



Pupil Premium Funding Expenditure: 2020/21

What is Pupil Premium Funding?

The Pupil Premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children eligible for a free school meal and children that have been in care for more than six months. Pupils from Service families also attract a Pupil Premium. Why was it introduced? The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Whilst schools are free to spend the Pupil Premium as they see fit, schools are required to publish online information about how they have used the Premium.

How is Pupil Premium funding used?

At Talavera Infant School, the allocation of funding via the Pupil Premium and Service Premium Grants supplements the main school funding and is used for the following specific purposes for children eligible as Free School Meal pupils (including Ever 6), Post looked after pupils and Service pupils.

The funding is used to support the attainment of this group of children and to ensure that they are ready for their next phase of their learning journey. To provide this group of children with the best opportunities we have developed a strategy that looks at the funding in three different layers.

Layer One – Improving the quality of teaching and learning for all children will improve outcomes for disadvantaged children

Layer Two – Catch up and targeted support for pupil premium children to ensure attainment and good progress

Layer Three - Provide intervention and extension to the curriculum including any emotional and social support needed during a child's time at the school.

The School and Governing Body are committed to supporting all pupils and families and recognise that there are children on roll who, whilst not necessarily eligible for free school meals, may also suffer financial hardship. It is also recognised that many of the opportunities put in place for children who are eligible for these grants may have an indirect positive impact on the progress and attainment of other groups.

Pupil Premium 2020-21

The school is in receipt of Pupil Premium funding for the financial year 2020-21 as follows:

£1,345 for each child considered to be financially deprived, or having been so at any time during the past 6 years

£2,345 for each child who was looked after by the Local Authority immediately before being adopted, or who was placed on special guardianship order or residence order immediately after being looked after.

£310 for each child who has a parent in the Services, or who has been in the Services for the past 6 years (due to the large number of children at the school, in receipt of this funding, a separate Service Premium Report is available)

The barriers to learning for children in receipt of Pupil Premium at this school are as follows:-

- Basic numeracy skills for children entering school are lower for those entitled to Pupil Premium
- Some pupils entitled to Pupil Premium are also in the early stages of learning English, which affects their attainment across reading, writing and maths.
- Some pupils entering school have lower oral language skills which slows progress in reading and writing.
- Some pupils entitled to pupil premium do not receive the support with home learning.
- Some pupils entitled to Pupil Premium have limited life and first hand experiences, which reflects their ability to draw on first-hand knowledge in the curriculum.
- Attendance rates for children eligible for Pupil Premium can be an area of concern for some individuals, which affects attainment.
- Some children with Pupil Premium require further support to develop their Emotional and Social skills so that they are ready to learn in the classroom environment.

For the financial year 2020-21 funding has been allocated for the following numbers in each category:
(Please see the Service Premium report for details of the Service Premium Grant)

Category	No. of pupils	Amount per pupil	Total amount
FSM (deprivation)	19	£1,345	£25,555
Post Looked After Children	1	£2,300	£2,345
			£27,900

How we are spending Pupil Premium Funding in 2020-21

Pupil Premium Provision may include:

Layer One – Improve the quality of teaching and learning across the school

- Whole school continuing professional development on Effective Feedback as a strategy to secure progress
- Maths leads in year 1 and 2 continuing professional development on diagnosing gaps in children's understanding of maths
- Whole school continuing professional development on teaching children with SEND

Layer Two

- Providing small group robust and immediate intervention with experienced teachers and Learning Support Assistants focused on closing the gap to national standard
- 1-1 support where needed to ensure every pupil premium child makes at least good progress to close the gap to national expectation/greater depth

Layer Three

- Extra-curricular activities intended to promote confidence, well-being and success
- Pastoral support from an ELSA so pupils are ready to learn
- Educational opportunities and life experiences which will enrich the pupils' experience of school and learning (e.g. school trips and visits from professional and groups)

Activity and Resource	Cost	Impact
Head Teacher allocated time to monitor, review and support the provision for Pupil Premium children across the school.	£4,236	<p>Target: Increase percentage of Pupil Premium children achieving expected outcomes and at greater depth across the curriculum.</p> <p>Outcome: HT continues to monitor and support teachers in personalising the learning for Pupil Premium children to ensure their needs are met and to accelerate progress. COVID restrictions have required greater assessment and analysis of children's gaps in learning.</p>
Year group leaders allocated 1 hour per week in management time to monitor, review and support provision for Pupil Premium children in their year group with a focus on writing and maths. Activities may include: Pupil conferencing, Observations, Catch Up, Book Scrutiny, Data Analysis and deployment of support staff to carry out interventions.	£5,826	<p>Target: Year group data to show 85% children in all year groups achieve ARE in Writing and Maths.</p> <p>Outcome: Year 2: Writing - 60% Maths - 60% Year 1: Writing – 22% Maths – 33%</p>
Employ a learning support assistant to deliver the 'Boosting Reading Potential' programme, to boost reading progress for children in Year 1	£3,974	<p>Target: Increase % of Pupil Premium children at national standard for reading or greater depth.</p> <p>80% of FSM children were working at ARE at end of Key stage 1 20% of FSM children were working at greater depth at end of Key Stage 1 44% of FSM children are working at ARE at the end of year 1.</p> <p>As a result of COVID 19 and the additional catch up funding we have been able to extend the number of learning support assistants delivering 'Boosting Reading Potential' to five. Children in receipt of this intervention have made excellent progress.</p>
Employ a learning support assistant to deliver 'First Class@Number' maths intervention to boost attainment in Maths	£3,974	<p>Target: Increase % of Pupil Premium children at national standard for maths or greater depth.</p> <p>At end of KS 1 2 FSM children achieved at greater depth in maths, 1 child was secure and 2 children were working towards Year 2 expectations.</p> <p>As a result of COVID – 19 we were able to train all KS1 learning support assistants in the new intervention written by Hampshire Maths Team called 'Leaps for Learning' Identified children have completed the intervention to support the catch up.</p>
Using 'Language Link' for the screening of children in Speech and Language in Early Years, and planning for and monitoring interventions	£1,000	<p>Target: Increase % of Pupil Premium children achieving a Good Level of Development at the end of EYFS.</p> <p>Outcome: All Early Years children have been screened and interventions in KS 1 where COVID restrictions have allowed were completed. 55% of FSM children achieved the ELG compared to 57% of Non FSM.</p>

Use Early Years Learning Support Assistants to deliver 'Early Talk Boost@ for our Early Years Children with language delay	£1,192	Target: Increase % of Pupil Premium children achieving a Good Level of Development at the end of EYFS. Outcome: All Early Years children have been screened and interventions in KS 1 where COVID restrictions have allowed were completed. 55% of FSM children achieved the ELG compared to 57% of Non FSM.
Employ a learning support assistant to deliver language interventions , including pre teaching, for children New to English	£3,974	Target: Increase % of Pupil Premium children achieving a Good Level of Development at the end of EYFS. Increase % of Pupil Premium children at national standard for reading or greater depth. Outcome: LSA was appointed but due to the need to ensure 'Bubbles' are kept secured she has been working within a class 'Bubble'
Additional adult support for children with social difficulties and sometimes behaviour concerns through ELSA (Emotional Learning Support Assistant) programmes, personalised intervention and 'bubble' time to promote children's social skills, wellbeing, and confidence.	£4000	ELSA provides programmes for identified children with the intention to provide personal emotional support, which therefore prepares them to learn. Impact is measured through reassessment at the end of programme with evidence of difference. All PP children ready to learn. Outcome: ELSA has provided continued support for children across the year and where it has not been possible to cross 'Bubbles' of children she has supported the class teachers and learning support assistants.
Funding towards cost of Education Welfare officer who works with 'target' families on issues linked to attendance and offers guidance and support (best practice) through regular meeting with the attendance lead in school. Education Welfare Plans put in place quickly where needed	£2000	Target: Increased attendance and less unauthorised absences. 97% or better attendance for PP children. Outcome: EWO is currently supporting 4 families with an Attendance Action plan in school.
Additional and part funded extended opportunities for pupil premium children. Clubs (often more than one) are offered every day after school and some before school. These are at a nominal rate. Trips are part funded where needed so they can attend. Additional experiences are planned to enrich the curriculum such as Theatre visits.	£4,000	All pupil premium children can access the extended opportunities and have as wide curriculum as their peers. Their engagement is transferable into learning within the classroom. Outcome: Extended opportunities this year have been focussed on ensuring families have adequate clothing, uniform and food.

An update on the impact of Pupil Premium resources will be reported termly to the governing body by the head teacher. A report for parents will be published annually on the website.

The reports will summarise the attainment of pupils that have been supported by Pupil Premium, evidencing how the school is striving towards narrowing the gap of difference and increasing progress for these children. Throughout the year the school will be rigorously monitoring the outcomes of all proposed activities and resources to measure successful impact.

Spring term 2021- Update

As a result of Covid -19 and changing circumstances for families we have seen a rise in the number of children qualifying for free school meals and pupil premium. Currently, we have 25 children on the register and unfortunately the government has chosen to use the October Census details for Pupil Premium children and not the January Census as they would have done in previous years.

The breakdown of children in each year group is as follows:

Year R- 10 Children

Year 1 – 9 Children

Year 2 – 6 Children

28% of the children on the register are EAL with over half of them new to English. The EAL leader will be completing the Bell foundation assessments with these children to enable us to track their progress in acquiring new skills and to provide strategies and support for the class teachers.

24% of the children have SEND and two of the children have EHCP

Provision for these children has been interrupted this year and interventions that had been started were put on hold during the 3rd lockdown, 56% of this group continued to access in school provision and make good progress in their learning with daily reading and personalised targets set for them.

As we return to full time education all teachers have been asked to assess the needs and identify the gaps for the children in receipt of pupil premium. Mrs Cook will be conferencing the children individually to identify their next steps in learning and ensure that the children transition back into school smoothly. Following this analysis we will be able to plan intervention and support for these children moving forward.

November data shows that:

9 out of 22 children were on track in Reading

9 out of 22 children were on track in writing

12 out of 22 children were on track in Maths

Analysis of this data shows that there was a significant loss to learning in Year One which was reflected across the whole year group. They had missed a substantial amount of time in school when they would have been developing their early reading, writing and phonic skills. There has been an increased input in teaching phonics for these children and the year one leader is tracking the progress of the Pupil Premium children in acquiring new phonic knowledge. Key children will be identified for precision teaching to support this progress with in their class. We are in the process of training and employing additional reading assistants to increase the capacity of the Boosting Reading intervention for year one children.

Pupil premium children in the Early Years have been screened with the language link programme and are being assessed to see if they meet the criteria for 'Talk Boost' the language intervention.

Across KS 1 all learning support assistants have received training in the 'Leaps in Learning' maths intervention and pupil premium children who match the criteria will be prioritised for receiving the pre teaching. For certain individual children who need support in Maths the class teachers will complete diagnostic assessments to help identify gaps and set individual targets for these children.

The HT will continue to monitor the progress of this group of children and evaluate the provision throughout the Summer term.

Summer Term 2021

All children returned to school on 8th March and teachers worked on assessing gaps in the children's learning and re-establishing the routines of school. There was an increased input in Phonics and Reading to support the children in reconnecting previous learning. At the start of the summer term the class teachers along with SLT identified the appropriate provision for all of the FSM children taking into account their current needs.

The breakdown of children in each year group is as follows:

Year R- 12 Children

Year 1 – 9 Children

Year 2 – 5 Children

Throughout the summer term learning has been personalised and a range of interventions have been implemented to further accelerate children's learning in their area of need. This has included Reading, Maths, Spelling, Self-esteem and speaking and listening interventions. The outcomes of these interventions have been included in the impact statements above.

The Senior Leadership team will use this information to review the Pupil Premium strategy when planning for the academic year 2021-22.