



# Trafalgar Infant School

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## Pupil Premium Grant Funding Statement

1 April 2020 to 31 March 2021

### What is Pupil Premium?

Pupil Premium is additional funding allocated to pupils who:

- are entitled to Free School Meals (FSM)
- have been eligible for Free School Meals at any point in the last six years (Ever 6)
- are looked after children (LAC)
- have been adopted from care (post LAC)
- are from a Services family

### Summary of the main barriers to learning for our eligible children in 2020/21

- Special Educational Needs including children with Education Health and Care Plans
- Children with English as an Additional language
- Looked After Children and Post Looked After Children
- Children with social and emotional challenges due to family circumstances which impact on their attendance and their state for learning
- Children from economically challenged families

### From the range of strategies and Interventions we will implement, we would expect that eligible pupils will:

- ✓ Improve their level of attainment and progress individually, against their peers and against national averages.
- ✓ Have full access to the curriculum
- ✓ Have a noticeably enhanced level of resilience for the next stage of their education

### How will the school spend the 2020/21 allocation to achieve its objectives?

The pupil premium we expect to receive for our financial year 2020 to 2021 is calculated using the information from our School Census (October 2020). The school currently has 31 children who are eligible for the funding and the school anticipates receiving £37215.

In order to address the barriers for our current cohorts of children, plans are in place to:

- ✓ Continue to provide children with effective class teachers who are well trained to deliver curriculum subject knowledge clearly and with engagement. **COSTS:** Recruitment and retention of good teachers and their on-going professional development e.g. Phonics, Active maths, writing moderation
- ✓ Provide targeted academic support by intervention activities & additional support in Reading, Writing and Maths as well as emotional support for learning – **COSTS:** salaries and training of TAs e.g. Phonics, ELSA
- ✓ Provide resources for all support and intervention groups. – **COSTS:** dedicated additional resources e.g. Literacy games and on-line apps



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- ✓ Work in partnership with specialist agencies to provide academic, emotional and social support – **COSTS:** Beanstalk Voluntary Reading support, Education Psychologist including Virtual School support for Looked After Children, Children’s Counselling & Therapeutic Play Specialist
- ✓ Wider strategies **COSTS:** funding for curriculum trips, extra-curricular clubs and activities, swimming lessons in Year 2, provision of school milk and uniform

<b>Summary of expected expenditure 1 April 2020 to 31 March 2021</b>	<b>£Allocation</b>
<i>Teaching Assistants providing intervention activities in Reading, Writing, Maths and Social Skills inc. Pupil Premium Grant champion</i>	26165
<i>Resources to support Home/School working (e.g. Bug Club and literacy games/apps)</i>	750
<i>Education Psychologist inc. Virtual school support for Looked after children</i>	2,500
<i>Beanstalk (voluntary reading scheme)</i>	3,200
<i>Clubs (after school, lunchtime &amp; holiday)</i>	1,000
<i>School milk</i>	200
<i>School Uniform</i>	200
<i>Therapeutic Play</i>	2,700
<i>Trips, Visits and Swimming</i>	500
<b>Total amount of PPG monies we expect to receive</b>	<b>37,215</b>

## How will we know if Pupil Premium children’s attainment has improved?

Dedicated meetings are held termly with class teachers, SENCo and senior staff to discuss individual progress and monitor intervention strategies including emotional health and adapt where necessary.

Expected progress for all children is 6 steps across an academic year but for some of our children eligible for Pupil Premium funding a higher rate of progress is necessary in order to close any gaps.

Attainment & Progress of Pupil Premium children is reported to Governors termly for discussion.

End of Key Stage results are analysed for attainment and individual progress – target is for all children eligible for Pupil Premium Funding to make at least Age Related Expectations. For those with specific needs then at least 6 steps progress from their starting points each academic year would be the target.

2020 - 2021 - expected impact statement:

- 61% of children in receipt of the PPG grant to make Expected or above in Reading, Writing, Maths, Combined at the end of Key Stage 1. (National **Non-PPG** figure for 18/19 was 65%.)
- 50% of PPG children to make a good level of development (GLD) by the end of Foundation Stage.
- 60% of children to make the expected standard in the Year 1 Phonic Screening Test.
- To accelerate progress for all children in receipt of PPG funding by ensuring they make up gaps in their education due to COVID19.



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## Impact Statement

Children in receipt of the PPG grant made an average of 8 steps progress in reading, writing and maths (the normal expectation is 6 steps across the school year.) This was because a variety of interventions were in place to try to close the gaps caused by children not being in school due to COVID.

- Well-being support was paramount this year due to Covid 19, children returning to school and impact of the second lockdown.
- During lockdowns all pupil premium children were offered the option to come into school.
- I pads were provided for pupils during remote learning periods if children were not in school. These were funded by the school as only KS2 and above was eligible for government funding.
- On-line drop in session and 1-1 online tutorials for parents were made available with our Blended Learning Lead.
- Regular phone calls emails and, in some cases, visits were made by teachers and the SENCo to check on progress, accessibility and well-being and online folders were checked for work being uploaded and quality of work.
- *Dyslexia Gold* software was purchased to target gaps in literacy for PPG children to help with catch up.
- Acquisition of language was identified as a need for early intervention in particular with our vulnerable children and extra TA support was funded to enable additional intervention groups across Reception.
- Booster groups for phonics in Year's 1 & 2 were run by our reading lead.
- Our PPG Champion worked with children to provide additional enrichment activities identified by class teachers.
- Progress in writing slowed during the long periods children were not in school and is a particular focus for 2021- 22 going forward.