

Coalway Community Infant School

Pupil Premium Strategy Statement 2020-2023



School overview

Metric	Data
School name	Coalway Community Infant School
Pupils in school	165
Proportion of disadvantaged pupils	Sept 2020 15% (25 pupils) March 2021 24% (40 pupils)
Pupil premium allocation this academic year	£32,590
Academic year or years covered by statement	2020-21
Publish date	December 2020
Review date	July 2021
Statement authorised by	Governing Board
Pupil premium lead	Fiona Hamilton
Governor lead	Kim Toombs

Disadvantaged pupil performance overview for last academic year

N.B: Incomplete data 2019-20 and no end of Key Stage data due to COVID school closure period.

Measure	Score
Meeting expected standard on entry to Reception : Dec 2020 (20 pupils) <i>4 pupils Sept 20, 20 pupils Jan 2021</i>	Reading 55% well below expected standard 30% below expected standard 15% at expected standard Writing 10% well below expected standard 80% below expected standard 10% at expected standard Number 30% well below expected standard 20% below expected standard 50% at expected standard
Meeting expected standard on entry to Year 1 : Oct 2020 <i>12 pupils Sept 20, 13 pupils Jan 2021</i>	Reading 62% well below expected standard 31% just below Writing 54% well below expected standard 38% just below expected standard Maths 46% well below expected standard 38% just below 8% at expected standard
Meeting expected standard on entry to Year 2 : Oct 2020	Reading 75% well below expected standard

12 pupils Sept 20, 12 Jan 2021	<p>25% just below</p> <p>Writing 75% well below expected standard 17% just below 8% at expected standard</p> <p>Maths 58% well below expected standard 17% just below 25% at expected standard</p>
Phonics	Y2: Percentage at expected standard in Dec 2020 Phonics Test (delayed from June 2020): 33%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	All Pupil Premium children to achieve expected progress or beyond in Reading, Writing, Phonics and Maths.
Priority 2	To provide targeted teaching and intervention to address missed learning and close identified gaps.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Pupil Premium pupil's achievement levels being below nationally expected levels in September 2020. • Missed learning will be addressed. • Pupils will be in school full time and able to receive daily teaching. • Gaps in knowledge and experiences will be addressed through direct, targeted teaching and opportunities will be provided to reinforce learning through regular practice.
Projected spending	£32,590

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least expected progress from starting points	July 2021
Progress in Writing	Achieve at least expected progress from starting points	July 2021
Progress in Mathematics	Achieve at least expected progress from starting points	July 2021
Phonics	Achieve at least the national average in expected standard for the Phonics Screening Check for both Year 1 & Year 2	July 2021
Other	Provision of social, emotional, mental health (SEMH) and well-being support for all PP pupils	July 2021

Measure	Activity
Priority 1	Quality first teaching approaches, assessment and feedback to be used so that pupils make faster progress and close the gaps created by lockdown.
Priority 2	To ensure all pupils receive high quality teaching of Phonics and Reading, continuing work with the DfE English Hub.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Pupils' lower levels of development/achievement in Phonics & Reading • Ensuring that teachers planning and teaching is of high quality and addresses gaps in learning and pupil needs • Ensuring that teaching is informed by regular, focused assessment • Ensuring that teachers implement DfE Hub recommendations and training
Projected spending	<ul style="list-style-type: none"> • £0 • Targeted teaching and CPD – costs included in delegated budget (not PP budget)

Targeted academic support for current academic year

Measure	Activity
Priority 1	Provision of high quality, structured 1:1 and small interventions in Reading & Phonics to address gaps in pupil knowledge and accelerate progress; EYFS & KS1.
Priority 2	Nuffield Early Language Intervention (NELI) delivered to priority Pupil Premium children in Reception
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Pupils have lower levels of development for Reading, Phonics & Communication due to missed time in school, gaps in teaching & experiences, and having missed regular practice and consolidation of skills.
Projected spending	<p>£25,000</p> <ul style="list-style-type: none"> • Proportion of TA wages (remaining costs included in delegated budget) • Reading teachers costs not included - use of Catch Up funding

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide ongoing and targeted support to parents and carers (all staff & Family Support Worker)

Priority 2	Support parents to establish and engage in remote communication methods and home learning platforms.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Reducing any possible family/pupil wellbeing difficulty to ensure children's readiness to learn. • Ensuring parents are supported despite our lack of ability to provide face-to-face contact (COVID) • Ensuring that communication reacts promptly to parent & pupil needs. • Improving parents' ability to support their children's home learning
Projected spending	£7,590 Proportion of FSW & TA wages (remaining costs included in delegated budget)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Recovery curriculum: adapting the curriculum to the needs of children who have missed school/ teaching and to differences in engagement/ motivation in home learning during the March-September 2020 lockdown period.	<ul style="list-style-type: none"> -Implementing CPD and EEF guidance. Use of INSET days for training/planning/review. -Adapting curriculum plans. -Using assessment and feedback to identify and close gaps. -Frequent monitoring and evaluation of impact on PP children. -Deploying adults effectively. -Ensuring regular timetabled coaching sessions with Literacy lead.
Targeted support	<ul style="list-style-type: none"> -Gaps in knowledge due to school closure period. -Some have experienced a lack of reading practice/experience. -Limited experiences during the lockdown period impacting on vocabulary and development. -Lack of routine and social interaction with peers impacting on pupil wellbeing. -Gap widened to non-PP peers. 	<ul style="list-style-type: none"> -Additional Reading teachers employed. -Reading prioritised in school and home practice promoted. -Ongoing support from DfE English Hub. -Regular assessment review/coaching sessions with Literacy Lead. -Implementing NELI CPD and guidance. -Interventions planned for and regular evaluations timetabled.
Wider strategies	-The extended lockdown period likely to have impacted on parent & pupil wellbeing and created additional challenges for all.	<ul style="list-style-type: none"> -Prioritise pupil wellbeing and PSHE work. -Direct targeting of support for particular families

	<ul style="list-style-type: none"> -Many families have faced new and unexpected challenges/ circumstances. -Engaging hard to reach families. 	<ul style="list-style-type: none"> -Providing options of support in different ways. -Regular communication and advice/support offered. -Recognition of efforts and achievements.
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Review: last year's (2019-20) aims and outcomes

Aim	Outcome
<p>Progress in Reading, Writing, Phonics and Maths</p>	<p>Incomplete data is available for the 2019-20 academic year due to the COVID school closure period, and no end of Key Stage tests were completed.</p> <p>Steady improvement in disadvantaged pupil progress was evident from September to March, with the exception of some with special educational needs.</p>
<p>Learning Initiatives: Improving English & Maths attainment</p>	<p>Teachers improved their Phonics teaching through work with the DfE Literacy Specialist and school English Lead.</p> <p>Daily focused phonics lessons were delivered following our agreed SSP programme.</p> <p>Pupils were making good progress with their phonics understanding by the March lockdown, with pupil progress accelerated compared to the previous year.</p> <p>A breadth of focused 1:1 and small group interventions were implemented which secured greater levels of progress for pupils in English and Maths, including increased Reading for targeted pupils.</p> <p>Precision teaching CPD was completed and methods trialled, with improved rates of progress noticed as a result: staff to continue next year.</p>
<p>Social, Emotional and Mental Health Initiatives</p>	<p>PALS & Zippy's Friends interventions were delivered – 'book end' assessments noted improvements, although assessments need to be more carefully tracked next year.</p> <p>The Lego Build intervention group proved successful for targeted children – improved self-esteem, self-confidence and PSED elements were noted (formal assessments not completed).</p> <p>Pupils received a significant amount of 1:1 attention and nurture from adults. Staff moved away from the Key Person role but targeted 1:1 work was completed. Post-</p>

	<p>lockdown 2020-2, significant time is to be allocated to PSHE and wellbeing which will incorporate this Key Person role.</p> <p>Coalway Experiences again proved popular and were planned and delivered to March.</p> <p>Lunchtime Club and Wake & Shake Club ran all year to March 2020.</p> <p>Year 2 pupils were offered the opportunity to take part in a range of after school clubs – take up was high.</p>
Family Initiatives	<p>The Family Support Worker and school staff continued to provide and offer support as it was required; this early intervention continued to prove successful and valued by parents.</p> <p>Parent support/FSW involvement had a significant, positive impact on pupil and family outcomes, with barriers to learning reduced.</p> <p>Attendance of PP pupils was good.</p> <p>More intensive programmes of support continued to be successfully provided for families supported at Early Help, Child in Need, Multi-Agency or Child Protection levels.</p> <p>Weekly coffee mornings proved well supported.</p> <p>Support continued during the March –July lockdown period for targeted children/parents. Regular communication was maintained.</p> <p>The READ initiative continued to March. Engagement varied between PP families.</p>
Training	<p>CPD completed included: Phonics, English Hub, Precision teaching & IT.</p> <p>Guided Reading to be completed 2020-21.</p>
Resources	<p>Reading materials were significantly improved - £2,000 of decodable Reading books were purchased via match funding from the DFE English Hub.</p> <p>Other specific resources were also purchased to support different interventions and individual pupil needs.</p> <p>'Nessy' subscriptions were purchased for targeted Y2 pupils.</p>
Other	<p>All PP pupils received daily milk in school via the 'Cool Milk at School' scheme. No cost to parents, £500 cost to school; Children's balanced diet was supported and a daily nutritious snack received.</p>