

Pupil Premium Strategy Statement: Drayton Community Infant School

1. Summary information					
School	Drayton Community Infant School				
Financial Year	2021/22	Total PP budget	£33,199 £3045 Recovery Premium £22,922 carry forward £2632.50 Tutoring Programme	Date of most recent PP Review	January 2022
Total number of pupils	236	Number of pupils eligible for PP	28 Reception – 5 Year 1 – 8 Year 2 – 15	Date for next internal review of this strategy	April 2022

2. Attainment EYFS (2020-21 whole school) - Teacher Assessments based on Summer Data 2020 (National Data based on 2018-2019)		
Early Years Foundation Stage (7/41 pupils)	<i>Pupils eligible for PP (school/national)</i>	<i>Pupils not eligible for PP (school/national)</i>
% Achieving a good level of development or above	14% (National 56% - 2019) 1 pupil	72% (National 75% - 2019) 48 pupils

3. Phonics (2020-21 whole school) - 2020/2021 - National Screening delayed until December 2021 – Internal screening data from July 2020 (National Data based on 2018-2019)		
Phonics Screening Check	<i>Pupils eligible for PP (school/national)</i>	<i>All Pupils (school/national)</i>
Year 1 14/77	50% 7/14 pupils	71%
Year 2 12/80	84% 10/12 pupils	71%

4. Attainment KS1 (2020-2021 whole school) - Teacher Assessments due to Covid-19 - (National Data based on FFT or 2019 National)		
Keystage 1 (12/80 PP pupils)	<i>Pupils eligible for PP (School)</i>	<i>All Pupils (school/national)</i>
% achieving expected standard or above in reading	84% 10/12 pupils (FFT 61%)	89% 71/80 pupils (National 2019 72%)
% achieving expected standard or above in writing	67% 8/12 pupils (FFT 55%)	63% 50/80 pupils (National 2019 79%)
% achieving expected standard or above in maths	84% 10/12 pupils (FFT 62%)	75% 60/80 pupils (National 2019 72%)
% achieving greater depth in reading	33% 4/12 pupils (FFT 14%)	39% 31/80 pupils (National 2019 28%)
% achieving greater depth in writing	0% 0/12 pupils (FFT 8%)	10% 8/80 pupils (National 2019 17%)
% achieving greater depth in maths	25% 3/12 pupils (FFT 12%)	20% 16/80 pupils (National 2019 24%)

5. Attendance 2020-2021 (excluding absences for Covid-19)		
All Pupils (231)	<i>Pupils eligible for PP (school/national)</i>	<i>Pupils not eligible for PP (school/national)</i>
Attendance 96.89%	95.08% (33pupils)	97.18% (198pupils)
Persistent Absence 6.5% 15/231pupils	15.2% 5/15 pupils	5.1% 10/15

Current attainment									
KS1	Y1				Y2				2019 National average Non-Disadvantaged (Disadvantaged)
Term	Mid Term Aut21	End Aut 21	End Spr 22	End Sum 22	Mid Term Aut 21	End Aut 21	End Spr 22	KS1 SATs	
Number of PP Pupils		8				15			
% on track to achieving expected standard in reading, writing and maths		63% (5)				60% (9)			
% on track to achieving expected standard in reading		63% (5)				60% (9)			
% on track to achieving the expected standard in writing		63% (5)				60% (9)			
% on track to achieving the expected standard in maths		63% (5)				67% (10)			
% on track to achieving the expected phonics standard		13% (1)				80% (12)			
EYFS	YR								2019 National average for non-FSM Pupils (FSM Pupils)
Term	Start Aut 21	End Aut 21	End Spr 22		GLD				
Number of PP Pupils	1	5							
% on track to achieving a Good Level of Development	0%	20%							
Attendance									
Term	End Aut 21		End Spr 22		End Sum 22		2018-2019 National average for non-FSM Pupils (FSM Pupils)		
Attendance %	94.45%						96.1		

5. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)
Speech and language of PP pupils on entry to school is significantly low

Engagement of children where social, emotional and economic barriers exist
Regulation of emotions and behaviours, impacting on learning for themselves and others
Low level of literacy levels, impacting on ability to access the wider curriculum
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)
Attendance and punctuality of some PP pupils is poor. This can be due to limited family support for parents, parents' mental health and/or inconsistent routines at home
Lack of wider experiences and access to extracurricular activities

6. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<p>% of PP pupils leaving EYFS with a GLD to be in line with their peers Measured - end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Deputy and Head of School. Deputy and Head of School to meet termly to discuss progress and next steps.</p> <p>Autumn Review: Autumn Review: Baseline assessment suggests that 20% of pupil premium will achieve the GLD Class teachers have allocated to intervention and phonic groups. Low attendance has been addressed by partnership head and support/monitoring is in place. Emotional support is provided by the class staff and PSA for the children and the families where there is distress in the family causing a barrier to attendance and learning. Daily support with phonics, reading. PLPs in place.</p>	<p>% or higher PP pupils to achieve a GLD at the end of EYFS The gap between PP and non-PP pupils in speech and language development narrows.</p>
<p>% of PP pupils achieving the expected standard in phonics in year 1 to be in line with peers and national Measured - end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with deputy and partnership deputy. Deputies and head to meet termly to discuss progress and next steps.</p> <p>Autumn Review: 7/14 (50%) on target to achieve the phonics test. Little Wandle new and becoming embedded. Phonic packs in place for the children that need. Phonics intervention daily.</p>	<p>71% (National 2019) or more of PP pupils to achieve the phonics standard at the end of Year 1</p>
<p>PP pupils to achieve as well as their peers in reading, writing and mathematics at the end of KS1, Measured - end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Deputy and Head of School. Deputy and Head of School to meet termly to discuss progress and next steps.</p> <p>Autumn Review: Intervention in place for those not on track to achieve the expected standard intervention Book (daily to record interventions) Reading Unlocked Phonic Pack Handwriting Intervention</p>	<p>61% (2020 FFT) or more of PP pupils to achieve ARE in reading at the end of KS1 55% (2020 FFT) or more of PP pupils to achieve ARE in writing at the end of KS1 62% (2020 FFT) or more of PP pupils to achieve ARE in maths at the end of KS1</p>

Commented [DN1]: should this be reading writing and maths

Commented [DN2R1]: @Headofschool - Nightingale Infant & Nursery School @Deputy - Drayton Infant School

	Reading intervention all in place for those that need	
	<p>Despite children's social, emotional and economic barriers, children will attain well and make good progress in all areas of their learning. Children will be actively engaged in their learning. Measured - end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with deputy and partnership deputy. Deputies and head to meet termly to discuss progress and next steps.</p> <p>Autumn Review: All emotional and economic barriers are being addressed school wide. Children are being rewarded for actively engaging in their learning. Elsa and Brick in place and social and emotional group work with Loo Cross weekly our psa. Marking and feedback policy is being reviewed to include marking of 'soft skills'.</p>	Pupils will attain as well as their peers in all areas of learning and will be engaged in all areas of the curriculum
	<p>Attendance of PP children is in line with peers and at or above national. Measured – end of half term attendance monitoring by Head of School. Fortnightly DSL meetings with all DSLs where attendance concerns are discussed and actions put into place. Low attendance dealt with in line with attendance policy.</p> <p>Autumn Review: 95.8% 5 children have persistent absence. Attendance letters have been sent. Teachers monitor closely and inform SLT. Meetings held with parents of those with high absence</p>	PP pupils will attend as well as their peers which will be in line with or above national.
	<p>Increased access to enrichment activities during the school day and after school Registers from clubs and events. Pupil voice to collect data for clubs/events taken outside of school.</p> <p>Autumn Review: Club being accessed by identified families. Further invites to be offered for Spring Term. Children have written own values and created animals to represent The acorns values have been established and embedded into school life and the children and staff live by them.</p>	Pupils are offered and take up a range of activities both during the school day and after school.
	<p>Higher rates of parental engagement through home reading, parent information events and family learning sessions. Gaining voice of parents through surveys and feedback at events.</p> <p>Autumn Review: Parent Forum has been established and through discussion in meetings and collecting feedback from parents is being the voice of the parental community at Drayton The parents are asked to consider the needs of our school community</p>	PP pupils to read regularly at home with their families. Parents of PP pupils to attend parent information events, online workshops and family learning sessions in school

7. Planned expenditure			
Academic year 2020/21			
The priorities below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
	Action	Objective	Amount allocated
A.	ELSA intervention – total of 2 hours per week from trained TA	To increase the % of pp pupils achieving GLD or higher at the end of EYFS so it is in line with peers and national.	Total spend on support staff hours £43,685

	15 hours tutoring time for identified children during the Spring term		25% towards Tutoring Programme Funding – total £877.50
B.	15 hours tutoring time for identified children during the Spring term	To increase the % of pp pupils achieving the phonics standard at the end of Year 1 so it is in line with peers and national	25% towards Tutoring Programme Funding – total £877.50
	Additional Phonics interventions in each year group		Total spend on support staff hours £43,685
	Development of library for use in school and out of school hours for families		£3000 + contribution from Friends and grant application
	Additional phonic books and resources to support home learning		£2500
C.	15 hours tutoring time for identified children during the Spring term	To improve outcomes for reading and writing for PP pupils so the gap with them and their peers reduces.	25% towards Tutoring Programme Funding – total £877.50
	Additional Phonics interventions in each year group		Total spend on support staff hours £43,685
	New phonics programme implemented in school – training for all staff		CPD hours allocated
	Training for parents online for phonics		-Cost of The Little Wandle- £1,250
			No cost
D.	Use of Family Matters (YMCA) in supporting families and individuals	Improve engagement of children where social emotional and economic barriers exist	5% of Schools Management Fee for purchasing of points - £2362
	Brick Club intervention run by 2 TAs		Total spend on support staff hours £43,685
	Promotion of healthy eating, tables manners & conversation – 2 adults eating with the children each day in the hall		Duty lunch - £456 x2
	Creation of emotional literacy library		£435
E.	PSA support for families where attendance is low and/or punctuality is poor	Improve PA, punctuality and all attendance for PP pupils.	13.5 hours of PSA salary – (included in total support staff costs)
	PSA supporting settling in the morning through morning playground duty, early group and breakfast provision		
F.	Planned enrichment activities provided at lunch times for identified groups by additional MSA	All PP children to take part in a range of enrichment and extracurricular activities across the year, both in and out of school	MSA - (included in total support staff costs)
	Provide subsidised school visits/in school events/after school clubs 50% for all PP pupils		£1000
	Provide subsidised after school clubs for all PP pupils		
	Music tuition from specialist		TBC (£645 allocated)
G.	Parent support advisor to continue to reach out to vulnerable families and provide a daily drop in service	Engagement of children and families where social and emotional and economic barriers exist	50% of Partnership PSA salary - (included in total support staff costs)
	Solihull training from Partnership PSA for identified parents, online workshops for phonics, writing and maths Partnership PSA 1 day per week		Solihull training in PSA hours Maths & English leads holding maths, reading and writing cafes

	Completion of Family Room/Intervention Space		£2500
Total PP Spend			£59166 + £2632.50 (Tutoring Programme)

