligible for PP  Our school | |
| % achieved at least **working at expected** (end of Key stage) in reading | | | | | | 50% (cohort of 16)  9.1% (cohort of 11) | | | 33.3% (cohort of 60) | | | 40.8% (cohort of 49) | |
| % achieved at least **working at expected** (end of Key stage) in writing | | | | | | 50% (cohort of 16)  9.1% (cohort of 11) | | | 33.3% (cohort of 60) | | | 40.8% (cohort of 49) | |
| % achieved at least **working at expected** (end of Key stage) in maths | | | | | | 64% (cohort of 16)  0% (cohort of 16) | | | 0% (cohort of 60) | | | 0% (cohort of 49) | |
| % making at least expected progress in Reception in reading | | | | | | 92.3% (cohort of 13) | | |  | | |  | |
| % making at least expected progress in Reception in writing | | | | | | 92.3% (cohort of 13) | | |  | | |  | |
| % making at least expected progress in Reception in maths | | | | | | 84.6% (cohort of 13) | | |  | | |  | |
| % making at least expected progress in Year 1 in reading | | | | | | 83.3% (cohort of 12) | | |  | | |  | |
| % making at least expected progress in Year 1 in writing | | | | | | 100% (cohort of 12) | | |  | | |  | |
| % making at least expected progress in Year 1 in maths | | | | | | 91.7% (cohort of 12) | | |  | | |  | |
| % making at least expected progress in Year 2 in reading | | | | | | 100% (cohort of 16) | | |  | | |  | |
| % making at least expected progress in Year 2 in writing | | | | | | 100% (cohort of 16) | | |  | | |  | |
| % making at least expected progress in Year 2 in maths | | | | | | 100% (cohort of 16) | | |  | | |  | |
| % passing the Phonics Screening in Year 1 | | | | | | 50% (cohort of 12) | | | 78% | | | 85.4% | |
| **Barriers in our future attainment (for pupils eligible for PP)** | | | | | | | | | | | | | |
| **In-school barriers (issues to be addressed in school, such as poor oral language skills)** | | | | | | | | | | | | | |
| **Time**  Our school is the children’s first school experience. When children begin our school they are monitored so their needs are clearly identified and as there are no previous assessments it can take time for action to take place and for agencies to work with individual children. It also takes time to build relationships with new parents and for them to fully engage with the school. | | | | | | | | | | | | | |
| **Compound Vulnerabilities**  Compound Vulnerabilities (whole school 2020-21) Out of the 30 Pupil Premium children, 21 have compound vulnerabilities (70%) | | | | | | | | | | | | | |
| **Speech and Language and fine motor skills:**  Data shows that children come into school significantly below the age related expectations, particularly with fine motor skills and communication and language, and that their needs have not been addressed before starting our school. | | | | | | | | | | | | | |
| **External barriers (issues which also require action outside school, such as low attendance rates)** | | | | | | | | | | | | | |
| **Speech and Language:**  Outside agencies need to work with children with SEN(D) and delayed speech and language. The school has experienced delays from waiting lists to see therapists and receive external support and guidance. | | | | | | | | | | | | | |
| **Attendance and Punctuality:**  Low attendance or lateness can prevent children from settling in to routines and means that vital lessons and education are missed. | | | | | | | | | | | | | |
| **Family Support:**  The PSA role was dissolved by cluster in 2018 and therefore there is less parent support available. | | | | | | | | | | | | | |
| **Safeguarding Concerns:**  Some of our Pupil Premium children can experience safeguarding concerns which impact their family situation. This can cause emotional worries or anxiety which can affect well-being and children’s engagement in learning. | | | | | | | | | | | | | |
| **Action Plan** / Planned Expenditure | | | | | | | | | | | | | |
| Academic Year | **2020-21 Autumn** | | | | | | | | | | | | |
| **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 the implementation? | | |
| Children to be working at the expected or above in reading, writing and maths at the end of Key Stage One and gaps in learning to be addressed following school closure period in Summer 2020.  Children to make at least good progress throughout the academic year and experience coverage of all KS1 and EYFS curriculum areas. | | | Key Stage One: Additional TAs (total 56 hours a week) to support the development of key  skills in the morning Literacy & Mathematics  sessions.  Cost: £7867.59  Year 2 TA supports Literacy and Maths across classes. | | Additional Staff to support the emotional, social and learning needs identified of large classes with identified needs.  Additional staff to support curriculum coverage for gaps identified in learning.  In previous years, intervention and support from additional adults have had a positive impact on children’s learning (see data). | | | Half Termly Pupil Progress meetings.  Target Teaching monitored by SLT and SENCo. | | AF/CC/LR/JB | At the end of each half term. | | |
| Children who have speech and language needs to be identified promptly and receive extra support which will have a positive impact on their learning. | | | Senior Teacher to deliver Speech & Language/Talk Boost support, including EAL  Cost: £4,974.64  Additional S&L TAs to deliver Speech and Language interventions in all year groups (12 hours).  Cost: £1881.57  Level 4 award training in Speech, Language and Communication Needs to be provided for 1 additional TA to deliver S&L.  Cost: £195.00  Speech Link resource to support learning across whole school.  Cost: £330.00 | | Identified growing level  of need in school and additional speech referrals being made with lack of speech therapist support.  In previous years, intervention and support from additional adults have had a positive impact on children’s communication skills and ability to access learning. | | | Half Termly Pupil Progress meetings.  Interventions monitored by SLT.  TAs complete feedback following their training. | | LR/AF | At the end of each half term. | | |
| Children to make at least good progress throughout the academic year. | | | Additional TAs (22 hours a week) to support in the EYFS/Reception classes and one TA (10 hours a week for first half term).  Increased TA support to be used for intervention and support the teaching of key skills, particularly in literacy from Nursery.  Cost: £5710.53  Reception TA runs specific support for fine motor skills name recognition or writing, phase one phonics. | | **EYFS** Children enter Reception and Nursery broadly below age related expectations and with a range of specific needs. | | | Half Termly Pupil Progress meetings.  Interventions monitored by SLT. | | AF/JB | At the end of each half term. | | |
| **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 the implementation? | | |
| All parents feel confident in supporting their child’s learning at home. | | | ADSL/Attendance Lead to complete PSA training from Lionwood Teaching School to support parents with behaviour, finance, home support and educational needs.  Cost: £150.00 | | The PSA role was dissolved and parents frequently ask for support with emotional, social and educational needs. | | | LP to complete training and report information to HT. | | AF/LP | At the end of each term. | | |
| All children attend school on time and remain above 92% attendance. | | | HT and Attendance Lead to monitor attendance half termly and invite parents to attendance panels to discuss further action. | | Following panel meetings, attendance for specific families improves. | | | HT and Attendance Lead to monitor attendance half termly and discuss actions. | | AF | At the end of the term. | | |
| Total Budgeted Cost | | | | | | | | | | | **£21,103.33** | | |
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| Academic Year | **2020-21 Spring** | | | | | | | | | | | | |
| **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 the implementation? | | |
| Children to be working at the expected or above in reading, writing and maths at the end of Key Stage One and gaps in learning to be addressed following school closure period in Summer 2020.  Children to make at least good progress throughout the academic year and experience coverage of all KS1 and EYFS curriculum areas. | | | Key Stage One: Additional TAs (total 56 hours a week) to support the development of key  skills in the morning Literacy & Mathematics  sessions.  Cost: £7867.59  Year 2 TA supports Literacy and Maths across classes. | | Additional Staff to support the emotional, social and learning needs identified of large classes with identified needs.  Additional staff to support curriculum coverage for gaps identified in learning. | | | Half Termly Pupil Progress meetings.  Target Teaching monitored by SLT and SENCo. | | AF/CC/LR/JB | At the end of each half term. | | |
| Children who have speech and language needs to be identified promptly and receive extra support which will have a positive impact on their learning. | | | Senior Teacher to deliver Speech & Language/Talk Boost support, including EAL  Cost: £4,974.64  Additional S&L TAs to deliver Speech and Language interventions in all year groups (12 hours).  Cost: £1881.57  Level 4 award training in Speech, Language and Communication Needs to be provided for 2 additional TAs to deliver S&L.  Cost: £390.00  Speech Link resource to support learning across whole school.  Cost: £0.00 | | Identified growing level  of need in school and additional speech referrals being made with lack of speech therapist support.  In previous years, intervention and support from additional adults have had a positive impact on children’s communication skills and ability to access learning. | | | Half Termly Pupil Progress meetings.  Interventions monitored by SLT.  TAs complete feedback following their training. | | LR/AF | At the end of each half term. | | |
| Children to make at least good progress throughout the academic year. | | | Additional TAs (22 hours a week) to support in the EYFS/Reception classes and one TA (10 hours a week for first half term).  Increased TA support to be used for intervention and support the teaching of key skills, particularly in literacy from Nursery.  Cost: £5710.53  Reception TA runs specific support for fine motor skills name recognition or writing, phase one phonics. | | **EYFS** Children enter Reception and Nursery broadly below age related expectations and with a range of specific needs. | | | Half Termly Pupil Progress meetings.  Interventions monitored by SLT. | | AF/JB | At the end of each half term. | | |
| **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 the implementation? | | |
| All parents feel confident in supporting their child’s learning at home.  Families access advice and support to support children’s well-being in readiness for attending school. | | | ADSL/Attendance Lead to use PSA role to support families through assigned weekly appointments (one afternoon per week). | | The PSA role was dissolved and parents frequently ask for support with emotional, social and educational needs. | | | LP to track the level of support requested on a weekly basis. | | AF/LP | At the end of each half term. | | |
| All children attend school on time and remain above 92% attendance. | | | HT and Attendance Lead to monitor attendance half termly and invite parents to attendance panels to discuss further action. | | Following panel meetings, attendance for specific families improves. | | | HT and Attendance Lead to monitor attendance half termly and discuss actions. | | AF | At the end of the term. | | |
| Total Budgeted Cost | | | | | | | | | | | **£20,824.33** | | |
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| Academic Year | **2020-21 Summer** | | | | | | | | | | | | |
| **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 the implementation? | | |
| Children to be working at the expected or above in reading, writing and maths at the end of Key Stage One and gaps in learning to be addressed following school closure period in Summer 2020.  Children to make at least good progress throughout the academic year and experience coverage of all KS1 and EYFS curriculum areas. | | | Key Stage One: Additional TAs (total 56 hours a week) to support the development of key  skills in the morning Literacy & Mathematics  sessions.  Cost: £7867.59  Year 2 TA supports Literacy and Maths across classes. | | Additional Staff to support the emotional, social and learning needs identified of large classes with identified needs.  Additional staff to support curriculum coverage for gaps identified in learning. | | | Half Termly Pupil Progress meetings.  Target Teaching monitored by SLT and SENCo. | | AF/CC/LR/JB | At the end of each half term. | | |
| Children who have speech and language needs to be identified promptly and receive extra support which will have a positive impact on their learning. | | | Senior Teacher to deliver Speech & Language/Talk Boost support, including EAL  Cost: £4,974.64  Additional S&L TAs to deliver Speech and Language interventions in all year groups (12 hours).  Cost: £1881.57  Level 4 award training in Speech, Language and Communication Needs to continue for 3 TAs to deliver S&L.  Cost: £0.00  Speech Link resource to support learning across whole school.  Cost: £0.00 | | Identified growing level  of need in school and additional speech referrals being made with lack of speech therapist support.  In previous years, intervention and support from additional adults have had a positive impact on children’s communication skills and ability to access learning. | | | Half Termly Pupil Progress meetings.  Interventions monitored by SLT.  TAs complete feedback following their training. | | LR/AF | At the end of each half term. | | |
| Children to make at least good progress throughout the academic year. | | | Additional TAs (22 hours a week) to support in the EYFS/Reception classes and one TA (10 hours a week for first half term).  Increased TA support to be used for intervention and support the teaching of key skills, particularly in literacy from Nursery.  Cost: £5710.53  Reception TA runs specific support for fine motor skills name recognition or writing, phase one phonics. | | **EYFS** Children enter Reception and Nursery broadly below age related expectations and with a range of specific needs. | | | Half Termly Pupil Progress meetings.  Interventions monitored by SLT. | | AF/JB | At the end of each half term. | | |
| **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 the implementation? | | |
| All parents feel confident in supporting their child’s learning at home.  Families access advice and support to support children’s well-being in readiness for attending school. | | | ADSL/Attendance Lead to use PSA role to support families through assigned weekly appointments (one afternoon per week). | | The PSA role was dissolved and parents frequently ask for support with emotional, social and educational needs. | | | LP to track the level of support requested on a weekly basis. | | AF/LP | At the end of each half term. | | |
| All children attend school on time and remain above 92% attendance. | | | HT and Attendance Lead to monitor attendance half termly and invite parents to attendance panels to discuss further action. | | Following panel meetings, attendance for specific families improves. | | | HT and Attendance Lead to monitor attendance half termly and discuss actions. | | AF | At the end of the term. | | |
| Total Budgeted Cost | | | | | | | | | | | **£20,434.33** | | |
| Total Budgeted Cost for Academic Year | | | | | | | | | | | **£62,361.99** | | |
| **Review of Expenditure** | | | | | | | | | | | | | |
| Previous Academic Year | | | | 2019-20 | | | | | | | | | |
| Targeted Support | | | | | | | | | | | | | |
| Desired Outcome | | Chosen action/approach | | | | | Estimated Impact: Did you meet the success criteria? | | | | | | Cost |
| Children to be working at the expected or above in reading, writing and maths at the end of Key Stage One.  Children to make at least good progress throughout the academic year. | | Additional TAs 2x 25 hours and TAs 2x 10  hours to support the development of key skills in the morning Literacy & Mathematics sessions and Reading, Writing and Maths Intervention in the afternoon to increase the rate of progress. | | | | | 70% of pupils eligible for PP made at least expected progress in reading.  90% of pupils eligible for PP made at least expected progress in writing.  80% of pupils eligible for PP made at least expected progress in maths.  See above results. | | | | | | £8320 Autumn  £9774.72 Spring |
| Children who have speech and language needs to be identified promptly and receive extra support which will have a positive impact on their learning. | | HLTA to deliver Speech & Language/Talk Boost  support, including EAL  New Early Talk Boost Intervention pack purchased to support children particularly in EYFS. | | | | | 100% (25/25 children) who had speech and language intervention (those who are eligible for PP funding and also those who aren’t) made at least expected progress, and 80% made better than expected progress (Reception) until Spring 2020.  100% (6/6 children) who had speech and language intervention made at least expected progress until Spring 2020 (Nursery). | | | | | | £5,096.65 Autumn  £4,257.80  Spring |
| Children to make at least good progress throughout the academic year. | | Additional TA support 15 hours (am) x 1 adult  (shared) in the EYFS/Reception classes to  support the emotional, social and learning needs identified of large classes with identified needs (Reception)  Increased TA support to be used for intervention and support the teaching of key  skills, particularly in writing from Nursery. | | | | | Spring EYFS Results for pupils eligible for PP (who achieved a 2 or above)  Reading 25% (all chn 31%)  Writing 16% (all chn 22%)  Numbers 42% (all chn 51%)  Shape, Space and Measures 50% (all chn 47%)  Speaking 8% (all chn 27%)  See above for progress results. | | | | | | £4365.68  Autumn  £4365.68  Spring |
| Other Approaches | | | | | | | | | | | | | |
| Desired Outcome | | Chosen action/approach | | | | | Estimated Impact: Did you meet the success criteria? | | | | | | Cost |
| All children to have the opportunity to participate in extracurricular clubs. | | After School Clubs: to fund support staff to take a greater number of clubs providing a wider range of activities enabling more children to access clubs, e.g. sports, art, cookery, football and dance. | | | | | The club registers show a greater number of pupils eligible for PP participated in the extracurricular clubs on offer than previously throughout the Autumn and Spring term. | | | | | | £1989.60 |