



Meon Infant School

Pupil Premium Strategy Document

2020-21





Meon Infant School Pupil Premium Strategy Statement

Summary information

What is Pupil Premium?

The Pupil Premium is a sum of money allocated to schools each year to narrow attainment gaps between pupils from low income families and their peers. It aims to provide significant funding for disadvantaged children to help close the attainment gap and promote greater progress in line with their peers. Pupil Premium is allocated to the school and is generated by children:

- Who are currently known to be eligible for free school meals (FSM)
- Who have been 'looked after' continuously by a local authority for more than 6 months
- Children from service families (known as the Service Premium)
- Children who have been eligible for FSM at any point in the last 6 years

The level of the premium for 2020-2021 is £1,345 per pupil fitting the criteria above for FSM children, £2,345 for Looked After Children and £310 for children from service families. From September 2012, schools are required to publish online information about how we have used the premium. This money is for schools to decide how to use but should be spent in order to improve educational attainment of children from low income families. The pupil premium has the potential to have a great impact on the attainment and future life chances of pupils.

1. Summary information					
School	Meon Infant School				
Academic Year	2020-21	Total PP budget	£47,175 £47,908	Date of most recent PP Review	July 2020 September 2021
Total number of pupils	475 181	Number of pupils eligible for PP	363 8	Date for next internal review of this strategy	January 2024 Final Review
	Free School Meals (FSM)/Ever 6	Service children	Children in care	Children adopted from care	
Number	2330 x £1,345	75 x £310	1 Virtual Head	63 x £2,345	
Funding	£30,935 40,350		£1,550 2,170	Virtual Head	£7,035 44,070
<p><u>Based on GIAS Information</u> 5/12s of 20/21 data £48,935 above = £20,390 Previously 7/12s of 19/20 data £47,175 (23 DP, 6 Post LAC, 7 Service) = £27,519 <u>Total Pupil Premium Funding for 20-21 = £47,908</u></p>					

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The following data is from the end of the academic year 2019-2019 as the Covid lockdown meant that there was no national data for the end of academic year 2020.

1. Current attainment		
Attainment for: 2018-19	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving expected standard or above in reading	71%	79%
% achieving expected standard or above in writing	57%	73%
% achieving expected standard or above in maths	43%	83%
% achieving expected level in phonics test	95%	83%
% achieving GLD at end of EYFS	63%	73%

Barriers to future attainment (for pupils eligible for PP, including high ability)

Identified barriers to learning for 2020-21	
School context: 21 % of the school are pupil premium with 4% service premium. This is lower than national.	
A	Just under half of the previous Year 2 cohort (43%) did not achieve expected.
B	31% of the pupil premium cohort require additional support for learning- the school has recently changed SEN provision which will focus more on 'in class' intervention rather than withdrawal.
C	New Year 2 came out just below national for GLD (in 2019) so will be tracked for phonics progress during the year.
External barriers (issues which also require action outside school, such as low attendance rates)	
F	A minority of the pupil premium children are identified as needing additional support outside of school. This could be social, medical, emotional support, support from our Early Help Lead, Safeguarding support or external agency support. Complex barriers are preventing disadvantaged children's life chances.
G	Home factors including:



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	<ul style="list-style-type: none"> Parental confidence and their own level of education and experience of school which can result in low parental engagement and children's readiness to learn. Some pupil and parent aspirations are low resulting in children having little ambition. Families' emotional and financial stability and welfare. Some children and families do not venture far from their locality. 												
H	In 2018-2019 PP children's attendance was broadly in line with national at 95.83, which was below non disadvantaged at 97.59. We need our PP children to be attending the same amount as non PP. (This is the most current data we are able to use)												
2. Desired outcomes													
	<table border="1"> <thead> <tr> <th><i>Desired outcomes and how they will be measured</i></th> <th><i>Success criteria</i> (By end of the academic year July 2021)</th> </tr> </thead> <tbody> <tr> <td>A. Pupil Premium children will leave KS1 with similar outcomes to their non-disadvantaged peers in writing and maths</td> <td>The gaps between disadvantaged children and non-disadvantaged children will continue to diminish in maths and writing to enable children to achieve more in line with their peers (national measure). Teaching across the school to be good or better.</td> </tr> <tr> <td>B. To improve writing aspect of phonics teaching to ensure disadvantaged children achieve in line with national and non-disadvantaged.</td> <td>Differences will diminish in writing (will decrease from 2019 national measure) between disadvantage and non-disadvantaged children and PP children will achieve in line with non PP and National Expectations.</td> </tr> <tr> <td>C. Disadvantaged children will better access taught learning habits and apply these habits and increasing resilience to their learning and wider experiences.</td> <td>School research will highlight how disadvantaged children are able to better access taught learning habits, learning maps, thinking hats for reflection and work around the school values. Building resilience will allow children the ability to better grapple with learning and face learning challenges with increasing confidence and independence. This will be noted by external evaluations.</td> </tr> <tr> <td>D. Increased attendance of disadvantaged pupils.</td> <td>Disadvantaged children's attendance will be in line with non-disadvantaged children Families who need support with getting their children to school will have a support plan and interventions from Attendance officer.</td> </tr> <tr> <td>E. To support children from disadvantaged families and keep those with safeguarding concerns safe and stable at school. Offer a</td> <td>ELSA, DSL, MABS and Attendance officer working together to give families blended support.</td> </tr> </tbody> </table>	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i> (By end of the academic year July 2021)	A. Pupil Premium children will leave KS1 with similar outcomes to their non-disadvantaged peers in writing and maths	The gaps between disadvantaged children and non-disadvantaged children will continue to diminish in maths and writing to enable children to achieve more in line with their peers (national measure). Teaching across the school to be good or better.	B. To improve writing aspect of phonics teaching to ensure disadvantaged children achieve in line with national and non-disadvantaged.	Differences will diminish in writing (will decrease from 2019 national measure) between disadvantage and non-disadvantaged children and PP children will achieve in line with non PP and National Expectations.	C. Disadvantaged children will better access taught learning habits and apply these habits and increasing resilience to their learning and wider experiences.	School research will highlight how disadvantaged children are able to better access taught learning habits, learning maps, thinking hats for reflection and work around the school values. Building resilience will allow children the ability to better grapple with learning and face learning challenges with increasing confidence and independence. This will be noted by external evaluations.	D. Increased attendance of disadvantaged pupils.	Disadvantaged children's attendance will be in line with non-disadvantaged children Families who need support with getting their children to school will have a support plan and interventions from Attendance officer.	E. To support children from disadvantaged families and keep those with safeguarding concerns safe and stable at school. Offer a	ELSA, DSL, MABS and Attendance officer working together to give families blended support.
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	wider support network between the 3 schools to both the child and the family.	
F.	Disadvantaged children have equal life chances as non-disadvantaged children.	Attainment in all areas of school to be in line or better than non-disadvantaged families.
G.	Disadvantaged children and their families who need help with challenging behaviour in order to support academic progress and achievement to be supported by trained professionals.	Support for all families that need it. Disadvantaged children and their families will receive support from all professionals organised by SENCO/Head/DSL
H.	Service Premium Children to be supported emotionally with moving house/location/living away from parent and any worried/concerns about the parent who may be working overseas.	Programme of support by TA's with support from MW ELSA (GB) when needed.



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4. Planned expenditure					
Planned activity	Cost	Reason for the approach	How the impact will be measured and reviewed	Staff lead/s	Impact of 2019-2020 strategy
Challenge and support attendance using attendance officer who will meet with parents and plan steps for successful working. Attendance officer can also offer other professionals for support (ie school nurse)	£4,644	Many families need support for strategies and help in overcoming barriers related to travelling to school, working on home/school routines and understanding the legal responsibilities around school attendance.	Attendance figures of all groups of children are produced half termly for HT analysis and action. Attendance officer to meet with head teachers half termly with updates and actions.	AS	Attendance at the end of Year 2021-21 was 97.3% and for PP was 96.4% All families who needed support with attendance received this.
Attendance SLA administration support for Fixed Penalty notices and advice/advertising.	£400	PCC subscription offers services for issuing fixed penalty services but also giving information out about services available. They also support parents with leaflets/advertising that support with expectations.	Attendance of PP children to be at or above non PP. Reduction in PA children due to support from expectations/legal requirements	AS	Attendance at the end of Year 2021-21 was 97.3% and for PP was 96.4%
Pupil Progress meetings to be held every term between head and class teacher/senco to discuss children's progress and ensure children are having support they need.	£950 £650	Pupil Progress meetings allow teachers to discuss the progress of children with PP with their headteacher and SENCO. Advise/solutions and actions are set to ensure good outcomes for all children.	Pupil progress records and target setting/	LD RT	All staff have a clear road map for each child in their class. PIXL assessments supported this as well as pupil progress sessions.
TLR appointment for English and maths areas (reading, writing and maths).	£1,500 TLR £2,126 Release	TLR's will support the implementation of the core subjects. This will increase and support the quality of teaching and learning which will lead to increased outcomes.	Learning walks will always report on Teaching and Learning and set next areas for development	SL	It is difficult to comment on the impact of the leaders with the pandemic introducing new variables.



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			TLR's will report to headteachers half termly to discuss impact of their work and further actions.		
Headteacher to coach each member of teaching staff once every fortnight.	£1,000 410	Coaching has historically supported the quality of teaching for all teachers which has a direct impact on the outcomes of children in the classroom.	Classroom observations/book looks/learning walks/records of informal conversations will record the impact of any coaching support that has taken place.	LD	The impact of this is difficult to measure as lessons looked very different during lockdown. Blue sky has records of coaching information. All teaching at Meon Infant remains good or better.
Additional group/1:1 intervention to support children to reach better outcomes in all subjects.	£27,915	Children who have specific areas for support will be targeted with need specific interventions such as FFFT, Phonics catch up and 'Mind the Gap' interventions which are based around teachers identifying a gap in knowledge or skills and setting an intervention around this.	SENCO and Headteacher will monitor the quality of interventions and half termly data will be analysed to identify support and plan next actions.	HT/RT	This was primarily focused on Year 1 and Year 2 Whole school results are as follows: 54.3% reading expected and above 54.3% writing expected and above 61% maths expected and above However, going forward, our current Year 1's will need this additional support as only 20% reached GLD (this is however reflective of the small number of children who are PP in last year's year R)



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Implement new phonics initiative with de-codable books to support inclusive learning of children in classroom settings.	£2,480	Last year's phonic attainment for all children including PP was below national. We need all children to be reading confidently when they leave KS1. Current phonics practice will be adapted to ensure that all children achieve their potential. Opportunities for getting expertise from other schools and counties will be explored.	Half termly phonic assessments to be used during strategy meetings for analysis and action planning.	LD/SL	This purchase has been made and staff have a wide range of books to select from for children.
TLR's for reading and writing to attend Hampshire core training sessions for up to date research and teaching leader support. (1/3 rd of price for training and 1 day cover every half term)	£200	Keeping up to date with national initiatives are paramount to the improvement of our curriculum offer to children.	TLR's to report back to headteacher team regarding quality and impact of training and record on impact log for reference.	SL	This was not available this year
MABS behaviour support for training, parental support, behaviour surgeries and individual caseloads.	£1,000	Giving support to our families and ensuring we are giving children in school support in managing their behaviour and emotional well-being will directly impact on the quality of learning a child will receive. Half termly 'surgeries' can ensure more children are impacted from the service and early intervention is paramount to making successful improvements.	SENCO to liaise with MABS professionals in a supportive role.	LD	Support from MABS has been reported as 'very useful' by surveyed parents. Teachers have found the surgeries helpful and this has led to a reduction in any class disruption.
Staff to have training to ensure excellent quality first teaching throughout the year	£1,500	A planned specific training plan as part of our management timeline ensures all staff get regular feedback/support on needs picked up from monitoring as well as sessions planned to improve	Classroom observations/book looks/learning walks will record the impact of any training that has taken place.	LD	Teaching and Learning at Meon Infant school is all good or better.



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		learning throughout the school. All training impacts directly on the learning of the pupils.			
Teacher/pupil conferencing for mathematics/reading and writing in year 2 (closing the gap in mathematics).	£2,100	Additional 1:1 work with teacher/pupil has been identified by the education endowment fund as a strategy with high impact on learning. Children will get individual feedback about their work which can be more powerful than group work.	Pupil progress meetings will evaluate the impact of conferencing each term. It is expected that all children who have had this programme make clear progress in books and attainment	LD	Book looks have showed that all children, including those who receive PP have made good progress. The impact of the pandemic has affected coverage of material rather than progress made
SLA additional support library service shared with Meon Infant	£400 additional service level 2	Accessing good quality material is important in engaging children and giving them a love for learning. It is additionally important for PP children to have access to these materials that may not normally be readily available for them. Stocking of books about other countries is important with supporting children from service families who may use these books during interventions.	Reading TLA to meet with SLS each term to evaluate impact. PP readers to be tracked during pupil progress meetings and actions made.	SL	NA
Implement memory acquisition training across school to support children with retaining of facts.	£200	All aspects of cognitive development will have a direct impact on the learning of our children. Teachers will receive training on embedding information into our young minds. Some of our SEN children who are also disadvantaged need cognitive support with memory and this is part of their additional need.	SENCO support plans will be updated and evaluated with impact from interventions.	LD/SN/RT	Training and modelling by senior leaders across both schools has ensured that staff are aware and are using memory strategies to accelerate learning.



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Subsidise school trips for PP children	£200	We need all children to access our curriculum to ensure they have the knowledge and skills needed to learn. This money is reserved to ensure all our children have access to enrichment.	Review end of July	LD	This has had reduced impact as trips could only happen in the last term.		
Total budgeted cost	For further information, please contact Ann Simmons or Jill Loader- 02392 731082				£47,908,265		