

School Name	Academic Years	Number on roll	Publish date	Review Date	PP Leader	PP Allocation
Jackfield Infant School	2020-2021	236	September 2020	July 2021	Mrs R Davies Mrs P Holmes	£93,805

Current Performance

Number of PP children	Percentage of PP children
96	41%

Data up to March 2020 (due to COVID 19)

Progress of PP Children		% Meeting ARE at end of KS1 of PP Children		% Meeting GDS at end of KS1	
Reading	AP2 2020 -50%	Reading	2019 - 63.6% (Nat 62%)	Reading	2019 - 14% (Nat 14%)
Writing	AP2 2020 -50%	Writing	2019 - 50% (Nat 55%)	Writing	2019 - 14% (Nat 7%)
Maths	AP2 2020 -70%	Maths	2019 - 77.3% (Nat 62%)	Maths	2019 - 18% (Nat 12%)

Pupil Premium Strategy Aims for Disadvantaged Pupils

Teaching Priorities			
Target		Success Criteria	
Accelerated progress of PP children ensuring they access the skills needed for KS1. Early identification of PP children with SEN to ensure there are no limits or barriers to the children's achievements regardless of their background, circumstances or needs and the curriculum provides no limits or barriers.		PP children make at least good progress so that most PP children achieve the early learning goals by the end of Reception.	
Actions	Cost	Monitoring	Impact
<ul style="list-style-type: none"> As an early adopter of the EYFS framework monitor the implementation to ensure consistency so that every child makes good progress. CPD needs of EYFS staff are identified to ensure staff are knowledgeable about the developmental stages of children's learning. Launchpad for Literacy Research project will focus on ensuring practise includes all development stages in children's phonological awareness. EEF communication and language approaches: Use of group reading approaches to read aloud and discuss books, extending children's spoken vocabulary by introducing new words in context. 	£22,741	Foundation Stage Lead monitoring Launchpad for literacy baseline, mid and end point data. Pupil Voice Phonics/Reading squad monitoring	All children will make at least good progress throughout their early year's education. All staff will be trained using the early adopter materials. They will understand the developmental steps children need to achieve the end goals. This will be moderated internally and externally providing staff with the relevant understanding and knowledge to exemplify the development matters and the Early Learning Goals.

Teaching Priorities			
Target		Success Criteria	
The attainment of the disadvantaged children in reading and writing at the expected and higher standard improves, diminishing gaps that existed in 2019-2020. Also the Year 1 phonics check data for PP children is at least in line with the Non-PP children and national PP.		Disadvantaged children achieve in line with or above the national benchmark at the end of KS1 In reading, Phonics and writing at the expected and higher standard.	
Actions	Cost	Monitoring	Impact
<ul style="list-style-type: none"> • Use of EEF guidance support-Improving Literacy KS1. • Children have a wide range of language and literacy experiences. Focus on the learning and understanding of new vocabulary through the use of the progression of skills document. • Active engagement with different genres of texts and a wide range of content topics are planned. Introduction of Pie Corbett Reading Spine and Love to Read sessions. • Consistency document for reading and phonics will be used to ensure the consistent practice across the school. • Synthetic phonics scheme, Jolly Phonics will be systematic across the school. • Whole class phonics lessons will ensure exposure for all children. • Pre-teach phonics groups will focus on supporting phonic development and all children accessing the phonic lesson. • Implementation of Reading Squads to support guided reading with specific strategies used and consistency of session planning throughout the school. • Purchase of resources-reading books connect closely to phonic knowledge taught. 	£36,375	<ul style="list-style-type: none"> • Use of progression of skills document. • Use of knowledge organisers. • Use of consistency documents • Phonics/Reading squad monitoring 	<p>The word gap will be reduced between the disadvantaged and non-disadvantaged children ensuring they can access all of the curriculum and move into year 1 with a knowledge rich vocabulary.</p> <p>The children will experience a wide range of texts and develop a love of reading ethos understanding the importance of reading for pleasure.</p> <p>The Year 1 phonics check attainment will increase for all children and particularly the disadvantaged children. The children will be confident when applying phonics through reading, spelling and writing.</p>

Targeted Support			
Target		Success Criteria	
Accelerate the progress of disadvantaged children from entry to school in all areas so the gaps in progress with non-disadvantaged are diminished. This will begin with strategies and interventions planned to support SEMH.		Disadvantaged children make accelerated progress through identified gaps and support. They will be supported socially and emotionally enabling they are ready to learn and enjoy school.	
Actions	Cost	Monitoring	Impact
<ul style="list-style-type: none"> Data driven interventions, pre-teach phonics and maths sessions will be planned to address the needs of the children. Children identified with emotional/behavioural needs will receive meet and greet, playtime, lunchtime and additional support during throughout the day. CPD is planned for the relevant staff Staff trained/updated in social and emotional support strategies to ensure consistency across the school. Magic breakfast concept continued to support school readiness and emotional needs. Breakfast fun club and study support 	£19,069	<p>Monitored by Deputy/SENCO</p> <p>Rigorous pupil progress meetings</p> <p>School development plan</p> <p>Pupil premium Governor meetings</p> <p>Bespoke training plan for staff</p>	<p>Consistent and effective interventions including emotional well-being planned support are maintained over a sustained period and there is evidence of their impact on attainment and progress.</p> <p>Staff have the relevant skills to deliver interventions and the strategies to support children's emotional well-being.</p>

Other Approaches			
Target		Success Criteria	
A curriculum is embedded that is ambitious and is designed to be sequenced to enable disadvantaged children to build their knowledge and skills. The curriculum will have a focus on improving aspirations and opportunities for all, particularly the disadvantaged. Parental engagement and understanding of the importance of good attendance and punctuality.		The curriculum is accessible by all children and ensures the progression of skills and vocabulary ensuring children build upon previous knowledge. The curriculum will be engaging and will inspire the children to enjoy and achieve developing the whole child.	
Actions	Cost	Monitoring	Impact
<ul style="list-style-type: none"> Inspirational visitors will be planned to ensure children experience a rich curriculum and raises aspirations. PP children targeted to attend after school enrichment and booster sessions as identified. Wide variety of clubs available Early help set up as required. Safeguarding leads to monitor attendance. Family Support Worker monitors pupils and follow up absences of pupils below 96% First day contact provision. Letters home to parents for identified children. Attendance clinic meetings with parents when attendance decreasing to overcome barriers. Holiday fining. Four week monitoring cycle. 	£ 15,621	<p>Pupil voice.</p> <p>Monitoring of registers for the uptake of PP children to the extra-curricular activities</p> <p>Reporting during Link governor meetings/Head Teacher Report</p> <p>Discussions between HSLW, Head teacher and EWO.</p> <p>Letters about attendance to parents / guardians</p> <p>Weekly monitoring of attendance</p>	<p>Children's aspirations will be raised, they will receive a language and experience rich curriculum impacting on their love of different curriculum areas. Their language and knowledge will be developed through this.</p> <p>Children from disadvantaged backgrounds will take part in extracurricular activities and booster classes. This will contribute to higher attainment, progress and enjoyment of school.</p>

		School secretary log on SIMS reason for non-attendance. Attendance information to be sent out termly	
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Monitoring and Implementation

Pupil Premium Lead	Mrs R Davies/Mrs P Holmes
Lead Governor for Pupil Premium	Mr J Lovatt
Main Teaching Challenge	Ensuring children from disadvantaged backgrounds make accelerated progress ensuring the attainment gap is narrowed in reading, writing and phonics. On-going disruption to staff due to COVID 19.
Main Targeted academic support Challenge	Interventions will be specifically focussed to address individual needs and support children's emotional well-being. Lost time due to home learning during lockdown and time to assess lost learning in September 2020.
Main wider strategy challenge	Raising the aspirations of children from disadvantaged backgrounds along with parental attitudes and behaviour in ensuring children attend well and are school ready. Ensuring attendance percentages stay in line with national due to COVID 19 and self-isolation of children and their families.

Previous Year Priorities and Outcomes (2019-2020)

Previous Target	Outcome
<p>100% pupils eligible for PP (Non SEND) make strong progress during their time in school (for any pupil entering school below or well-below ARE). Pupils eligible for PP attain in line with national pupils eligible for PP at all statutory assessment points</p> <p>All PP children identified make accelerated progress enabling them to make strong progress in core subjects. FS pupils eligible for PP make accelerated progress on the Early Communication Screening to be at age-related expectation.</p>	<p>Interventions show impact in children's progress through Reading, Writing and Maths. EYFS:R-75%/W-69%/N-79% at least Good Progress KS1: R 72%/ W-64%/ N-79% at least Good progress Early Talk Boost-Accelerated progress made in EYFS aspects LA/U/MFB/SCA Nuffield-100% at least good progress in Communication and language Speech Programs-Accessibility to curriculum increased – measured through individual observations and curriculum areas. Target Reading- 87% good progress.</p>
<p>All pupils have attendance at least 97% (unless affected by exceptional circumstances, such as serious illness) Lateness of pupils reduced as a result of interventions put in place.</p>	<p>Attendance monitored weekly. Letters sent to target parents and attendance clinic attended. School Attendance- 94.8% in line with 2018/2019 attendance</p>
<p>Parents in need of parenting support through targeted support e.g. Family Links, SPARKLES Programme Pupils eligible for PP receive necessary support and become to be more self-supporting, without external interventions.</p>	<p>Increased number of families accessing support (20 children accessing early help and 45 concerns being monitored). Increased family engagement through a variety of parent sessions – Sparkles</p>