

Fairisle Infant and Nursery School
Pupil Premium Strategy 2020-2021

Total Pupil Premium allocation: £103,335

Total numbers of pupils: 340 Number of pupils eligible for PP: 78

Date of next internal review of this strategy: October 2021



Due to the pandemic there is no end of year data for 2020.

% of pupils reaching the expected standard or above 2019

Year R	GLD*	Literacy	Mathematics
Disadvantaged school	57.9	68.4	63.2
Non-disadvantaged	73.8	75.4	76.9

*GLD: Good Level of Development

Year 1 Phonics	
Disadvantaged	74.2
Non-disadvantaged	91.8

KS1 (End of Year 2)	Reading	Writing	Mathematics
Disadvantaged	80.8%	76.9%	76.9%
Non- disadvantaged	81.4%	80%	81.4%

Barriers to future attainment for pupils eligible for PP

- Paucity in language development
- Poor literacy skills

- Low aspirations
- Poor attendance

Barriers to future attainment (for pupils eligible for PP including high ability)	
The attendance gap between disadvantaged pupils and non-disadvantaged pupils is 1.3%.	
In-School barriers (issues to be addressed in school)	
1.	Data analysis shows in-school gaps against non-PP pupils and against pupil national attainment in the core subjects for year groups.
2.	Oral language skills in Year R are lower for pupils eligible for PP than for other pupils. This slows progress in literacy in subsequent years.
3.	PP children can suffer from low self-esteem and have other social, emotional and behavioural issues that need to be addressed. These issues can have a detrimental effect on their academic progress and that of their peers.
4.	There can be a lack of enrichment opportunities outside school compared to non-PP pupils due to financial constraints at home or the lack of opportunities made available to them.
External barriers (issues which require action outside school)	
5.	Attendance for pupils eligible for PP is 94.1% (below the target for all children of 96.5%). This reduces their school hours and causes them to fall behind on average)

Desired outcomes (and how they will be measured)	Success criteria
1. Children are working at age related expectations.	End of EYFS and Key Stage 1 results demonstrate that disadvantaged children are achieving at least in line with the national expectations.
2. Children can apply strategies to read and spell age related expectation words.	In independent reading and writing tasks PP children can read and spell words as outlined in the national curriculum programmes of study in English.
3. Children's speech, language and communication skills are age appropriate.	PP children are meeting age expected outcomes in speech, language and communication.
4. Children are motivated and fully engaged in education.	Children and parents demonstrate motivation and an understanding of the value of education, as evidenced in reading record books, class work, homework and attendance at parents-teacher meetings.
5. Children attend school regularly and punctually.	The attendance of PP children is in line with other pupils.

Planned expenditure					
Academic Year 2020- 2021					
Quality teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead	When will you review implementation?
<p>Improved outcomes for all pupils in receipt of PP in English and Maths.</p> <p>Narrowing the attainment gap in English and Maths.</p>	<p>Provision of high quality teaching and consistently high standards through effective monitoring and best practice.</p> <p>Strategies to accelerate the progress of targeted pupils, i.e. individual reading support.</p> <p>Moderation of PP books in reading, writing and maths (internal and external).</p> <p>Ensure all assessments</p>	<p>From the data analysis it shows a gap in attainment.</p> <p>Responding to evidence from data.</p> <p>Target high quality interventions to help in narrowing this gap and provision of high quality feedback.</p> <p>Progress reviews.</p> <p>Responding to hear pupils at the early stage of reading.</p>	<p>Regular work scrutiny and lesson observations will be undertaken to ensure teaching is at least good or better and that children are making the expected progress, or above.</p> <p>Data analysis on all groups of pupils and pupil tracking progress with SLT.</p> <p>Monitoring impact of intervention programmes every half term, e.g. reading support.</p> <p>Scrutiny of reading records and pupils' books will ascertain progress in learning and coverage of the Programme of Study.</p> <p>Update provided to Staff on progress termly.</p>	<p>DHT/DL</p> <p>SLT</p>	<p>Interim review March 2021.</p> <p>Final review October 2021</p>

	<p>accurately reflect the PoS in English and Maths.</p> <p>High quality resources are provided in reading, writing and Maths.</p> <p>Ensure Staff know which books to provide to pupils who are at the early stages of reading.</p>		<p>CPD for Staff to support progress on early reading.</p>		
<p>Improve esteem and confidence levels to achieve higher rates of progress.</p>	<p>Employment of ELSA to provide direct support to children with emotional / behavioural needs.</p> <p>UNICEF Rights Respecting School membership – Gold/School Ethos</p>	<p>Effective ELSA provision across the school to ensure inclusion of children and engagement in learning and promoting self-esteem.</p> <p>Staff discussion regarding pupils in reviews noted that self-esteem and confidence were a barrier to progress. Impact relating to Covid 19</p>	<p>ELSA provision and impact will be monitored to ensure value for money.</p> <p>Pupil conferencing and work scrutiny to gauge pupil engagement and level of self-esteem.</p> <p>Commitment to implementing the CRC. Whole school ethos is upheld by everyone.</p> <p>Staff will receive Mental Health and Well-being training.</p>	<p>DHT SLT SENCo ELSA PSHE Lead Mental Health Champions</p>	<p>Interim review March 2021</p> <p>Final review October 2021</p>

	Daily mindfulness sessions		<p>PSHE Lead to provide CPD through subject development and PDM</p> <p>Mental Health Champions – The school will have 4 trained Mental Health Champions Place2Be accredited.</p> <p>Staff will complete an online course for ACEs.</p>		
Improve attendance for PP pupils.	Attendance Officer to monitor and provide half termly reports on attendance of PP pupils.	Invite parents to meetings with HT/Attendance Officer to explain impact of poor attendance on learning.	<p>Analysis of attendance records will identify where further support might be needed, e.g. referral to EWO.</p> <p>Termly</p>	HT/ AO/ DHT	<p>Interim review March 2021</p> <p>Final review October 2021</p>
Total budgeted cost:				£35,000 (approx.)	
Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead	When will you review implementation?
Improved outcomes for all pupils in receipt of PP in English and Maths.	<p>Speech and language support in school.</p> <p>One to one Reading support</p>	Effective speech and language support boosts children's language and communication skills.	Monitoring of progress data following intervention, e.g. half-termly phonic screen checks, pupil progress meetings, arithmetic and reasoning checks and reading fluency and comprehension checks.	DHT/DL ESL MSL SLT	<p>Interim review March 2021</p> <p>Final review October 2021</p>

	<p>with TA to develop fluency and comprehension at least twice a week.</p> <p>Additional handwriting support with TA to improve letter formation.</p> <p>Small group phonics support with TA.</p> <p>High quality resources for Maths and English.</p> <p>Coaching and CPD for teaching and support staff.</p>	<p>Targeted support based on prior attainment and progress as evidenced by data analysis and book scrutiny. 1-1 and small group support is effective in addressing specific skills; e.g. handwriting, reading fluency, application of known phonic strategies and comprehension (having the opportunity to discuss a book with an adult).</p> <p>High quality learning resources and CPD will enable faster progress.</p>	<p>Ensure those pupils at the early stage of reading are targeted with books that enable faster progress in reading whilst building skills.</p> <p>Review and adapt support from analysis.</p> <p>Data analysis from progress reviews on PP pupils will identify impact of intervention programmes.</p>		
Total budgeted cost:					£ 60,335 (approx.)

Other support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead	When will you review implementation?

<p>Parents to have a fuller understanding of the curriculum to be equipped to further support their child/children at home.</p> <p>Enrichment opportunities are made available to all.</p>	<p>Parent workshops in English and Maths. <i>(If circumstances allow due to pandemic).</i></p> <p>Year group presentations (online)</p> <p>Learning Links</p> <p>Theatre groups Wider community deliver talks and workshops Authors in Book Week After school clubs Assemblies Trips Curriculum days Book Fairs <i>(If circumstances allow due to pandemic). (online)</i></p> <p>Purple Mash online learning Espresso online learning</p>	<p>Parents and pupils in receipt of PP may not have access to opportunities where there is financial constraint.</p>	<p>Feedback Evaluation forms Homework</p> <p>Pupil Conferencing</p> <p>Work scrutiny and pupil progress meetings</p> <p>Subsidised trips <i>(If circumstances allow due to pandemic).</i></p> <p>Discussion at Parent/Teacher meetings through the year. (online/virtual)</p> <p>Parents/carers will be directed to external resources/opportunities where appropriate. <i>(If circumstances allow due to pandemic).</i></p>	<p>DHT ESL MSL SLT PESL</p>	<p>Interim review March 2021</p> <p>Final review October 2021</p>
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	Website/School App – links and resources				
Total budgeted cost:				£ 8,000 (approx.)	

