



### Pupil Premium planned spending for 2020-2021- Initial

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.		.	
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 are feeling and how they can get help.			

<p>Paired reading program training for all staff and volunteers</p> <p><i>Meeting individual learning needs</i></p>	<p>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.</p>			
<p>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</p> <p><i>Meeting individual learning needs</i>  <i>Clear and responsive leadership</i>  <i>Whole school ethos of attainment for all</i></p>	<p>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.</p>			
<p>To run Nurture group and ELSA- training for new staff around Boxall profile planning to bridge gaps</p> <p><i>Meeting individual learning needs</i></p>	<p>To provide and run Nurture sessions and ELSA sessions for identified children to address barriers to learning 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</p>			

	adults will attend regular training. This is also			
To run the Forest Schools program <i>Meeting individual learning needs</i>	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.			
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>	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.			
Enrichment Events- to include school trips, pantomime, visitors, story tellers <i>Whole school ethos of attainment for all</i>	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.			
PSA- Parent Support Advisor and Health Visitors <i>Deploying staff effectively</i> <i>Meeting individual</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			

<i>learning needs</i>	curriculum. To continue to work alongside YFM.			
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.			
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.			
Attendance – to ensure the children at risk of becoming a persistent absentee is quickly identified and measures are put in place to support the family and change the behaviours. <i>Addressing behaviour and attendance</i>	To provide support and challenge to families at risk of low attendance. To ensure identified children attend 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.			
Pupil Premium plans and pupil progress	To ensure that teachers complete and work with the pupil premium trackers			

<p>interviews Data driven and responding to evidence</p>	<p>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>			
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**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**