



## 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 teachers 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.



### Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/2021: -

£1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 2. (Ever 6 FSM)

£2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority

£2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order (SGO), a child arrangements order or a residence order

£310 per service family child. Funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria: -

- one of their parents is serving in the regular armed forces - they have been registered as a 'service child' in the school census (Ever 6)
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

From September 2020 £80 per pupil 'Catch Up' Premium to support pupils to 'catch up' due to the COVID 1-9 pandemic.

### Pupil Premium Strategic Principles:

Our building blocks for tackling educational disadvantage

#### **Whole-school ethos of attainment for all**

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

#### **Addressing behaviour and attendance**

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.



**High quality teaching for all**

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with those disadvantaged pupils who are facing learning barriers.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

**Meeting individual learning needs**

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented with high level of support throughout.

**Data-driven**

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones.

Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress should lead to higher attainment within an academic year and key stages.

**Clear, responsive leadership**

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

**Deploying staff effectively**

All staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils. Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

**Gomer Infant School PUPIL PREMIUM STRATEGY 2020-2021**

**Amount of Pupil Premium funding received 2020-2021**

<b>Academic Year</b>	2020/2021	<b>Pupil Premium Budget</b>	£52,290	<b>Date of Reviews</b>	April 2021
<b>TOTAL No of Pupils</b>	180	<b>January 2020 census</b>			
		Free School Meals (incl ever 6)	22 children - £29,590		



	Services (incl ever 5)	16 children - £4,960	
	LAC or post LAC	4 children - £9,380	
	Catch Up Premium	179 children - £8,360	From September 2020

### 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"> <li>• To ensure interactions with pupils and improve pupil independence.</li> <li>• To support teachers in planning lessons and organising classrooms effectively to maximise the impact of Teaching Assistants.</li> </ul>
Training – Kinetic Letters	Professional development	£1510	<ul style="list-style-type: none"> <li>• To provide an inclusive, multi-sensory approach to the teaching of writing.</li> <li>• To improve children’s letter formation, stamina and fluency in writing.</li> </ul>
Every Child a Reader (ECaR) teacher for 1:1 intervention	Reading and writing	£10,235	<ul style="list-style-type: none"> <li>• To improve learning outcomes in reading and writing (meeting end of year age-related objectives)</li> <li>• To improve pupils confidence in reading and writing</li> <li>• To consolidate learning completed in classes – giving time for practise and application of skills</li> </ul>
TA led individual and group interventions for literacy and language.	Reading and writing	£7,100	<ul style="list-style-type: none"> <li>• To improve learning outcomes in reading, writing and language (meeting end of year age-related objectives)</li> <li>• To improved pupils confidence in reading and writing</li> </ul>



			<ul style="list-style-type: none"> <li>To consolidate learning completed in classes – giving time for practise and application of skills</li> <li>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.</li> </ul>
1 <sup>st</sup> class@number – TALE led group intervention for maths	Mathematics	£3,000	<ul style="list-style-type: none"> <li>To improve learning outcomes in maths (meeting end of year age-related objectives)</li> <li>To improve pupils confidence in maths</li> <li>To consolidate learning completed in classes – time for practise and application of skills</li> <li>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.</li> </ul>
Nurture and Social groups	Personal and social	£2650	<ul style="list-style-type: none"> <li>To provide dedicated time and support (1:1 and group) to help build pupils emotional development</li> <li>To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom</li> </ul>
Attachment and Trauma training for all staff working towards accreditation for the school.	Professional development.	£1750	<ul style="list-style-type: none"> <li>To ensure all staff are aware of the needs of children who have experienced difficulties with attachment and/or trauma.</li> <li>To develop an ‘Attachment and Trauma Aware’ school.</li> <li>To support staff in identifying needs and employing support strategies.</li> </ul>
Resources to support emotional literacy.	Emotional Development	£250	<ul style="list-style-type: none"> <li>To provide comfort corners in all learning areas.</li> </ul>
Team Teach training	Personal and social	£325	<ul style="list-style-type: none"> <li>To ensure positive behaviour management strategies emphasising de-escalation and positive handling are used throughout the school.</li> </ul>
Employment of a Home School Link Worker	Personal and social	£7,530	<ul style="list-style-type: none"> <li>To support families with a range of family issues such as behaviour, emotional needs and anxieties.</li> <li>To support families in improving their child’s attendance and punctuality.</li> </ul>
Service Club	Personal and social	£560	<ul style="list-style-type: none"> <li>To provide dedicated time and support (1:1 and group) to support emotional needs and anxieties at times of transition and deployment.</li> </ul>
Dad’s Club	Personal and social	£750	<ul style="list-style-type: none"> <li>To increase the involvement of key male adults in school.</li> <li>To improve the well being of families and parent/child relationships.</li> </ul>



Family Links Nurturing Parenting Group	Personal and social	£1500	<ul style="list-style-type: none"> <li>• Evidence based, monitored and evaluated to improve parent / child relationships.</li> <li>• To improve parental engagement</li> </ul>
Extra curricular clubs, school trips and school uniform	Personal and social	£4950	<ul style="list-style-type: none"> <li>• To develop social skills through participation in a range of clubs provided by the school or external providers</li> <li>• To broaden experiences and enjoyment of school.</li> <li>• To celebrate talent, skills and efforts in non-academic subjects and develop self-confidence</li> <li>• To ensure all pupils participate fully in school trips</li> <li>• To develop social skills, independence, perseverance and team-work through participation in group activities</li> </ul>
'Catch-up' teaching and learning additional staffing in each year group to enable small group and individual learning	Phonics, reading and writing	£8,360	<ul style="list-style-type: none"> <li>• To improve learning outcomes in phonics, reading and writing</li> <li>• To assess and analysis data - gap analysis</li> <li>• To provide dedicated time and support (1:1 and groups)</li> <li>• To improve pupils confidence in phonics, reading and writing</li> <li>• To consolidate learning completed during home learning periods</li> </ul>

### 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.