

Pupil Premium strategy statement



School overview.

Metric	Data
School name	Robert Miles Infants
Pupils in school	147
Proportion of disadvantaged pupils	22/147 15%
Pupil premium allocation this academic year	£30,935
Academic year or years covered by statement	2021-2022
Publish date	October 2021
Review date	September 2022
Statement authorised by	Mrs S Adams
Pupil premium lead	Mrs S Adams
Governor lead	Ms N Vaughan

Disadvantaged pupil progress overview for last academic year. No statutory data due to Covid 19

Strategy aims for disadvantaged pupils.

**Targets not yet set for PP children in Reception. Only 1 known child in September.

Aim	Target	Target date
Progress in Reading/ Phonics	73% Yr1 PP to reach ARE in Reading (8/11 children) 80% to achieve expected standard in PSC	July 2022
	Yr 2- 67% (8/12 children) Yr 1- 73% (8/11 children)	June 2022
Progress in Writing	For 67% Yr 2 PP to reach ARE in writing (8/12 children) For 73 Yr 1 PP to reach ARE in writing	July 2022
Progress in Maths	For 67% Yr 2 PP to reach ARE in Maths (8/12 children)	July 2022
Attendance	Improve attendance of PP pupils to 95%	July 2023

Teaching priorities for current academic year.

Measure	Activity
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<p>To improve Quality First teaching in all areas.</p>	<ul style="list-style-type: none"> • Teachers to have a thorough understanding of working memory/cognitive overload, retrieval practice, small steps to maximise learning opportunities. • Improvements to feedback policy focussing on immediate feedback and chances to act on improvement prompts. • This will be delivered through INSET days and staff development meetings via Visible Learning.
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Ensuring that all teaching staff use what has been learned at INSET.
<p>Priority 1 To close the gap in Reading/Phonics.</p>	<p>Quality first teaching of phonics in ability groups following the RWI scheme.</p> <ul style="list-style-type: none"> • Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively. • Ensure intervention staff have had RWI 1:1 coaching. • To ensure that gaps in phonics are identified and impact of interventions is tracked. • To continue with RWI development days to ensure quality teaching and identify areas for further development. • Small group teaching for phonics (4 TAs) • Use new RWI training package to share information with parents about how we teach phonics. • To ensure that PP children have adequate reading material closely matched to phonic ability to improve fluency. Purchase of new phonics reading books to support teaching of phonics. • To release RWI leader to monitor, coach and prepare training sessions
<p>Priority 2 To close the gap in writing.</p>	<ul style="list-style-type: none"> • English lead to review opportunities for writing across the curriculum- are they geared to PP boys? • Introduce a 'writing competition' to raise the profile of writing. • Homework tasks based on writing.
<p>Priority 3 To close the gap in Maths</p>	<ul style="list-style-type: none"> • To develop the mastery approach to teaching maths in EYFS • To fully embed the mastery approach to teaching maths in KS1 • Mastery teaching: To pursue objectives until they are achieved. Pupil progress must be closely monitored with 80-90% achievement • Collaborative learning as a focus of post covid recovery teaching/recovery pedagogy. • Additional daily fluency lessons to ensure concepts are embedded and provide opportunities for retrieval practice. <ul style="list-style-type: none"> • Mathematical talk (routine use of Stem Sentences) as a focus for maths CPD to strengthen pupils' vocabulary and grammar • 2 TAs supporting in Yr 1 and 2 daily for Maths. <ul style="list-style-type: none"> • Maths CPD on CPD on managing productive in-class discussions and Q and A sessions; • Maths CPD on supporting Higher Attaining Pupils (Focus on closing the GDS gap)

	<ul style="list-style-type: none"> • Staff to access NCETM/Maths Hub webinars.
Projected spending	£20376.20

Targeted academic support for current academic year.

Measure	Activity
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of parental skill in supporting at home/less opportunities to practice at home. This affects reading stamina and fluency. • Low academic levels on entry. • Some PP children are also SEND and have social care involvement. • Ensure that interventions regularly are tracked and that interventions are based on research.
Priority 1: Reading /Phonics	<ul style="list-style-type: none"> • 1:1 coaching RWI • Ensure PP children have weekly RWI 'book bag books' to take home.
Priority 2: Writing	<ul style="list-style-type: none"> • National Tutoring programme to further support children in receipt of pupil premium funding
Priority 3: Maths	<p>Additional tuition will take the form of:</p> <ul style="list-style-type: none"> • Pre-teaching for pupils identified through formative and summative assessment; • Post-teaching daily for pupils identified through formative assessment • Homework in the form of retrieval practice so accessible to all, irrespective of home support. • Teachers will carefully plan and manage their pairing of peer support and small groups to support PP pupils.
Priority 4: Visible Learning	<ul style="list-style-type: none"> • September 2021 begin visible learning to support children's attitudes to learning across school.
Projected spending	£5484.60

Wider strategies for current academic year.

Measure	Activity
Barriers to learning these priorities address	<p>COVID 19 impact on attainment and wellbeing of pupils and their families</p> <ul style="list-style-type: none"> • Pupil and parental anxiety. • Self-esteem, confidence, physical and mental well-being – pupils must feel successful in their learning and be aware of their value to the school community. • Possible impact on attendance due to Covid symptoms. • Additional ELSA training for staff
Priority 6: Attendance	<ul style="list-style-type: none"> • Tracking of persistent absentees. • Head to meet with parents of children with attendance less than 90% • Move towards fining if necessary.

Priority 7: well being	<ul style="list-style-type: none"> Mental well-being champion appointed. NCC training programme. Staff member to cascade training to all staff.
Projected spending	£1540

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring that interventions run consistently and staffing is not taken to cover illness.	Maths lead paired with part-time teacher returning from parental leave to free up 2 days a week to lead small groups.
Wider strategies	Engaging the families facing most challenges	Head to build relationships with families and sign post to relevant support where necessary.

Review last year's aims and outcomes.

Aim	Outcome
General comments.	<ul style="list-style-type: none"> Due to school closures and COVID 19 absences children had considerable disruption to their schooling. Engagement was sporadic. Activities were posted online, including phonics lessons. Children were contacted by telephone to encourage engagement. Much of the covid catch up will be spent on support for PP through the NTP tutoring, alongside school based strategies. <p>There were no statutory assessments for 2020/21. Children were supported through small group tuition and ELSA work. This actively supported well-being.</p> <p>Because all vulnerable PP children had weekly phone calls to keep in touch staff were aware of any issues and were able to assist, for example paper packs and signposts to learning resources and ideas.</p> <p>EYs PP children had: priority place in school, weekly phone calls, work set.</p> <p>KS1 PP had: priority place in school, weekly phone calls, work set, weekly one to one video conference.</p>