

## Pupil premium strategy statement

School overview	
School name	Brook Infant School
Academic year covered	2020-2021
Total number of pupils on roll	170
Publish date	September 2020
Review date	July 2021
Pupil premium lead	Mrs Jack Sexton
Governor lead	Mr Grant Taylor
Head Teacher	Mrs Sarah Cox

Current performance			
Percentage of disadvantaged pupils	13.6%		
Pupil premium grant allocation amount	£13,105		
Percentage of disadvantaged pupils who passed Y1 phonics test in 2019 (no data from 2020 due to COVID 19)	25%		
Percentage of disadvantaged pupils who passed Y2 phonics test in 2019 (no data from 2020 due to COVID 19)	100%		
	Reading	Writing	Maths
Percentage of disadvantaged pupils attaining Y2 expected standard in 2019 (as no 2020 data)	33%	33%	33%
Percentage of disadvantaged pupils attaining Y2 greater depth standard in 2019 (as no 2020 data)	33%	33%	0%
Steps progress made from starting point by Y2 disadvantaged pupils in 2019 (as no 2020 data)	11 - 12	12 - 13	9 - 11
Current steps progress from starting point by Y2 disadvantaged pupils	4 - 10	3	5 - 9

## **Pupil premium strategy aims for disadvantaged pupils**

Following many children missing school for up to 6 months during lockdown with COVID 19 we are working with children who have not only missed education but been through a time of uncertainty. Our main focus, as children begin this academic year, is to focus on their emotional wellbeing and readiness to learn. With this in mind we have appointed a Learning Mentor every morning and are widening our use of the woodland area by our school.

Speech and language as well as EAL needs feature in the barriers to learning for our PPG children. We would like to provide extra opportunities for children to access high quality speaking and listening times. This will be through quality first teaching with exciting learning and environmental motivators as well as through targeted interventions. We have focussed on a creative inspiring and motivating curriculum that will draw children in. For some children we will see a raised standard score in their receptive language. For others we will see more confident speaking and listening throughout their play and learning.

Focus/concentration and maintaining attention is a factor for many. We will be providing additional smaller group opportunities with the class teacher to enable them to engage with learning and gain the most from it. We will also be providing opportunities such as woodland skills naturally heightening children's need to listen, attend and follow instructions. We want to see these skills then transferring into the classroom.

A need to develop Fine Motor Skills is holding back some of our PPG children. This will be addressed through Woodland Skills, small groups and a stronger emphasis in our continuous curriculum.

It is also appropriate to work on relationships with peers for some and this will be addressed by our new Learning Mentor. We would like to see the children be able to address worries and concerns and be guided to finding strategies to help improve this.

Alongside this the Class Teachers and TA's will be focussing on increasing the children's progress rate in writing and bringing them all on track in reading, writing and maths.

## **Spending priorities and rationale for the current academic year**

### Teaching priorities

We have a great resource in our highly skilled teachers. We will release each teacher, alongside our Inclusion Manager, to meet with parents of PPG children twice a year to plan and review specific outcomes at a cost of £211.40.

Due to the catch up needed following lockdown, the needs in the classes are diverse so we would like to provide more opportunities for our teachers to provide small group support without reducing whole class Quality First Teaching. Year 2 will have 15 children between two adults (one teacher and one class TA) for two afternoons per week to enable this to happen for a term and then Y1 will have this opportunity. The cost for this is linked to 'Wider Strategies.'

### Targeted academic support

We have used £13,000 to enable additional TA time in each class to specifically meet the outcomes identified on Learning Plans for all our PPG children. Our TA's now work across year groups and, with COVID safe bubbles in place, are not able to share their expertise as they were so we want to upskill

many of our adults to be able to run the quality programmes that we know make a difference to our pupils such as First Class at Number and Language Link. We will spend £750 on training another TA in First Class. We will spend £120 on releasing staff to learn Language Link and Read, Write Inc from one another in a safe way. Continue to purchase Language Link at £233.75 to support assessment and planning to meet receptive language needs.

#### Wider strategies

We are employing part of our Learning Mentor through PPG to support the children's SEMH needs in the mornings. We will also fund her to undertake ELSA training at £225. She will also be employed in the afternoons to lead Woodland Skills with the 15 children not in class to develop their wellbeing. Two further TA's will support her with this at a cost of £12,486 funded by catch up money.

#### **Monitoring and implementation**

Data will show the progress acquired due to the targeted group teaching by QFT.

Language skills will raise.

#### **Last year's pupil premium priorities and outcomes (How we spent PPG 2019 – 2020 and the effect)**

**This section could cover what you did last year, what happened and whether you still need to do more work.**

Due to COVID 19 we have no data for the end of the last academic year and not all children spent the whole year in school.

Language Link program enabled us to formally assess children's receptive language and use this information to provide quality targeted language support in school before we closed. We were also then able to provide access to some parent resources when school was not open to all pupils.

PPG Learning Plans enabled us to specifically target the needs of individual children with PPG to ensure we were working on what they needed. As they and parents collaborated with this it was meaningful to them.

Some additional TA support was enabled the first half of the year and helped give them a good start to the year.

The provision of yoga from PE funding during the school day fortnightly for Y2 enabled this year group, who had high SEMH needs to find ways to manage their feelings and find moments of calm. We know that some children took these strategies home with them as this was reported by parents.

During the lockdown we ensured all vouchers and hampers were provided to our families entitled to FSM and whilst this system was being put in place we ensured we provided what they needed.