



Herne Bay Infant School and Seashells Nursery

Pupil Premium Action Plan 2020-2021

Context and Overview:

Here at Herne Bay Infant School we use our pupil premium funding to diminish the difference in achievement of pupils eligible for pupil premium and other pupils. We ensure that the teaching and learning opportunities meet the needs of all pupils, and that appropriate provision is made for all pupils who belong to vulnerable groups. This includes ensuring that the needs of pupils who receive pupil premium funding are adequately assessed and addressed.

Academic Year	2020-2021
Number of Pupils on Rolls	279 School 43 Nursery
Number of Pupils Eligible for Pupil Premium	56 in KS1 (Year 1 and 2 combined) 20 in Year R 76 in school 4 in Nursery (EYPP)
Total for Pupil Premium Grant Current Financial Year	£100,320 (76 x £1320) School £ 1208.40 (4x £302.10) Nursery Total = £101,528.40
Date for Strategy Review	July 2021

Potential Barriers to Learning for some Disadvantaged Pupils:

- COVID changes to Education provided in school
- 40% of children entering Reception below the expected level in most areas of the curriculum
- Lack of exposure to high quality language, both spoken and written
- Poor emotional wellbeing and resilience
- Low attendance and lateness
- Parental expectations, school engagement and commitment to engaging with their child’s education.

Action Plan for Implementing / Developing the Pupil Premium Strategy

Whole School Priorities for Year:

1. Quality of Education	2. Behaviour and Attitudes	3. Personal Development	4. Leadership and Management	5. Early years Education
The Curriculum will develop and support the knowledge and skills children need to achieve.	To ensure behaviour and conduct reflects the school’s high expectations and values.	To develop learner confidence, self-esteem and emotional resilience.	The quality of Leadership and Management will be good with elements of outstanding.	To develop a rich and engaging curriculum that enables all children to achieve and become independent learners.
Milestones Autumn 1- baseline assessments/moderation / target setting and pupil progress meetings.	Milestones Term 2: Review of behaviour for learning in PP- CPOMS review and SLT assessment and monitoring through learning walks	Milestones Term 2: BWP and writing groups in KS1-monitoring progress data Term 4: monitoring of intervention to support social skills/PSHE	Milestones Term 2: Cascaded training for BWP to TA’s Term 4: Monitoring of intervention, teaching and learning for all PP-coaching	Milestones Term 2: TA’ assessments for outdoor provision to established and Indoor provision is well resourced.

<p>Term 4/Spring 2: Moderation and pupil progress meeting At least 40% of Year 1 PP pupils are on track to pass the phonic screening.</p> <p>Term 6/ Summer 1 Moderation and pupil progress meeting 60% of PP children will pass the phonics screening. Disadvantaged pupils achieving the expected standard in Year 2 65% Reading, 50% Writing and 65% Maths</p>	<p>Term 4:as above Term 6:as above</p>	<p>Term 1,3 and 5: Leuven scores showing impact of wellbeing and involvement for PP children.</p>	<p>Term 6: Monitoring of intervention, teaching and learning for all PP-coaching</p>	<p>Evidence me used as a monitoring and assessment tool-monitored and moderated.</p> <p>Term 4: Indoor and outdoor provision is good, engaging and supporting all Teaching and learning</p> <p>Term 6: The gap between all PP children reaching GLD and PP children reaching GLD will be no more than 5%</p>
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How these priorities directly link to diminishing any differences for disadvantaged pupils based on their potential barriers for learning:

Priority	Provision	Costing/Resources	Success Criteria	Monitoring and Evaluation		
				Who?	When?	What
1.A greater proportion of disadvantaged children leave EYFS at age	<ul style="list-style-type: none"> Professional development for staff focusing on curriculum 	<p>No cost (Class Ta and DHT to cover).</p> <p>Evidence Me CPD-no cost ADHT to lead.</p>	PP children making comparative/accelerated progress through the EY profile	SLT	Termly	<ul style="list-style-type: none"> Pupil Progress Meetings Lesson Observations Book Monitoring Data

<p>related and all PP children make strong progress.</p>	<p>development and developing learning resilience</p> <ul style="list-style-type: none"> Coaching, quality first teaching -SLT <p>Block monitoring and rolling monitoring led by ADHT)</p>	<p>Subscription for Evidence Me £1000 over two years.</p> <p>BWP training for 1:1 intervention TA's (Year 1 and 2) BWP training for new staff EYFS.</p> <p>BRP for new staff- Reading lead to baseline and monitor 1 day of supply cover a term.</p>	<p>PP children on track to meet end of year targets PP children not on track to meet age related attainment can show closing the gap</p> <p>Improved self-esteem and attitudes to learning.</p> <p>A broad and balanced curriculum that meets that meets the needs of all children.</p>			<ul style="list-style-type: none"> ➤ Provision Maps/Meetings ➤ TA meeting/monitoring of BWP/BRP
<p>2. Improve language skills of pupils eligible for PP in Reception and Key Stage 1 and ensure pupils make good progress according to their starting points.</p>	<ul style="list-style-type: none"> Focused speech and language support by trained higher level teaching assistant. Additional phonics pack for EYFS PP home learning support Sing and sign for Nursery and 	<p>£5, 806 Nursery SENCO in Yr R £5,800 HLTA in Yr 1 and 2.</p> <p>Oxford Owl phonics flash card pack x 30 £6.99 per pack £209.70</p> <p>Approx £130 a term £11,938 1 day and 2 afternoons</p>	<p>PP children not on track to meet age related attainment can show closing the gap.</p> <p>Progress through speech link.</p> <p>Improved reading and writing outcomes for PP children.</p> <p>Improved pass rate for PP children with the phonics screening test.</p>	<p>SLT Reading Subject Leader</p> <p>Writing subject Leader</p>	<p>Termly</p>	<ul style="list-style-type: none"> ➤ Pupil Progress Meetings ➤ Lesson Observations ➤ Book Monitoring ➤ Data ➤ Provision Maps/Meetings

	<p>identified groups in Year R</p> <ul style="list-style-type: none"> • BRP-Reading recovery program. Better Reading Partnership • BWP-Better Writing Partnership, confidence in writing • Funky phonics club to improve phonic skills. 	<p>£3,138 8 TA's 3 x 20 min plus 1 TA x 5 hours.</p> <p>HLTA 2 x weekly £648</p> <p>TA x 3 sessions per week for 2 terms</p>				
<p>3. Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths so they are more in line with non-disadvantaged nationally.</p>	<ul style="list-style-type: none"> • Specific and high-quality teacher led interventions in Year 2 for targeted pupil premium children. • Pre – teach interventions. • RWI small group interventions. 	<p>£14, 083 HLTA cover to release class teachers over the course of the year.</p> <p>£4,300 2 TA's 2 x 20 mins per week</p> <p>£4,874 2 TA's x 3 afternoons (13.5 hours) in Yr 1,</p> <p>£4,874 2 TA's x 3 afternoons (13.5 hours) in Yr 2,</p>	<p>PP children not on track to meet age related attainment can show closing the gap.</p> <p>PP children to make PP comparative/accelerated Progress.</p>	<p>SLT Reading English Maths Subject leaders</p>	<p>Termly</p>	<ul style="list-style-type: none"> ➤ PP Meetings ➤ Lesson Observations ➤ Book Monitoring ➤ Data

<p>4. Improve children's learner confidence, self-esteem and emotional resilience.</p>	<ul style="list-style-type: none"> • Termly enrichment clubs and activities at lunchtime and after school. (beach walks-recycling) • School Games Partnership activities and competitions • Social skills groups, • clever hands • sensory circuits 	<p>Class teachers to lead sessions at lunchtime and after school £5,000 for enrichment experiences. £13,964 (1.5 days)</p> <p>See Sports Premium Plan</p> <p>£3,384 8 TA 3 x 20 mins per week £2,700 2 TA's x 30mins 5 mornings.</p>	<p>Staff will have a greater understanding of Learning Powers and will be able to inspire children to utilise skills of concentration, resilience, curiosity, concentration, imagination, and enjoyment in learning.</p>	<p>All staff</p>	<p>Terms 2,4 and 6</p>	<p>Wellbeing and involvement scales.</p>
<p>5. Improve attendance and reduce the number of children being late for school.</p>	<ul style="list-style-type: none"> • Family liaison officer to provide pastoral support. • 97% plus children to receive a certificate every term 100% attendance badges each term 	<p>£13,407 (2/3) salary</p> <p>£1200 across the year</p>	<p>The proportion of PP children arriving late will decrease in line with National expectations</p> <p>Attendance figures for PP children will be at least in line with the rest of the cohort and in line with National expectations 96%</p> <p>Attainment for PP pupils is above national for PP pupils and above</p>	<p>SLT FLO Attendance Officer.</p>	<p>Termly</p>	

	<ul style="list-style-type: none">Breakfast club and after school clubs for pupil premium children.	After school club £525 Breakfast Club £600 (will this still be the same amount with longer breakfast club?)	national for non -PP children.			
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Rationale for chosen approaches to addressing barriers and diminishing differences:

When deciding on how to spend our pupil premium funding we have reviewed the historical needs of the children at the school, the previous value of the possible area of spending, and research evidence on the type of intervention we are considering funding. We ensure that appropriate provision is made for all children who belong to vulnerable groups ensuring that pupil premium children are a priority.

We ensure that all teaching and learning opportunities meet the needs of all children through a broad and balanced curriculum. We have embedded a rigorous system of assessment and monitoring based on termly pupil progress meetings that include all members of teaching and support staff to ensure that all children reach their potential through making good* or where needed accelerated progress. All disadvantaged children are highlighted and discussed in all pupil progress meetings even if they are on track in their learning to ensure that they are a priority.

*Herne Bay Infant School defines good progress as 3 steps within the Sapphire Steps Assessment System.