



**Inspiring Futures
Through Learning**

Pupil Premium Strategy

Proposed Strategy for 2020-2021

We believe that all disadvantaged pupils should thrive and flourish within our schools. High expectations and high quality teaching and learning opportunities are a right of all our pupils of all abilities, and we can utilise pupil premium funding effectively to ensure our pupils needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.

Our School Ethos for Pupil Premium

- *We ensure that teaching and learning opportunities meet the needs of all the pupils in school.*
- *We ensure that appropriate provision is made for pupils who belong to vulnerable groups and this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.*
- *The Pupil Premium Grant is allocated to support any pupil or group the school has legitimately identified as being socially disadvantaged and underachieving.*
- *Interventions for each pupil are decided on individual needs led basis thus children may benefit from more than one intervention.*
- *Much of the support provided through Pupil Premium Grant will be aimed at accelerating progress and helping pupils to achieve at least age related expectations in English and Maths.*
- *Pupil Premium Grant is also used to support more able pupils, who are socially disadvantaged, to achieve their full potential and attain greater depth.*
- *Decisions regarding how to spend Pupil Premium Grant using direct approaches will be made following research into successful strategies plus provision which uses other more creative interventions which will subsequently influence academic achievement and importantly enhance their social and emotional well-being.*
- *We ensure we involve parents as early as possible to maximise their engagement with their child's education through workshops, parental consultations and home visits as well as day to-day contact on arrival and collection.*
- *Pupil Premium Grant supports the development of personal, social and emotional skills to promote independence and self-efficacy, where children are equipped to independently make a positive difference to their own lives and those of others.*

Our School Approach for Pupil Premium

(School approach in terms of: Quality of teaching for all, targeted approach and other approaches or bespoke interventions- How does your school decide based on the numbers how you split your approach into these three different ways?)

Measuring, demonstrating and evaluating impact is used to inform future policy, actions, strategies and interventions;

Whole School Level:

Olney Infant Academy is committed to provide a happy, safe and stimulating environment for all children, providing them with the opportunity to achieve their full potential. Working in partnership with the community we aim to create an environment where all children feel valued and develop the necessary skills and attributes to prepare them for their future and inspire them to become lifelong learners. Olney infant Academy adopts a whole school approach with all being empowered and accountable for our pupil premium pupils. It is also a focus for SLT with a shared purpose. Barriers to learning are quickly recognised from entry which in turn allows us to address issues and quickly provide any necessary support. Our Pupil Premium strategy starts with excellent Quality First Teaching where high expectations and consistency of progress and achievement for all pupils is embedded throughout our school and this is enhanced further ensuring Pupil Premium is used to maximum effect. This is followed with bespoke and targeted support so as to ensure Pupil Premium children leave us on an equal footing to everyone else, they must be junior school ready, confident and resilient to the challenges to face them in the next chapter of their lives.

Summary information

School	Olney Infant Academy				
Academic Year	20/21	Total PP budget	30,900	Date of most recent PP Review	September 2020
Total number of pupils	200	Number of pupils eligible for PP	20	Date for next internal review of this strategy	July 2021

In light of the June 2019 update from the DFE on the website information regarding Pupil Premium Funding and Accountability for Schools, IFTL schools have started to consider a multi-year strategy covering a three- year period with light touch annual reviews resulting in a comprehensive review every three years in order to embed consistency and align this with the wider school improvement strategy.

Strategic Vision: Long Term Desired Outcomes**Three-year Outcomes:**

- To improve outcomes and reduce the gap between PP and non PP children in reading, writing and maths.
- To increase the attendance rates for pupils eligible for PP to above 96%.
- 100% of parents of PP children to attend workshops and parents' evenings.

Link to SDP:**Impact Towards Long Term Outcomes 2020-2021**

- The gap between PP and non PP children in reading, writing and maths is less than 10%.
- 90% of PP children's attendance is at least 95%.
- Due to COVID the expectation will be that 80% of PP parents attend virtual parents' evenings and interact through homework book, reading diary and daily contact with the teacher at the start and end of the school day.

Impact Towards Long Term Outcomes 2021-2022

- The gap between PP and non PP children in reading, writing and maths is less than 5%.
- 95% of PP children's attendance is at least 95%.
- 90% of PP parents attend parents' evenings and play an active role in their child's learning.

Impact Towards Long Term Outcomes 2022-2023

- The gap between PP and non PP children in reading, writing and maths is less than 5%.
- 100% of PP children's attendance is at least 95%.
- 100% of PP parents attend parents' evenings and play an active role in their child's learning.

Current attainment end of KS1 and FS 2019- 20		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Year 2 % achieving in reading, writing and maths	Reading 82 % Writing 82 % Maths 91 %	Reading 77 % Writing 76 % Maths 82 %
% making progress in reading 5 or 6 steps	100 %	92%
% making progress in writing	91%	96%
% making progress in maths	100%	97%
Year 1 % achieving in reading, writing and maths	Reading 40% Writing 40% Maths 40%	Reading 82% Writing 63% Maths 76%
% making progress in reading	60%	84%
% making progress in writing	40%	78%
% making progress in maths	60%	81%
Foundation Stage % achieving in reading, writing and maths	Reading 80% Writing 100% Maths 100%	Reading 80% Writing 84% Maths 93%
% making progress in reading	100%	95%
% making progress in writing	100%	96%
% making progress in maths	100%	93%
% achieving GLD	N/A	N/A

Barriers to future attainment	
In-school/External barriers	
A.	PP attainment in reading, writing and maths lower for PP verses non PP children
B.	PP persistent absence or arriving late resulting in the reduction of number of school hours and impacting on attainment

C.	Lack of parental engagement at home to reinforce learning of PP children at school and parents not attending school events/meetings
D.	Vulnerable PP families and children with behaviour and social, emotional difficulties affecting children's progress

Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children attainment in line with non PP in reading, writing and maths	Pupils eligible for PP attainment is in line with non PP children in reading, writing and maths
B.	PP children's lateness/attendance in line with non PP children. No children on PP to have persistent absences.	Attendance statistics show lateness for PP in line with non PP. Statistics show attendance for PP pupils in line with non PP with no persistent absences.
C.	80% PP parents attending parents evening and workshops	All PP parents attend workshops/parents evenings.
D.	PP children have a good level of well-being (using Leuven Scale)	Children score 4/5 on the Leuven Scale for Emotional Well-Being and Involvement

Planned expenditure for 2020-2021

i. Quality of teaching for all

Desired outcome	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 ?
PP children attainment in line with non PP in reading, writing and maths	Close tracking of reading/ maths and writing each half term, reading interventions and extra reading sessions given to children. Maths/writing interventions linked to the day's learning set up and sessions provided in afternoon to go over misconceptions. PP children seated suitably in the classroom so early checks can be made with then to ensure understanding.	PP children often not gaining reading experiences at home,	Reading interventions set up with trained staff Extra reading sessions with other adults in the school Maths interventions set up with a teacher	All class teachers- PP lead to monitor	Termly

PP children's progress of reading and writing in year 2 is in line or above non PP children	Set up grid of reading bands and plot children's reading progress though the year highlighting PP children. When tracking children termly look at PP children progress and attainment	PP children's progress of reading and writing in year 2 is below non PP children	Year 2 teacher/ PP lead to monitor	Year 2 lead	Termly
Total budgeted cost					£11,700
ii. Targeted support					
Desired outcome	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 ?
Year 1 and F.S -To maintain the decrease in the gap between PP and non	Look at attainment in reading writing and maths each term in FS and Year 1 of PP and non PP children and put in place interventions for PP children who are not	FS- PP children's achievement in reading, writing and maths all low, and significantly lower than non PP children	Target Tracker Teaching Assistant interventions in reading maths and writing set up and implemented.	FS and Year 1 teachers PP lead	Termly
Year 2 phonics retakes – 90% children achieving retake	Phonics interventions set up with teacher, mock phonics tests done at beginning and end of each term.		Year 2 teachers to look at phonics tests and gaps in learning and ensure these are covered again the next term	Year 2 lead	July 2021
80% PP parents attending parents evening and workshops	Teachers to ensure PP parents book a appointment to discuss children. Evening meetings teachers to remind parents about importance of the meeting and what they will gain from it. Registers taken to monitor who attends.	PP parents	Ensure teachers speak with parents and encourage them to attend	All class teachers- PP lead to monitor	After each meeting
Total budgeted cost					£11,700
iii. Other approaches					
Desired outcome	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 ?
PP children's attendance will be in line with non PP children. No children on PP have persistent absences.	Attendance is monitored termly and attendance score are shared with parents at parents' evenings and discussed. If children are still repeatedly absent meetings set up with head and PP lead to discuss and find ways to support.	PP absence level is below national average	PP lead to look at absence reports for PP children termly.	PP lead head	Termly

PP children's lateness in line with non PP children	lateness is monitored termly If children are repeatedly late meetings set up with class teacher and if needed head and PP lead to discuss and find ways to support.	PP lateness level is below national average	PP lead to look at lateness reports for PP children termly.	PP lead head	Termly
Offer free places in kids club or extra-curricular clubs		50% of PP children take up the extra-curricular clubs 25% of PP children take up the kids club			
Provide free places for PP children at breakfast club.	If children are attending breakfast club it ensures they are at school on time and are fed and ready to learn	25% of PP children take up the breakfast club places	Encouraging persistent latecomers breakfast club places		
Total budgeted cost					£7500

Review of expenditure

Previous Academic Year

2019-2020

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact	Lessons learned:	Cost
To improve PP children's reading levels in KS1	Guided/ paired reading sessions in KS1	Year 2 intervention successful. All reading levels improved.	Interventions for PP children have improved attainment,	£6000
	Close monitoring by class teachers of reading, writing and maths and regular updates of provision map.	Monitoring helped identify progress and when interventions were needed. Additionally the provision map allowed staff to see what had been put in place previously and the next steps for the children.	Tracking data and recording of the provision map identified the progress a child was making half termly.	
To improve PP children's writing levels throughout the school	All teachers to have focus on writing as an appraisal target.	FS interventions and Year 2 proved successful.	Interventions in FS and Year 2 have improved PP children's attainment	£4541
To improve PP children's maths levels throughout the school	Embedding of mastery approach to mathematics	As a whole school the teaching and learning of maths has become more uniform with the consistent use of vocabulary and resources associated with the subject.	Interventions in KS1 have improved PP children's attainment	£4500

Improve number of PP children gaining greater depth in KS1 maths	Share good practice of mathematics with other schools/ teachers.	Year 2 greater depth level increased	Continue with interventions to develop greater depth maths with a focus on improving number of girls achieving this.	£3000
Improve PP parent involvement within school activities	To engage parents more – time to talk meetings , parents consultations and daily chat with parents at end of day.	Improved slightly as a result of COVID.	To continue to develop relationships with PP parents and strategies to support this.	0

ii. Targeted support

Desired outcome	Chosen action/approach	Impact	Lessons learned:	Cost
Decrease the gap between PP and non PP children's attainment	One to one and small group interventions for reading, writing and maths with TA's Paired reading Handwriting intervention groups maths intervention groups	Achieved in Foundation and Year 2 so moving children transitioning into Year 2 2020-2021 will be closely monitored in their reading, writing and maths attainment throughout the year.	The children did not have a full academic year of learning, Some children did not return to school in March as a result of COVID. The interventions that were put into place in Year 2 and Foundation worked well.	£9200

iii. Other approaches

Desired outcome	Chosen action/approach		Lessons learned:	Cost
Investigate reasons for low attendance, make parents more aware of the importance of good attendance, further free use of breakfast club and impose fines for unauthorised absence.	PP lead to take in attendance records termly and discuss with class teachers and head. Teachers to share attendance with parents	Attendance was monitored and was still low in February 20 but improvement could not be developed due to COVID.	We have started to improve attendance in the school but need to continue this further next year	
Offer free places in kids club or extra-curricular clubs		50% of PP children take up the extra-curricular clubs 25% of PP children take up the kids club		£2357

Provide free places for PP children at breakfast club.	If children are attending breakfast club it ensures they are at school on time and are fed and ready to learn	25% of PP children take up the breakfast club places	Encouraging persistent latecomers breakfast club places to	£332
			TOTAL ACTUAL COST	£29,930