



Pupil Premium Strategic Plan 2020-2021

This plan should be read in conjunction with the following documents:

- **Stonehouse Park Infant School Diminishing the Difference Strategy**
- **Stonehouse Park Infant School Pupil Premium Statement for 2020-2021**
- **Stonehouse Park Infant School Improvement Plan 2020-2021**

School Key Information	
Number of children in the school (YR, Y1, Y2)	143
Number of children in the nursery	59 (18 Acorns & 41 Conkers)
Number & % of children in the school who qualify for Pupil Premium funding.	29 = 20% (35 predicted= 24%)
Number & % of children in the nursery (3s and 4s) who qualify for Early Years Pupil Premium	14= 34%
Number & % of children in the nursery who qualify for 2 year old funded places	8=44%
Number & % of children in school who are identified as vulnerable (due to potential barriers to learning- refer to Appendix 1)	92= 63%
Number & % of children in the nursery who are identified as vulnerable (due to potential barriers to learning- refer to Appendix 1)	34=58%
Pupil Premium allocation for this academic year.	£44,696
Early Years Pupil Premium allocation for this academic year.	£4340.70 (predicted)
Publish date	January 2021
Review date	November 2021
Pupil Premium Lead	Rachel Edwards
Governor Lead	Narrowing the Gap Committee: Chair: Carol Wilkins Vice Chair: Vicky Culver Members: Chris Taylor, Martyn Price

Disadvantaged children progress and attainment at the point of lock-down 2020.

YR							
% of disadvantaged children entering YR with development in line with CA	Com & Lang	Physical	PSED	Literacy	Maths	UTW	AED
	10%	20%	10%	0%	10%	0%	10%
% of disadvantaged children on track to achieve the ELGs at the time of lock-down	Com & Lang	Physical	PSED	Literacy	Maths	UTW	AED
	33%	30%	30%	20%	25%	30%	40%
% of disadvantaged children on track to achieve a GLD at the point of lock-down.	20%						
Y1							
% of disadvantaged children on track to end Y1 achieving ARE at the point of lock-down	Reading		Writing			Maths	
	35%		30%			42%	
% of disadvantaged children on track to pass the Y1 phonics screening at the point of lock-down	61%						
Y2							
% of disadvantaged children on track to achieve ARE at the point of lock-down	Reading		Writing			Maths	
	32%		28%			39%	

Strategy aims for disadvantaged children 2020-2021:

Priority 1:	Ensure staff in school and in the nursery identify potential barriers to learning early and working in partnership with parents, plan, deliver and evaluate the impact of intervention strategies, Ensure staff in nursery & school carry out comprehensive assessments on return to school to identify gaps in learning & plan catch up strategies.
Key Actions:	<ul style="list-style-type: none"> • Carry out comprehensive assessments on all aspects of children's development , identify gaps in learning & plan catch up intervention programmes . • Maintain termly Teacher & TA meetings in school and Early Years Practitioner & leader & SENCO meetings in nursery to share information and assessments, plan and review intervention programmes. • Arrange structured conversations with parents where their child's progress is a cause for concern three times a year to share information & agree intervention strategies & support for home and school • Provide TA support in YR to facilitate daily intervention programmes.

	<ul style="list-style-type: none"> • YR team to take part in the Nuffield Early Language Programme. Daily language intervention groups. • Provide additional TA support in Y1 & Y2 to lead reading catch up interventions • Provide SEN TA support for 2 mornings a week to focus on language and communication development in YR & Y1 • Provide SENCO time for 2 sessions a week in nursery to role model and work directly with children • Establish a sensory play/ nurture room in Y2 for children with complex social and emotional difficulties. • Provide 15 minutes a day lunchtime supervisor time for additional 1 to 1 reading support for children who are not supported with reading at home. • Provide Play Therapy for the equivalent of 0.5 a week for children in Y1 & Y2 who are at risk of not making progress due to their low emotional well-being. • Provide additional support for children at lunchtime to ensure they are safe. • Curriculum leaders to complete learning pathways for all subjects to provide learning which is carefully sequenced for all 2-7 year olds, ambitious and builds on prior learning.
Barriers to learning this priority addresses	<ul style="list-style-type: none"> • Children returning to school and nursery in September 2020 following lock-down with gaps in their learning. • Children entering nursery & school with communication & Language development below their chronological ages. • Children in Y1 & Y2 whose speaking & listening difficulties are having a negative impact on their progress and attainment and their behaviour. • Children entering nursery and school with PSED below that of their chronological ages. • Children in KS1 whose low self-esteem, low levels of emotional well-being and poor behaviour are having a negative impact on their progress and attainment. • Children who have poor relationships with their parents, where there are attachment issues. • Parents who lack confidence in supporting learning at home. • Parents who lack confidence in managing behaviour difficulties at home.
Projected Spending	£22,000
Monitoring	<ul style="list-style-type: none"> • Termly reporting to Narrowing the Gap committee • Termly pupil progress review meetings to monitor children's progress and attainment & completion of detailed provision map • Termly monitoring of intervention programmes & evaluation of impact.
Priority 2:	Ensure staff in school and nursery prioritise the acquisition of communication and language skills in order to ensure positive emotional well-being and raise attainment across the curriculum.
Key Actions	<ul style="list-style-type: none"> • Talk boost, Time to Talk, Language for Thinking and Language support in place across the school and nursery from term 2 • Talk Boost training for 2 further staff Term 3- LINCS project • Continue to implement Communication Friendly Spaces approach to setting up the learning environment and

	<p>planning opportunities to inspire language and learning of new vocabulary.</p> <ul style="list-style-type: none"> • Play Therapy in place for Y1 & Y2 children who are not meeting their potential due to poor emotional well-being. • Prompt referrals to Speech & Language Therapy. • TA & Teacher termly meetings to plan interventions- nursery & school • Pre-teaching of all new vocabulary- nursery and school • SLT monitoring of adult-child interaction- nursery & YR
Barriers to learning this priority addresses	<ul style="list-style-type: none"> • Baseline assessment completed when children returned to school and nursery in September identified lower levels of communication & language as a result of limited opportunities for play and social interaction with other children and limited opportunities to take part in family trips and excursions. • Children entering nursery & school with communication & Language development below their chronological ages. • Children in Y1 & Y2 whose speaking & listening difficulties are having a negative impact on their progress and attainment. • Children entering nursery and school with PSED below that of their chronological ages. • Children in KS1 whose low self-esteem, low levels of emotional well-being and poor behaviour are having a negative impact on their progress and attainment. • Children who have poor relationships with their parents.
Projected Spending	£19,500
Monitoring	<ul style="list-style-type: none"> • Termly reporting to Narrowing the Gap committee • Termly pupil progress review meetings to monitor children's progress and attainment & complete detailed provision map. • Termly monitoring of intervention programmes & evaluation of impact.

Teaching priorities for the current academic year:

EYFS	All children to make excellent progress from their individual starting points in the nursery and in school. Ensure more children enter YR school ready and the % of children achieving a GLD rises from 35% in 2019 to ... in 2021 based on baseline assessments.
Key Stage 1	All children to make excellent progress from their individual starting points in Y1 & Y2 Ensure the % of children passing the phonics screening test in Y1 & Y2 is at least in line with local and national figures. Ensure attainment at the end of Y2 is in line with local and national figures.
Other	Improve the learning journeys for all children by developing a whole site transition strategy and implement through partnership working with Park Junior School so all children make a successful transition.