



Gomer Infant School

Pupil Premium Strategy 2020-2021

At Gomer Infant School we have high expectations of achievement for all our children. We constantly seek to provide a safe, nurturing, happy environment in which **all** children can shine. 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 and their peers by ensuring that funding reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However they will be held accountable for how they have used the additional funding to support pupils. The Pupil Premium is allocated to children from low income families who are currently known to be eligible for free school meals (FSM), or have been in the last six years and children who have been looked after by the Local Authority. There is also a Pupil Premium for children whose parents are currently, or have recently served, in the Armed Forces.

From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure that they make good or better progress.

There is no single strategy or intervention which provides a complete solution to narrowing the gap for all children. We therefore employ a three tiered approach to our Pupil Premium spending model in order to improve teaching and ensure that the needs of all children are accurately assessed and addressed. This includes ensuring all teacher are supported to keep improving through professional development and training, targeted interventions which are planned specifically to meet the needs of individuals and thirdly wider strategies including addressing non-academic barriers such as attendance, social and emotional need and behaviour. Decisions on how to deploy the Pupil Premium Grant in this way are based on the context of the school and rigorous assessment of the needs of the children.



Through targeted interventions we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on children's achievement and well-being.

Gomer Infant School PUPIL PREMIUM STRATEGY 2020-2021

Amount of Pupil Premium funding received 2020-2021

Academic Year	2020/2021	PP Budget	£43,040 (£4,800 of which is Service Children PP)	Date of Review	January 2021
TOTAL No of Pupils	180	January 2020 census		Date of next review	January 2022
		Free School Meals (incl ever 6)	22		
		Services (incl ever 5)	16		
		LAC or post LAC	4		

Current Attainment

Whole School Attainment 2019/20	Pupils eligible for PP	National Average
% achieving expected standard or above in reading	No data collected due to COVID 19 Pandemic	No data collected due to COVID 19 Pandemic
% achieving expected standard or above in writing	No data collected due to COVID 19 Pandemic	No data collected due to COVID 19 Pandemic
% achieving expected standard or above in maths	No data collected due to COVID 19 Pandemic	No data collected due to COVID 19 Pandemic
	Yr R Pupils eligible for PP	National Average
% achieving GLD at the end of Yr R	No data collected due to COVID 19 Pandemic	No data collected due to COVID 19 Pandemic



Identified barriers to educational achievement

Gomer Infant School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to a rich language environment.
- Low attainment on entry to school.
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- Attendance
- Parental engagement with school - especially at information and curriculum workshops, reading with children and completion of homework
- Social and emotional needs which may affect behaviour and cause barriers to learning.
- Attachment and trauma experienced in early childhood.
- Low self esteem and lack of resilience.
- Turmoil and instability within the home.
- Health, including mental health of adults within the home.
- Low income and financial difficulties.
- Lack of suitable accommodation for example families living in hostels.
- Emotional needs and anxieties during periods of transition and deployment, when parents work away from home for long periods.



Key expenditure – how the allocation will be spent

Area of Spend	Focus	Budget Allocation	Intended outcomes – why these approaches were taken
Training – the Effective Deployment of Teaching Assistants.	Professional development	£930	<ul style="list-style-type: none"> To ensure interactions with pupils and improve pupil independence. To support teachers in planning lessons and organising classrooms effectively to maximise the impact of Teaching Assistants.
Training – Kinetic Letters	Professional development	£1510	<ul style="list-style-type: none"> To provide an inclusive, multi-sensory approach to the teaching of writing. To improve children’s letter formation, stamina and fluency in writing.
Every Child a Reader (ECaR) teacher for 1:1 intervention	Reading and writing	£10,235	<ul style="list-style-type: none"> To improve learning outcomes in reading and writing (meeting end of year age-related objectives) To improve pupils confidence in reading and writing To consolidate learning completed in classes – giving time for practise and application of skills
TA led individual and group interventions for literacy and language.	Reading and writing	£7,100	<ul style="list-style-type: none"> To improve learning outcomes in reading, writing and language (meeting end of year age-related objectives) To improved pupils confidence in reading and writing To consolidate learning completed in classes – giving time for practise and application of skills Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning, particularly vocabulary and key concepts.
1 st class@number – TA led group intervention for maths	Mathematics	£3,000	<ul style="list-style-type: none"> To improve learning outcomes in maths (meeting end of year age-related objectives) To improve pupils confidence in maths To consolidate learning completed in classes – time for practise and application of skills Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning, particularly mathematical vocabulary and key concepts.
Nurture and Social groups	Personal and social	£2650	<ul style="list-style-type: none"> To provide dedicated time and support (1:1 and group) to help build pupils emotional development



			<ul style="list-style-type: none"> To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom
Attachment and Trauma training for all staff working towards accreditation for the school.	Professional development.	£1750	<ul style="list-style-type: none"> To ensure all staff are aware of the needs of children who have experienced difficulties with attachment and/or trauma. To develop an 'Attachment and Trauma Aware' school. To support staff in identifying needs and employing support strategies.
Resources to support emotional literacy.	Emotional Development	£250	<ul style="list-style-type: none"> To provide comfort corners in all learning areas.
Team Teach training	Personal and social	£325	<ul style="list-style-type: none"> To ensure positive behaviour management strategies emphasising de-escalation and positive handling are used throughout the school.
Employment of a Home School Link Worker	Personal and social	£7,530	<ul style="list-style-type: none"> To support families with a range of family issues such as behaviour, emotional needs and anxieties. To support families in improving their child's attendance and punctuality.
Service Club	Personal and social	£560	<ul style="list-style-type: none"> To provide dedicated time and support (1:1 and group) to support emotional needs and anxieties at times of transition and deployment.
Dad's Club	Personal and social	£750	<ul style="list-style-type: none"> To increase the involvement of key male adults in school. To improve the well being of families and parent/child relationships.
Family Links Nurturing Parenting Group	Personal and social	£1500	<ul style="list-style-type: none"> Evidence based, monitored and evaluated to improve parent / child relationships. To improve parental engagement
Extra curricular clubs, school trips and school uniform	Personal and social	£4950	<ul style="list-style-type: none"> To develop social skills through participation in a range of clubs provided by the school or external providers To broaden experiences and enjoyment of school. To celebrate talent, skills and efforts in non-academic subjects and develop self-confidence To ensure all pupils participate fully in school trips To develop social skills, independence, perseverance and team-work through participation in group activities



How will the school measure the impact of the Pupil Premium?

At Gomer Infant School we measure the impact of the Pupil Premium and the actions taken in the following ways:

- a cycle of data collection, monitoring and tracking of children's attainment – this informs pupil progress and enables the early identification of need, support and appropriate intervention.
- the Inclusion Leader being actively involved in all Pupil Progress Meetings.
- regular attendance meetings to closely monitor attendance and lateness and actions planned where there are concerns
- feedback and evaluations from parents for any support groups run.
- Home School Link Worker annual report to Leadership team.
- pre and post assessments using standardised tests for any interventions run.
- screening tools to assess the impact of emotional support.
- Inclusion Leader report for the Governing Body.