### Pupil Premium (PP) Strategy Statement 2020-2021

Summary Information					
School	Solent Infant School				
Academic Year	2020-2021	Total PP budget for the academic year	FSM £21,520 Service £10,540 Total £32,060	Date of most recent PP review by the governing body	<ul> <li>Sports Premium         Review December         2020</li> <li>Pupil Premium         Review December         2020</li> </ul>
Total Number of Pupils	270	Number of Pupils eligible for PP	FSM 16 (6%) Service element 34 (13%)	Date of next internal review of this strategy	Spring 2021

#### **Planned Expenditure**

#### Academic Year 2020 - 2021

The headings below enable the school to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

#### i. Quality of teaching for all

**Desired Outcome:** For all pupils to make at least expected progress in maths.

Desired Outcome. For all pupils to make acreast expected progress in matris.					
Chosen Action /	What is the evidence and rationale for	How will you ensure	Staff Lead	When will you review	
Approach	this choice?	it is implemented		implementation?	
		well?			
School to engage in Readiness for Mastery programme for maths delivery throughout the school (Year 2)	Readiness for Mastery is led by The Solent Maths Hub with proven impact across a range of schools with a strong evidence base of proven success. It is a transformational approach to maths teaching which stems from high performing nations such as Singapore. The school started at year 1 (2019 – 2020) and will progress into year 2 (2020-2021) with the	-Continue with project leads within school – monitor staff training input and impact upon learning -Year group meetings to agree strategies and learning profile for year 2	Maths Lead – Mrs McQuilken Maths Mastery leads – Miss K Garland and Miss L Morris Head of School – Mrs Curthoys	This will be reviewed termly when analysing whole school data.  Pupil Progress termly meetings when appropriate  Expected Cost £8,000	



## SOLENT INFANT SCHOOL

that it is embedded across the school. https://www.mathematicsmastery.org/ Desired outcomes: Pupils will leave the school with higher levels of enriched spoken and written language  or all pupils to reach xpected in reading and vriting  Continuation of the focus upon Early Reading (links to project last year) with focus upon vocabulary and phonics input – investigation of additional resources to support this focus.  Language development would be enhanced through integrating letters and sounds with vocabulary, spelling and learn to read books.  Literacy lead role recruit ready for September 2020.  Desired outcomes: We want children to leave our school with strong fine motors skills. Fine motor skills should not be a barrier for them achieving at east the expected standard in writing.  Attended by lead (HoS and EHT) - Observations  Project to run for a calendar Project to run for a calendary project to run for a calend		intention of engaging in a 3 year project to ensure	-Oversight of training		
https://www.mathematicsmastery.org/   EHT) - Observations		that it is embedded across the school.			
or all pupils to reach xpected in reading and byte project last year) with focus upon vocabulary and phonics input – investigation of additional resources to support this focus.  Language development would be enhanced through integrating letters and sounds with vocabulary, spelling and learn to read books.  Literacy lead role recruit ready for September 2020.  Desired outcomes: We want children to leave our school with strong fine motors skills. Fine motor skills should not be a barrier for them achieving at a barrier to achieving the expected and above standards of writing.  We want children to leave our school with strong fine motors skills. Fine motor skills should not be a barrier for them achieving at a barrier to achieving the expected and above standards of writing. We want to ensure that all pupils are taught handwriting to a high standard across the school.  Last year, staff reported that they saw huge improvements in their children's writing however SLT are aware that the implementation of these lessons was inconsistent meaning there will be a stronger focus on it this year. (continued from 2019 – 2020 due to interruption of Covid 19 – emphasis on support from home and remote delivery)  Continuation of the focus upon Early Reading (links gray and the trainer (this was not continued) from the trainer (this was not continued)  Trachers will teach barrier to achieving the expected and above standards of writing. We want to ensure that all pupils are taught handwriting to a high standard across the school.  Last year, staff reported that they saw huge improvements in their children's writing however SLT are aware that the implementation of these lessons was inconsistent meaning there will be a stronger focus on it this year. (continued from 2019 – 2020 due to interruption of Covid 19 – emphasis on support from home and remote delivery)  Last year, staff reported that they saw huge improvements in their children's writing the stronger focus on it his year. (continued from 2019 – 2020 due to interruption of		https://www.mathematicsmastery.org/			
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# SOLENT INFANT SCHOOL

Learning Support Assistants to run intervention groups to support those pupils who have demonstrated that they have gaps in their learning	National research into marking and quality feedback has shown that unless misconceptions are addressed quickly progress can be limited. https://educationendowmentfoundation.org.uk/e vidence-summaries/teaching-learningtoolkit/feedback/ Class based LSAs to work alongside teachers to deliver sessions aimed at targeted pupils. These 'catch up' hybrid sessions have had a proven impact	Termly pupil progress meetings. Monitoring of class data by SLT and external verification.  Monitoring of sessions as part of monitoring cycle. Work scrutiny to involve planning and learning	E Curthoys – Head of School R Mc Quilken – Maths and EYFS Lead A Lempriere – English and KS1 lead.	Half termly  Expected Cost Beyond current PP allocation therefore shared with recovery fund allocation.  £8,600 re-allocated from the after school provision identified below
Raise the attainment of pupils in reading and writing	with pupils in years one and two in previous years.  Xo.5 hour per day intervention time for all classes in years 1 and 2.  Autumn 1 data set – supported by  Phonics screen baseline	associated with sessions.  CPD required prior to the implementation	EC AL	£4677 (Summer Term)
bridging the gap that has appeared as a result of Covid 19.	Spellings – common exception points  Book Bands, Fluency and comprehension (% score on set piece of writing)	Monitoring Cycle – work share, moderation, standardization, pupil conferencing, staff conferencing, pupil progress meetings.	£4677 up to Easter 2021 then to be reviewed – Pupil premium to be used for summer term extension of support	
ii Other Approaches				
	sure social and emotional issues do not prevent	<u> </u>		•
Pastoral team to dedicate 0.5 FTE to supporting pupils with mental health that are either causing or could potentially cause a barrier	Resources applied during Lighthouse sessions, themed approach and group structure supported a range of pupils in developing strategies to cope with mental health challenges such as self- confidence, resilience and social communication skills – they were	Identified pupils progress monitored during termly pupil progress meetings, monitoring, book looks and as part of monitoring cycle.	A Clark – Pastoral Team J Loy – Pastoral Team E Curthoys – Head of School	Feedback half termly  During termly pupil progress meetings
to learning (In addition to universal offer of mental health learning for all)	ready and able to learn – progress academically has mirrored this success.  This support is to be extended to 2019-2020 and an additional adult introduced to the team.  Research based approach to support the fact that pupils will not thrive in learning without good mental health	Pastoral team to provide verbal and written feedback to class teachers and Head of School as sessions evolve.		Case studies How are we monitoring the impact of these sessions?  Expected Cost: £6,000



<b>Desired outcome:</b> To ens	<b>Desired outcome:</b> To ensure higher attaining pupils experience stretch in maths which allows continued progress.				
Work alongside Maths	White Rose resources have been used successful to	Termly pupil progress	R Mc Quilken – Maths Lead	Feedback following school	
Mastery specialist teacher	support planning and teaching of mathematics. The	meetings.	Euan Bradshaw – school	review visits	
to identify how resources	aim is to embed this approach this year and to	Monitoring as part of	mentor (Maths Mastery)		
can be enhanced to support	enhance this with resources that can be used to	ongoing cycle; book looks,	L Morris and K Garland –	Shared with Governing Body	
further stretch within	stretch these pupils yet further most specifically with	work moderation and pupil	Maths mastery leads		
mathematics.	critical thinking and problem solving skills.	conferencing.		Expected Cost: £800	
Desired automore Televia					
	sure that our service pupils feel part of a consist			· •	
Continued provision of an	An after school enrichment club for service pupils has	Termly attitudinal surveys.	A Clark – Pastoral Team	Termly.	
after school club 'Forces	proven to promote positive attitudes towards school		L Butcher – Pastoral Team		
Friends' for our service	enabling our service pupils to feel part of a	Progress reports.		Anticipated Cost £8,600	
pupils to attend alongside	community and able to celebrate their service status.			Re- allocated for increased	
one another to develop	This has proven to be particularly successful for those	Progress data.		support with mental health	
community and support for	pupils who have moved into area mid-term and mid			and academic intervention.	
a variety of circumstances	school as they are able to quickly develop a support	Feedback from families and			
	network.	pastoral team.			
This has not been possible					
this year due to Covid19 –	Hogee Bears for deploying parents to take away with				
these resources have been	them and report back to pupils and school.				
reassigned to pastoral and					
academic intervention as	Provision of a 'service family' picnic in the summer				
identified as greatest need	term to celebrate the year at school.				
due to pandemic.	,				
	Attendance at events run by local armed forces				
	support networks and those led by local military				
	groups.				

