

Pupil Premium Strategy Statement

Pound Hill Infant Academy 2020-21



What is the pupil premium?

- The pupil premium is a sum of money given to schools each year to support:
 - Raising the attainment of disadvantaged pupils of all abilities to reach their potential
 - Children and young people with parents in the regular armed forces

Why do schools receive this?

- Research shows that children who are in low income families do less well than those who are not. They sometimes face challenges such as poor language skills, less family support and issues with attendance and punctuality. The extra funding is intended to directly benefit those pupils who are eligible.

Your child is eligible if he or she:

- Has qualified for free school meals at any point in the last six years
- Has been looked after under local authority care for more than one day, been adopted from care or has left care
- Has a parent in the regular armed forces

How is it spent?

- Academies can choose how to spend the money for the educational benefit of the pupils of the academy
- Schools are accountable for how they spend the money and Ofsted will report on the attainment and progress of disadvantaged pupils who attract the pupil premium during an inspection

How do we ensure that our spending is effective?

- Through regular monitoring of student data
- By evaluating and reviewing our strategy
- By keeping abreast of research and developments and being proactive in our approach to implementing new strategies
- By not being afraid to change a strategy that isn't working

Note:

- All children in Reception, Year 1 and year 2 now have free school meals, but may not be eligible for the pupil premium funding unless they qualify under low income-based criteria


Pupil Premium Strategy Statement:

1. Summary Information: Current					
Academy: Pound Hill Infant Academy					
Academic Year	2020/21	Total PP budget	£29040	Date of most recent PP review	September 2020
Total number of pupils	270	Number of pupils eligible for PP	21	Date of next review	September 2021

2. Barriers to future achievement – internal factors
<ul style="list-style-type: none">• Covid-19 partial academy closure and then partial reopening during 2019-20 academic year resulted in all pupils entitled to the Pupil Premium Grant having restricted provision available to them.• Pupils have specific gaps within their phonological awareness that require additional intervention• Pupils have specific gaps within their mathematical understanding that require additional intervention• Pupils entitled to the Pupil Premium grant increasingly demonstrate complex emotional and behavioural needs which challenge the Academy's capacity to support them.• Whole school awareness of the needs of pupils entitled to the Pupil Premium grant requires further focus, building on previous work completed during 2019-20.• Behaviour incidents can be more frequent amongst pupils entitled to the Pupil Premium grant. This is particularly evident during unstructured times of the school day.• Attendance of pupils entitled to the Pupil Premium grant requires close monitoring, to ensure children are in school on time every day.

3. Barriers to future achievement – external factors
<ul style="list-style-type: none">• The academy is fully aware of the impact of Covid-19, the academy's partial closure and partial re-opening of the academy during 2019-20. Whilst every effort was made to maintain contact with children deemed vulnerable (whether they continued to attend the academy or not, from 20th March 2020) the academy is fully aware of the potential trauma experienced by pupils entitled to the Pupil Premium Grant.• Many pupils entitled to the Pupil Premium grant have experienced trauma before entry to the academy. This can have an ongoing impact on their development; emotional well-being and family life.• In the main, pupils entitled to the Pupil Premium Grant present with a lower level of conceptual understanding on entry. On entry, pupils entitled to the Pupil Premium Grant typically demonstrate limited receptive and expressive language skills. They also can demonstrate a reduced ability to focus due to limited attention and listening skills compared to their chronological peers.• Low attendance – regular absence or late arrival impacts upon pupil's ability to access their learning and have every opportunity to fulfil their potential.• Economic hardship impacts upon a family's ability to offer pupils a range of enriching opportunities and experiences. The impact of Covid-19 has impacted on this further.

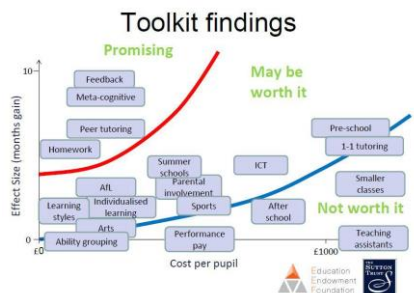
4. How we will spend the funding and why:

Amount and what will we spend it on?	Why:	How will we know we are successful?
<p>All staff are to receive, and participate in, professional development opportunities focussed on Quality First Teaching principles and the importance of providing effective feedback to pupils, but a particular focus should be on children entitled to the Pupil Premium grant.</p> <p>Allocated costings: £3000</p>	<p>Hornby (2015 p.2) suggests that Inclusive education ‘encompasses the process of school transformation and a focus on children’s entitlement and access to education.’ There is a need within the academy for consistency and effective provision for pupils entitled to the Pupil Premium Grant. Staff’s understanding of the Quality First Teaching principles are fundamental for this to be achieved. This is also based on wider research:</p>  <p>The graph 'Toolkit findings' plots 'Effect Size (months gain)' on the y-axis (0 to 10) against 'Cost per pupil' on the x-axis (£0 to £1000). Interventions are categorized into three regions: 'Promising' (top-left), 'May be worth it' (middle), and 'Not worth it' (bottom-right). 'Promising' includes Feedback, Meta-cognitive, Peer tutoring, and Homework. 'May be worth it' includes Summer schools, Parental involvement, ICT, and 1-1 tutoring. 'Not worth it' includes Learning styles, Ability grouping, Aft, Individualised learning, Sports, Performance pay, After school, Smaller classes, and Teaching assistants.</p>	<p>Ultimately the success of this rests in the impact in pupil attainment and progress relative to their initial starting point. This begins with ensuring that the pupils entitled to the Pupil Premium grant are settled within the academy and demonstrate a readiness to learn. The success of this will be supported through:</p> <ul style="list-style-type: none"> ➤ SLT restructure to enable both Assistant Principals time to develop the Quality First Teaching project across the academy. ➤ Staff training and coaching ➤ Use of Iris clips ➤ Professional visits ➤ Regular monitoring by the Senior Leadership Team.
<p>Additional pupil support enabling staff to deliver further reading, phonics groups and writing workshops (that include identified pupils entitled to the Pupil Premium Grant) to further increase the number of pupils achieving the expected standard or greater, in phonics, reading and writing, by the end of Key Stage 1.</p> <p>Allocated costings: £10000</p>	<p>During 2019-20, and the impact of the closure of the academy due to COVID-19, pupil attainment and progress in core subject areas was redirected to focus on the emotional and pastoral support for pupils entitled to the Pupil Premium Grant. As a result, in 2020-21, the academy feels significant catch-up provision is required to close the gap in any lost learning.</p>	<ul style="list-style-type: none"> • Teaching staff and key support staff to be trained in Sounds~Write (Phonics programme). • Access to greater number of phonics books and Bug Club to access in the academy and at home. • Evidence of differentiated tasks in teacher’s planning. • Pupil engagement in phonics, reading and writing workshops increased. • Evidence in pupil class books across all subjects • Monitoring through half termly Pupil Progress meetings with the class teacher and termly progress meetings with inclusion team. Evidence in the intervention planning to support this progress. • Evidence in pupil books of the work completed in this intervention

4. How we will spend the funding and why:		
Amount and what will we spend it on?	Why:	How will we know we are successful?
		<ul style="list-style-type: none"> • Records and logs of this intervention • Higher percentage of pupils entitled to the Pupil Premium Grant achieving the expected standard in phonics, reading and writing by the end of Key Stage 1.
<p>Staffing for Nurture Provision – play therapy and Welfare Officer</p> <p>Allocated costings: £5000</p>	<p>We have identified that many pupils entitled to the Pupil Premium Grant have experienced trauma within their short lives. Consequently, they are prone to added stress and anxieties that are rooted in feelings about their home life and/or in school. The well-being and therapeutic approaches, within the nurture provision, offer these pupils allows them time to talk; feel valued; improve their social communication; and feel ready to learn.</p>	<p>Effectiveness of this provision can be measured through:</p> <ul style="list-style-type: none"> • Staff training in 5 losses and the Empowerment approach • The engagement of the children in their lessons and the academic progress they make (Identified through pupil interviews, SLT observations, Target Tracker). • Identified pupils entitled to the Pupil Premium Grant, in agreement with their parents, are to have access to play therapy provision by a trained Play Therapist working within the academy. • The reduction in behavioural incidences involving pupils entitled to the Pupil Premium Grant. This can be evidenced through the analysis of the Behaviour Logs at playtime and lunchtimes to establish the frequency of any disagreements with their peers. • Liaison with parents as to how they feel their child(ren) is/are progressing both emotionally and academically. • Attendance of our pupil Premium children is targeted to be at/above 97%.
<p>Provision for extra-curricular activities for pupils entitled to the Pupil Premium grant</p> <p>Allocated costings: £2500</p>	<p>Pupils entitled to the Pupil Premium grant should have every opportunity to participate in any extracurricular club of their choice.</p>	<p>Parents of pupils entitled to the Pupil Premium grant inform the Academy office if payment for a club would prohibit the pupil from attending. The office staff, with agreement from the Principal, determine whether a full payment</p>

4. How we will spend the funding and why:		
Amount and what will we spend it on?	Why:	How will we know we are successful?
		or subsidy be paid on behalf of the Academy.
<p>Subsidising school trips to support families of children entitled to the Pupil Premium Grant</p> <p>Allocated costings: £2500</p>	<p>Pupils entitled to the Pupil Premium grant should have every opportunity to participate in any school trip organised by the school or locality.</p>	<p>Parents of pupils entitled to the Pupil Premium grant inform the Academy office if payment for a trip would prohibit the pupil from attending. The office staff, with agreement from the Principal, determine whether a full payment or subsidy should be paid on behalf of the Academy. All pupils entitled to the Pupil Premium grant attended trips organised through the school.</p>
<p>For this academic year, access to an academy uniform bundle for each pupil entitled the Pupil Premium Grant.</p> <p>£2000 The academy uniform bundle will include: September 2020: Academy sweatshirt/cardigan Academy t-shirt x2 Academy PE shorts Academy PE bag Academy book bag</p> <p>Easter 2021: x2 further academy t-shirts.</p> <p>Parents/Carers of pupils entitled to the Pupil Premium Grant are aware that they can request a meeting with the Principal if further support with uniform and appropriate school footwear is required.</p>		

5. Review of the impact of funding for the previous academic year			
Academic Year	2019/20	Total PP budget	28020
Total number of pupils	270	Number of pupils eligible for PP	19

What we spent the funding on and why		
What we spent it on?	Why:	Impact:
<p>All staff are to receive, and participate in, professional development opportunities focussed on Quality First Teaching principles and the importance of providing effective feedback to pupils.</p>	<p>Hornby (2015 p.2) suggests that Inclusive education ‘encompasses the process of school transformation and a focus on children’s entitlement and access to education.’ There is a need within the academy for consistency and effective provision for pupils entitled to the Pupil Premium Grant. Staff’s understanding of the Quality First Teaching principles are fundamental for this to be achieved. This is also based on wider research:</p>  <p>The chart 'Toolkit findings' plots 'Effect Size (months gain)' on the y-axis (0 to 10) against 'Cost per pupil' on the x-axis (0 to £1000). Interventions are categorized into three groups: 'Promising' (top left), 'May be worth it' (middle), and 'Not worth it' (bottom right). 'Promising' includes Feedback, Meta-cognitive, Peer tutoring, Homework, and AIL. 'May be worth it' includes Learning styles, Individualised learning, Ability grouping, Summer schools, Parental involvement, Sports, RCT, After school, and Performance pay. 'Not worth it' includes Pre-school, I-1 tutoring, Smaller classes, and Teaching assistants. Logos for Education Endowment Foundation and Sutton Trust are at the bottom.</p>	<p>Whilst the beginnings of this project was undertaken in 2019-20, the partial closure and then partial re-opening, due to COVID-19, meant the academy’s focus was redirected to emotional and pastoral support for pupils entitled to the Pupil Premium Grant.</p> <p>The development of Quality First Teaching Principles across the academy will continue in 2020/21.</p>
<p>Additional pupil support enabling staff to deliver phonics groups and writing workshops (that include identified pupils entitled to the Pupil Premium Grant) to further increase the number of pupils achieving the expected standard or greater, in phonics, reading and writing, by the end of Key Stage 1.</p>	<p>Percentage of Pupils entitled to the Pupil Premium grant making four steps or more progress expected during 2018-19:</p> <p>Reading:</p> <p>Phonics:</p> <p>Writing: 94%</p>	<p>During 2019-20, and the impact of the closure of the academy due to COVID-19, pupil attainment and progress in core subject areas was redirected to focus on the emotional and pastoral support for pupils entitled to the Pupil Premium Grant. As a result, in 2020-21, the academy feels significant catch-up provision is required to close the gap in any lost learning.</p> <p>By July 2020, 11 teaching staff have been trained in Sounds~Write and the Sounds~Write programme has been rolled out across the academy. To further support this phonics provision, Phonics books have been purchased to support the children’s phonological awareness and development across the codes taught and with the intention to further develop their love of reading.</p>
<p>Provision for extra-curricular activities for pupils entitled to the Pupil Premium grant</p>	<p>Pupils entitled to the Pupil Premium grant should have every opportunity to participate in any extracurricular club of their choice.</p>	<p>Parents of pupils entitled to the Pupil Premium grant inform the Academy office if payment for a club would prohibit the pupil from attending. The office staff, with agreement from the</p>

What we spent the funding on and why		
What we spent it on?	Why:	Impact:
		Principal, determine whether a full payment or subsidy be paid on behalf of the Academy.
Subsidising school trips to support families of children entitled to the Pupil Premium Grant	Pupils entitled to the Pupil Premium grant should have every opportunity to participate in any school trip organised by the school or locality.	Parents of pupils entitled to the Pupil Premium grant inform the Academy office if payment for a trip would prohibit the pupil from attending. The office staff, with agreement from the Principal, determine whether a full payment or subsidy should be paid on behalf of the Academy. All pupils entitled to the Pupil Premium grant attended trips organised through the school.
School Uniform subsidy	School uniform helps create cohesion within the school. PP children are offered a school sweatshirt on starting school. Correct school uniform helps reduce social exclusion. Having correct PE kit increases attendance on days when PE is undertake	Reduction in the number of pupils entitled to the Pupil Premium Grant missing PE due to lack of kit. Pupils are proud of their uniform, and it creates an increased sense of cohesion within the academy.

5.1 Review of the impact of funding for the previous academic year

Academic Year	2018/19	Total PP budget	28020
Total number of pupils	270	Number of pupils eligible for PP	19

What we spent the funding on and why					
What we spent it on?	Why:	Impact:			
Pupils eligible for the Pupil Premium Grant (and their peers) received additional in-class and small group support for reading, phonics and writing development across the academy (Inclusive of the development of fine motor skills where appropriate)	Year One phonics outcomes for 2017-18 for pupil entitled to Pupil Premium Grant was below that of all pupils.	National 2018	Academy 2018	National 2019	Academy 2019
		81	82	83	88
		The above table demonstrates a 6% increase in the attainment of pupils achieving the expected standard in the year 1 phonics check. For 2019, 30% of pupils entitled to the pupil premium grant achieved the expected standard for phonics.			
The provision of additional staffing in mathematics to provide high quality focused interventions to close the attainment gap between children entitled	Historically attainment on entry into Early Years for children entitled to Pupil Premium funding is judged below and often significantly below expected for mathematics.	National 2018	Academy 2018	National 2019	Academy 2019
		76	70	76	77
		The above table demonstrates a 7% increase in the attainment of pupils achieving the expected standard in maths at the end of Key Stage 1.			

What we spent the funding on and why		
What we spent it on?	Why:	Impact:
to the Pupil Premium Grant and their peers	The percentage of children entitled to Pupil Premium funding meeting the end of Key Stage expectations in maths was lower than all pupils	40% of pupils entitled to the pupil premium grant, in 2019, achieved the expected standard in maths.
Provision for extra-curricular activities for pupils entitled to the Pupil Premium grant	Pupils entitled to the Pupil Premium grant should have every opportunity to participate in any extracurricular club of their choice.	Parents of pupils entitled to the Pupil Premium grant inform the Academy office if payment for a club would prohibit the pupil from attending. The office staff, with agreement from the Principal, determine whether a full payment or subsidy be paid on behalf of the Academy.
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Outcomes:

2019/20: Please note, due to COVID-19 and the partial closure of the academy and following the government's announcement that all summative judgements and testing was suspended for this academic year, no data is available for disclosure.

2018/19

End Key Stage 1:		
	<i>Pupils eligible for PP (out of 10)</i>	<i>Others: pupils not eligible for PP (national)</i>
% reaching expected standard Reading	20% (2)	73 (75)
% reaching expected standard Writing	20% (2)	63 (70)
% reaching expected standard Maths	20% (2)	77 (76)

End EYFS:		
	<i>Pupils eligible for PP (out of 5)</i>	<i>Others: pupils not eligible for PP – national</i>
% reaching Good level of Development: GLD	40% (2)	

Attendance:		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP (national)</i>
Academic year 2018-19	93.47%	76 (72)