

Pupil premium strategy statement – 3 year plan

School overview 2020 - 2021

Metric	Data
School name	Angel Road Infant School and Nursery
Pupils in school	266 (282 National average 2019)
Proportion of disadvantaged pupils	23% (23% National average 2019)
Pupil premium allocation this academic year	63,215 + 3,587.04 EYPP approx 66,802.04
Academic year or years covered by statement	2019-22
Publish date	01.09.2019
Review date	01.09.2021
Statement authorised by	Lindsay Moody
Pupil premium lead	Lindsay Moody
Governor lead	Deborah Hale

Disadvantaged pupil progress scores for last academic year (2018-19)

Measure	In school progress score
Reading	+0.44 (no national figure for KS1)
Writing	+0.72 (no national figure for KS1)
Maths	+0.68 (no national figure for KS1)

Disadvantaged pupil performance overview for last academic year (2018-19)

Measure	Score
Meeting expected standard at KS1	50% (65% National average 2019)
Achieving high standard at KS1	0% (no National figure)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To develop the quality of teaching of reading and writing and maths throughout the school.
Priority 2	To work with Wensum English hub to embed a systematic synthetic teaching program and show fidelity to it.

Priority 3	To provide support and training from EYFS experts to refine learning environment with communication friendly spaces which allow for independence and challenge.
Priority 4	To provide an ambitious and well defined curriculum to improve achievement for all learners.
Barriers to learning these priorities address	<p>Too many children are leaving school unable to read at the expected standard and this prevents them accessing the curriculum at KS2.</p> <p>Large number of children entering Reception classes with low levels of Communication and Language.</p> <p>Large number of children with SEMH difficulties impacting on learning.</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS1 Reading (0)	July 21
Progress in Writing	Achieve national average progress scores in KS1 Writing (0)	July 22
Progress in Mathematics	Achieve national average progress scores in KS1 Maths (0)	July 21
Phonics	Achieve national average expected standard in PSC	July 21
GLD	Achieve expected standard in Good Level of Development by end of EYFS	July 21
Attendance	Achieve the national average attendance rate of 96.1%	Dec 21

Whole school strategies

Measure	Activity
Priority 1	To develop the quality of teaching of reading and writing and maths throughout the school.
Priority 2	To work with Wensum English hub and RWI trainers to embed a systematic synthetic teaching program and show fidelity to it so that all pupils pass Y1 PSC.
Priority 3	To provide support and training from EYFS experts to refine learning environment with communication friendly spaces which allow for independence and challenge.
Priority 4	To provide an ambitious and well defined curriculum to improve achievement for all learners.
Barriers to learning these priorities address	<p>Too many children are leaving school unable to read at the expected standard and this prevents them accessing the curriculum at KS2.</p> <p>Large number of children entering Reception classes with low levels of Communication and Language.</p>

	Large number of children with SEMH difficulties impacting on learning.
Projected spending	<ul style="list-style-type: none"> • Communication Champions training for all teachers and teaching assistants. • T4W training • Reading Spine texts • Read Aloud texts • David Didau webinar • Classroom book storage • RWInc storage • WalkThur materials • Early Excellence training • Early intervention and early need to develop an effective nursery provision – extending the space/mobile, expanding pupil numbers • Professional reading / books Julie Fisher • Jigsaw subscription • NGRT Reading assessments • EYFS Phase training from Jan Dubiel • Jude Twani support and training on EYFS learning environment • Additional TA in Reception in order to maximise opportunities for high quality interactions. • Subject Leader Release time for Reading, Writing and Maths <p>Approx. £20,000</p>

Targeted academic support for current academic year

Measure	Activity
Priority 1	Provide 1:1 and small group provision of Wellcomm as speech and language support for children in EYFS
Priority 2	Children in the bottom 20% will have extra support with Reading outside of their daily Phonics session to enable them to attain PSC. 5 x TA x 1 x hr every day
Barriers to learning these priorities address	Improving oracy and communication is the first stage of becoming literate.
Projected spending	£14, 361

Wider strategies for current academic year

Measure	Activity
Priority 1	Develop successful strategies to raise specific pupil's punctuality and attendance, enabling them to take a full and active role in their learning. Extend home school links through regular contact and use of technology
Priority 2	Pastoral team to provide 121 and small group support with social and emotional strategies ELSA TA x 2 prioritising PP children when identifying those who need targeted support.

Barriers to learning these priorities address	Increased attendance rates for all pupils. We can only improve attainment if children are in school regularly. Raise self-esteem and confidence of vulnerable pupils helping them to become confident, active part of our school community.
Projected spending	£32,445

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Carefully planned PD days, twilight training and good use of staff meeting time. Encouraging teachers to engage with professional reading/forums for CPD Make use of comprehensive training program offered by Trust Sharing staff expertise within the Trust
Targeted support	Ensuring that TA is not compromised by other demands within the school.	SENCo to offer class based support where possible.
Wider strategies	Engaging the families facing most challenges	Working with families in Nursery to establish standards and expectations for good attendance at school.

Review: last year's aims and outcomes (2018-19)

Aim	Outcome
Improved achievement in Reading, Writing, Maths for lower attaining pupils eligible for PP through Establishing Learning and Teaching Review meetings and increased rigor of Performance Management.	44% of PP pupils achieved the EXS in R/W/M 2019 (NA 47% 2018) (combined) disadvantaged gaps at the end of KS1 are very small. Continue with increased rigor of LPR meetings including clear provision mapping for disadvantaged pupils.
Improve oral language skills for pupils eligible for PP in Reception through 121 and small group provision of Elklan speaking and language support for children in EYFS.	50% GLD PP in end of Reception with a very small gap 2% at the end of Reception. Children benefitted from a quiet working space. The staff member responsible devoted her entire timetable to Speech and language support overseen by Assistant Head teacher (SENCO). Adoption of Talk Boost has provided a robust system of development and clear assessment. Continue and develop Talk Boost sessions for Reception children.
Small group tuition of work more closely matched to learners needs.	Children across the school with social and behaviour difficulties are making expected progress from their starting points. Identified pupils remained in school and made progress from their starting points. 2 children have moved onto to Complex provision. 1 child has made a successful transition to Junior School. 1 child is accessing a behaviour SRB in 18/19 Unable to continue provision due to reduction in children eligible for Pupil Premium funding.

<p>Learning and behaviour issues for identified pupils.</p>	<p>Learning Mentor reached 27 families in 18/19. By supporting children in small groups and individually both in school and at lunch club. Also signposting families to other agencies, leading and contributing to FSPs, general safeguarding and other unplanned events such as bereavements. Children across the school with social and behaviour difficulties were supported in making expected progress from their starting points.</p> <p>Learning Mentor is an invaluable member of the staff. She is particularly effective at managing unplanned events/crisis' with short pieces of work enabling children to stay in class/ get back into class, and also giving them strategies to manage their emotions and continue learning.</p> <p>CONTINUE with approach for 2019-20</p>
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Review: last year's aims and outcomes (2019-20)

Limited evidence of the impact of the strategy as progress was disrupted due to COVID-19 pandemic.