



# SOLENT INFANT SCHOOL

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

Summary Information					
<b>School</b>	Solent Infant School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget for the academic year</b>	FSM £21,520 Service £10,540 Total £32,060	<b>Date of most recent PP review by the governing body</b>	<ul style="list-style-type: none"> <li>Sports Premium Review December 2020</li> <li>Pupil Premium Review December 2020</li> </ul>
<b>Total Number of Pupils</b>	270	<b>Number of Pupils eligible for PP</b>	FSM 16 (6%) Service element 34 (13%)	<b>Date of next internal review of this strategy</b>	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.

Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
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

	intention of engaging in a 3 year project to ensure that it is embedded across the school. <a href="https://www.mathematicsmastery.org/">https://www.mathematicsmastery.org/</a>	-Oversight of training attended by lead (HoS and EHT) - Observations		
<b>Desired outcomes:</b> Pupils will leave the school with higher levels of enriched spoken and written language				
For all pupils to reach expected in reading and writing	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.	Project to run for a calendar year with half termly visits from the trainer (this was not continued)  3 training days for lead from school – to be shared with staff and monitored by EHT (NOT CONTINUED – moved over to school based focus and resourcing)	HoS Mrs Curthoys English Lead – Mrs Amy Lempriere	Half termly following visits from the trainer  Discussions at staff meetings, moderation meetings, and pupil progress meetings regarding impact  Expected Cost £4,000
<b>Desired outcomes:</b> We want children to leave our school with strong fine motors skills. Fine motor skills should not be a barrier for them achieving at least the expected standard in writing.				
All pupils from EYFS to Year 6 to use Nelson Handwriting schemes	Children have weaker than typical fine motor skills – and some pupils have handwriting as 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)	Teachers will teach handwriting daily. (switch to remote home learning focus) SLT will ensure this is on class timetables. (check for spring and summer 2021) SLT will look for evidence of lessons taught during half termly book looks. At this stage, progress of individual children will be monitored.	Head of School – Mrs Curthoys  Mrs A Lempriere	Book Looks during half termly development.  Remote learning moderation and celebration (parent view). Focus of moderation sessions during staff meeting  Discussion during pupil progress meetings and planning meetings  <b>Expected Cost £400</b>
<b>Desired outcomes:</b> To ensure high quality catch up / intervention groups run throughout the school.				





<p>Learning Support Assistants to run intervention groups to support those pupils who have demonstrated that they have gaps in their learning</p>	<p>National research into marking and quality feedback has shown that unless misconceptions are addressed quickly progress can be limited.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/feedback/</a>            Class based LSAs to work alongside teachers to deliver sessions aimed at targeted pupils. These 'catch up' hybrid sessions have had a proven impact with pupils in years one and two in previous years.             X0.5 hour per day intervention time for all classes in years 1 and 2.</p>	<p>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 associated with sessions.</p>	<p>E Curthoys – Head of School            R Mc Quilken – Maths and EYFS Lead            A Lempriere – English and KS1 lead.</p>	<p>Half termly   <del>Expected Cost Beyond current PP allocation therefore shared with recovery fund allocation.</del>             £8,600 re-allocated from the after school provision identified below</p>
<p>Raise the attainment of pupils in reading and writing bridging the gap that has appeared as a result of Covid 19.</p>	<p><b>Autumn 1 data set – supported by</b>            Phonics screen baseline            Spellings – common exception points            Book Bands, Fluency and comprehension (% score on set piece of writing)</p>	<p>CPD required prior to the implementation            Monitoring Cycle – work share, moderation, standardization, pupil conferencing, staff conferencing, pupil progress meetings.</p>	<p>EC            AL            LSA phonics specialists             £4677 up to Easter 2021 then to be reviewed – Pupil premium to be used for summer term extension of support</p>	<p>£4677 (Summer Term)</p>
<p><b>ii Other Approaches</b></p>				
<p><b>Desired outcome:</b> To ensure social and emotional issues do not prevent pupils from making at least expected progress in all subjects.</p>				
<p>Pastoral team to dedicate 0.5 FTE to supporting pupils with mental health that are either causing or could potentially cause a barrier to learning (In addition to universal offer of mental health learning for all)</p>	<p>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 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</p>	<p>Identified pupils progress monitored during termly pupil progress meetings, monitoring, book looks and as part of monitoring cycle.             Pastoral team to provide verbal and written feedback to class teachers and Head of School as sessions evolve.</p>	<p>A Clark – Pastoral Team            J Loy – Pastoral Team            E Curthoys – Head of School</p>	<p>Feedback half termly             During termly pupil progress meetings             Case studies            How are we monitoring the impact of these sessions?             Expected Cost: £6,000</p>





# SOLENT INFANT SCHOOL

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

