

Heather Avenue Infant School Pupil Premium Strategy Statement 2020-2021

School overview

Metric	Data
School name	Heather Avenue Infant School
Pupils in school	132 pupils (14 pupil premium)
Proportion of disadvantaged pupils	10.6%
Pupil premium allocation this academic year	£38280 (£38075 allocated)
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	January 2021
Statement authorised by	Stacey Coleman
Pupil premium lead	Anna Barker
Governor lead	Peter Balcombe

Disadvantaged pupil progress scores for last academic year - EYFS/Phonics/KS1 EXS (Data taken from 2019 – Due to Covid and no formal testing undertaken)

	Heather Avenue			Norfolk		
EYFS	75% of pupil premium pupils achieved Good Level of Development			54.7% of pupil premium pupils achieved Good Level of Development		
Phonics	90.9% of FSM pupils passed			67.3% of FSM pupils passed		
	R	W	M	R	W	M
KS1 EXS	87.5%	87.5%	87.5%	56.8%	47.2%	59%

(Data sourced from Perspective Lite)

Strategy aims for disadvantaged pupils

Focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively (£300 training).
Priority 2	Ensure 1:1 phonics intervention for lowest 20% of pupils in each year group (TA time 35 hours/week = 1365 hours per year = £13650).
Barriers to learning these priorities address	All pupils receive same High Quality Input. Pupils who require additional support receive it.
Projected spending	£16650

Teaching priorities for current academic year for Disadvantaged Pupils

Aim	Target	Target Date
Progress in Reading	100% Expected at the end of KS1	July 2020
Progress in Writing	75% Expected at the end of KS1	July 2020
Progress in Mathematics	80% Expected at the end of KS1	July 2020
Phonics	90% achieve expected standard	Sept 2020
EYFS	80% of pupil premium pupils achieved Good Level of Development	July 2020
Other	Improve attendance of disadvantage pupils to 95%	Dec 2020

Targeted academic support for current academic year

Measure	Activity
Priority 1	WELLCOMM assessment (75 hrs = £750) and intervention (200 hrs = (£2000) £2750
Priority 2	Speech and Language Intervention by TA 5 hrs/week=200 hrs (£2000)
Priority 3	Pupil progress packs sent home if required (£500)
Priority 4	Support for EAL learners Training for staff (£4000)
Barriers to learning these priorities address	Speech and Language needs identified Lack of Quality Texts in home Speech and language needs addressed Lack of resources to support learning at home. Understanding task/completing task
Projected spending	£9250

Wider strategies for current academic year

Measure	Activity
Priority 1	Embedding a Breakfast Club and After School Club for all pupils (£1000)
Priority 2	Nurture Group (£5000)
Priority 3	Aspirational activities to extend and enhance the statutory curriculum (£1000/year)
Priority 4	PSA time (3 hrs per week = £1700/year)
Priority 5	Purchase high quality texts (£300) and develop Library to embed the love of reading (£1500)
Priority 6	Provision Mapping Tool and SENco time (£1675)
Barriers to learning these priorities address	Improving attendance, improving readiness to learn and developing aspirations for the most disadvantaged pupils
Projected spending	£12175

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by Cover supervisors

Targeted support	Ensure enough time for schools RWI lead to analyse data, identify lowest 20% and group pupils.	Time allocated for this
Wider strategies	Engaging the families facing most challenges	PSA support Solihull online course

Review: last year's aims and outcomes

Aim	Outcome
To develop speech and language skills in Reception	Progress – 35% Expected level Oct 19 75% Expected Feb 20
To improve attendance of disadvantaged pupils	94% attendance Sept-March (although due to COVID we have not got comparable data)
To ensure disadvantaged pupils make expected standard in RWM and phonics	Due to COVID statutory assessments were not undertaken.