



Pupil Premium planned spending for 2020-2021- Final

The pupil premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible under achievement. These include pupils who are entitled to free school meals; those looked after by the local authority and the children of armed services' personnel. For more details on the pupil premium please visit: <http://www.education.gov.uk/schools/pupilsupport/premium>. All schools are required to report on the amount of funding received and how this is used. Once information is available the impact of funding is also requested. At Eling Infant School and Nursery we are committed to ensuring that identified children make outstanding progress to equip them for the next part of their learning journey.

Objective: To provide

- High quality teaching and learning to enable disadvantaged children to 'close the gap' when compared to their peers.
 - Wider enrichment experiences
 - Individualised learning opportunities where appropriate

Areas of identified spending will include bought in professional services and a focus on a pastoral approach. This thinking is supported by the research paper 'supporting the attainment of disadvantaged pupils: articulating success and good practice.' The National Foundation for Educational research identifies seven building blocks to success in regards to PP spend, these have been highlighted in the provision provided.

The report states: "*more successful schools tended to have more extensive social and emotional support strategies in place, including developing close links with mental health services, creating a 'social care' hub within the school providing counselling service and parent staff liaison, alongside teaching and learning interventions.*"

For the financial year 2020/2021 Eling Infant School and Nursery will receive £39,325 which includes (£1345 for FSM, £300 for Service families and £2345 for Post Looked After Children)- This is the amount received.

The year 2020-2021 comes with additional difficulties due to the Coronavirus pandemic. A fall out of this is time missed in school which is thought to have a greater negative impact on those children from a disadvantaged background. The funding this year has even greater importance to ensure that the impact of the missed time on this group of children is minimised as much as possible. The main barriers to learning faced by the children of Eling Infant School and Nursery are attendance and parents appreciating the importance of being in school, also parenting remains a barrier due to sometimes low expectations, difficulties with parenting style and parents own medical issues. Children often come to school with a range of additional needs and a variety of outside agency involvement. Through careful planning we aim to use the Pupil Premium money to reduce these barriers to the best of our ability.

In the 2020/ 2021 year - 34 pupils are eligible for FSM funding, 2 children are eligible for Service’s family funding and 1 child is Post Looked After- this is as the Autumn census 2020

Resource	Objective	Mid year review <i>What difference has it made so far?</i>	End of year review <i>What difference has this made? (compared to all children)</i>	End of year review <i>Thoughts for next year.</i>
Staff training – information retrieval, identifying gaps and behaviour management <i>Deploying staff effectively</i>	To ensure that all new staff are trained to deliver quality interventions best suited to individual children’s needs so they are ready to access academic learning more successfully.	Training this year so far has been remote. It has included assessment strategies including information retrieval, language programs, early years development, memory theory, Rosenshines principles and emotional first aid.	Planning throughout the school has included over learning and information retrieval practices.	To deepen and develop further when the Covid restrictions lift.
INSET day focused around mental health and well being <i>Clear responsive leadership</i>	To ensure that the staff are skilled to identify and understand mental health and well being in children and how it may present itself. Staff will have an understanding of how to support children during this time providing them with the language and understanding to identify how they	Well Being has always been a priority and the INSET day in November was attended by all staff. Regular updates around well being are given to staff as well as the ongoing well being cluster groups. Well being training delivered around returning to school in March.	Throughout the year well being has been a high priority for the school. All children have received a well being focused curriculum particularly	Continue with the well being team and develop further next year and to share effective practices across the school

	are feeling and how they can get help.		on return to school in March.	
Paired reading program training for all staff and volunteers Meeting individual learning needs	To ensure that all staff are aware of the principles and practises with paired reading as an intervention. To provide training for all those involved including volunteers. Following lockdown to fully implement this training to have maximised impact on children's reading.	Due to the pandemic and lockdowns throughout the year we have not had volunteers in school so far this academic year.	We have not been able to have volunteers this year. All new staff have received training around this.	This is a priority for 2021-2022
Curriculum leaders to ensure that there are no barriers to success in their subject (resources and time) and to provide additional opportunities and resources to assist identified children Meeting individual learning needs Clear and responsive leadership Whole school ethos of attainment for all	To provide all children with equal access to the foundation curriculum subjects and to provide additional time and resources to minimise the impact for identified children. This is particularly relevant following lock down and access to resources.	Through Google Classroom and Tapestry the teachers have been aware of the engagement of children in the foundation subjects. They have amended the planning to ensure that it is not reliant on resources. We have produced simple packs for children short of resources such as for Art and DT. New resources such as Bug Club and the schools virtual library has meant access is available to all.	Curriculum leaders have been mindful of the challenges that are faced by PP children and how best to ensure that access to the curriculum is not over reliant on costly resources and additional time has been given to missed knowledge and skills.	Subject leadership will develop further in 2021-2022 with actions to ensure that identified children are not at a disadvantage in their subject.
To run Nurture group and ELSA- training for new staff around Boxall	To provide and run Nurture sessions and ELSA sessions for identified children to address barriers to learning	Nurture continues to run in Year R every morning. This is driven by the Boxall profile as is access to ELSA	All children have benefited from staff training in being able	We will continue to keep staff up to date with ELSA and Nurture

<p>profile planning to bridge gaps <i>Meeting individual learning needs</i></p>	<p>arising from social/ emotional and behavioural difficulties, linking this to academic progress and participation. All new staff will be trained on the Boxall profile and key ELSA training adults will attend regular training.</p>	<p>provision. New resources have meant staff can access material easier for the social and emotional areas of learning. Nurture and ELSA network meetings have continued remotely and information given has been shared with relevant staff.</p>	<p>to meet their emotional needs especially this year, whether these are touch base sessions or a full program.</p>	<p>briefings. Children that need this resource will have access to it. To further develop the schools virtual library so access to these books are available to all.</p>
<p>To run the Forest Schools program <i>Meeting individual learning needs</i></p>	<p>To ensure that identified children have access to an exciting program of activities to build resilience, independence and learning in an environment suited to their needs. To ensure that these key skills are transferrable into the classroom environment. This will run in the Spring term 2021.</p>	<p>Unfortunately due to the pandemic and lockdown we have not been able to run Forest Schools this is re booked for the Autumn term.</p>	<p>These sessions are booked for the Autumn term</p>	<p>_____</p>
<p>Outside agency support to include EP, YFM, SALT and OT Planned time for EP to work with key staff <i>Meeting individual learning needs</i></p>	<p>To ensure that all children have access to specialised advice and support and that this advice is actively used by school staff and parents both as CPD for staff as well as providing individual programs for children.</p>	<p>We continue to work with outside agencies as best we can during the pandemic. YFM continue to support families throughout the lockdown and other professions have offered remote provision with staff attending the sessions where possible.</p>	<p>All the children that have needed outside agency support have received it even through lockdown and staff have attended these sessions.</p>	<p>We will continue to work with professionals. We hope to return to face to face sessions.</p>
<p>Enrichment Events- to include school trips, pantomime, visitors, story tellers <i>Whole school ethos of attainment for all</i></p>	<p>To give all children the opportunity to participate in activities that enrich their learning and to ensure equality of opportunity. To minimise parental contributions and to ensure that each topic has a rich hook introduction that starts the learning journey of the topic.</p>	<p>Up to Autumn 2 we had a space dome and had creatures coming into school. A pantomime was booked as part of the curriculum for Spring 1 but this has been postponed to Summer 2. Year R have reviewed the texts for the topics. The school virtual library allows all children to</p>	<p>Due to the lockdown in January the later part of the year has meant these opportunities have been limited but plans are made for cycle 2 of the curriculum.</p>	<p>This is a priority for 2021-2022</p>

		have full access to the books used in school.		
PSA- Parent Support Advisor and Health Visitors <i>Deploying staff effectively</i> <i>Meeting individual learning needs</i>	To provide additional parenting support to those parents that need help- ultimately benefitting the children by ensuring they make the expected progress in learning and open up their access to the curriculum. To continue to work alongside YFM.	This has continued throughout the year and we are continuing to refer people. More people have been referred throughout the lockdown.	All families that need this provision have been offered it and we will continue to work with YFM to provide this support	This will be a priority next year. Families will continue to need support following the pandemic.
Penguin Club spaces (after school club) <i>Whole school ethos of attainment for all</i>	To enable more children to attend tea time club (especially the special sessions and the courses) to develop social skills and self esteem- linked to progress and participation.	This was working well in the autumn term. This will be continued when after school clubs resume.	This has not been possible since January due to lockdown. Spaces at Penguin Club has been to support working parents and our numbers have been capped.	We will continue this next year when the restrictions are lifted.
After School clubs- School run and externally run <i>Whole school ethos of attainment for all</i>	To enable more children to access school run and funded activities to develop self esteem and social skills. All staff to know the children that would benefit from these activities. To offer a wider range of clubs based on children's interests. This year a golden voucher system will be implemented so parents can choose the activities that best suit their children's interests.	Due to the pandemic it has not been possible to run these enrichment clubs this academic year due to the crossing of bubbles and how the school structure has been set this year.	-----	These will be a priority for 2021-2022
Attendance – to ensure the children at risk of becoming a persistent	To provide support and challenge to families at risk of low attendance. To ensure identified children attend	We continue to be rigorous with our attendance procedures and practices. Attendance this year has	Attendance across the school has been good overall this year. Some	When restrictions are lifted attendance data will be more reliable.

<p>absentee is quickly identified and measures are put in place to support the family and change the behaviours.</p> <p>Addressing behaviour and attendance</p>	<p>school at least 96% of the time and that support is in place for this to be achieved. To be especially vigilante around return to school following lockdown.</p>	<p>been good in spite of a school closure and two national lockdowns. There has been some families reluctant to attend but we have worked closely with them. Attendance for whole school end of December was 95.3%.</p>	<p>families have had difficulties with Covid and the school has had both the national lockdown and our own bubble closures.</p>	<p>Our systems are robust and rigorous and September will be a fresh start for this. We will be able to use Arbor for all attendance reporting.</p>
<p>Pupil Premium plans and pupil progress interviews</p> <p>Data driven and responding to evidence</p>	<p>To ensure that teachers complete and work with the pupil premium trackers and to use them as a live document that documents the child's journey, barriers and achievements in school. To ensure regular review of the plans so that the provision needed can be quickly implemented. To use the catch up premium to ensure that there is swift intervention to minimise any chance of not meeting potential.</p>	<p>The plans have been useful in planning for individual children and to discuss progress. These are used across the school to plot the child's journey and next steps. Reviews were completed up to December 2020 and following lockdown will be continued on return in March.</p>	<p>This has meant that the provision provided to the identified children is accurate , relevant and reactive. Meaning we can provide what they need immediately. This document is updated regularly.</p>	<p>These are now an integral part of the provision we provide at Eling. They are useful transition documents and mean that the information needed to best support the children is readily available.</p>

Final review in July 2020- Many of the targets have had to be paused due to the Coronavirus lockdown and they will be resumed in Autumn 2020.

To be reviewed mid year – February 2021

Final review – July 2021