



# **Meon Infant School**

# **Pupil Premium Strategy Document**

## **2019-20**



## 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 2019-2020 is £1,320 per pupil fitting the criteria above for FSM children, £2,300 for Looked After Children and £300 for children from service families. The rates in 2020-21 for pupils eligible through free school meals will increase to £1,345 for primary schools and £955 for secondary schools. The rate for pupils who have been in care will increase to £2,345 and rates for Service families will increase to £310. 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								
<b>School</b>	Meon Infant School							
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£45,124		<b>Date of most recent PP Review</b>	July 2020		
<b>Total number of pupils</b>	175	<b>Number of pupils eligible for PP</b>	36		<b>Date for next internal review of this strategy</b>			
	<b>Free School Meals (FSM)/Ever 6</b>	<b>Service children</b>		<b>Children in care</b>		<b>Children adopted from care</b>		
<b>Number</b>	18 (Jan '19)	23 (Jan '20)	5 – (Jan '19)	7 (July '20)	0 (Jan '19)	1 (July '20)	8 (Jan '19)	6 (July '20)
<b>Funding</b>	£23,760	£30,935	£1,500	£2,170	0	Virtual Head	£18,400	£14,070
<b>£43,660 – for 19/20 funding based on January 2019 census - 7/12s proportion = £25,468</b> <b>£47,175 – for 20/21 funding based on January 2020 census – 5/12s proportion = £19,656</b> <b>Total Funding for academic year 2019/2020 = £45,124</b>								

## Meon Infant School Pupil Premium Strategy Statement

1. Current attainment (in School Data to March 2020)		
Attainment for: 2018-2019	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving expected standard or above in reading	78%	73%
% achieving expected standard or above in writing	78%	70%
% achieving expected standard or above in maths	70%	90%
% achieving expected level in phonics test	75%	81%
% achieving GLD at end of EYFS	62%	78%

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

Identified barriers to learning for 2018-19	
<b>School context:</b> 14 % of the school are pupil premium with 3% service premium. This is lower than national	
<b>A</b>	Just under half of the previous Year 2 cohort (43%) did not achieve expected.
<b>B</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.
<b>C</b>	New Year 1 came out just below national for GLD so will be tracked for phonics progress during the year.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F</b>	A minority of the pupil premium children (15%) 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.
<b>G</b>	Home factors including: <ul style="list-style-type: none"> <li>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.</li> <li>Some pupil and parent aspirations are low resulting in children having little ambition.</li> <li>Families' emotional and financial stability and welfare.</li> </ul>

## Meon Infant School Pupil Premium Strategy Statement

	<ul style="list-style-type: none"> <li>Some children and families do not venture far from their locality.</li> </ul>														
<b>H</b>	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.														
<b>2. Desired outcomes</b>															
<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 2019)</th> </tr> </thead> <tbody> <tr> <td><b>A.</b> 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>B.</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 2018 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><b>C.</b> 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><b>D.</b> 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><b>E.</b> To support children from disadvantaged families and keep those with safeguarding concerns safe and stable at school. Offer a wider support network between the 3 schools to both the child and the family.</td> <td>ELSA, DSL, MABS and Attendance officer working together to give families blended support.</td> </tr> <tr> <td><b>F.</b> Disadvantaged children have equal life chances as non-disadvantaged children.</td> <td>Attainment in all areas of school to be in line or better than non-disadvantaged families.</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 2019)	<b>A.</b> 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>B.</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 2018 national measure) between disadvantage and non-disadvantaged children and PP children will achieve in line with non PP and National Expectations.	<b>C.</b> 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.	<b>D.</b> 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.	<b>E.</b> To support children from disadvantaged families and keep those with safeguarding concerns safe and stable at school. Offer a wider support network between the 3 schools to both the child and the family.	ELSA, DSL, MABS and Attendance officer working together to give families blended support.	<b>F.</b> 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.
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i> (By end of the academic year July 2019)														
<b>A.</b> 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>B.</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 2018 national measure) between disadvantage and non-disadvantaged children and PP children will achieve in line with non PP and National Expectations.														
<b>C.</b> 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.														
<b>D.</b> 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.														
<b>E.</b> To support children from disadvantaged families and keep those with safeguarding concerns safe and stable at school. Offer a wider support network between the 3 schools to both the child and the family.	ELSA, DSL, MABS and Attendance officer working together to give families blended support.														
<b>F.</b> 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.														

### Meon Infant School Pupil Premium Strategy Statement

<b>G.</b>	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
<b>H.</b>	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 M3 ELSA (GB) when needed.

## Meon Infant School Pupil Premium Strategy Statement

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)	£4520	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 officer and HT met in school regularly (at least once a half term) and within Pastoral meetings once a term up to March 2020 with all HT from M3. Attendance in March was 97.23, which is above National
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	PP children's attendance was broadly in-line with National at 96.90, which was below the non-disadvantage at 97.34. However there is an increase in PA from 3.87 to 5.00 up to March 2020.
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.	915.00 637.00	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	The PP children for reading and writing were above Non PP at March 2020 for exp+ (78% Reading and Non PP were 73%) (78% for writing and Non PP were 73%). 70% of PP children were on track to achieve exp+ in mathematics and 90% Non PP were on track to get exp+.

## Meon Infant School Pupil Premium Strategy Statement

TLR appointment for all 3 core areas (reading, writing and maths).	£1500.00 TLR  2126.00 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  TLR's will report to headteachers half termly to discuss impact of their work and further actions.	SL	This focus changed to the needs of the school. The TLR were placed in their own school for the core areas. All the teaching at Meon Infant School was good or better.
Headteacher to coach each member of teaching staff once every fortnight.	£1000.00	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 Teaching staff have become more reflective about their teaching and now coach within Year Groups. All teachers have at least 5 years' experience.
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 FFT, 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	Pupil Premium children were analysed closely in the Pupil Progress Meetings and interventions were put in place and accelerated progress was observed.
Implement new phonics initiative to support inclusive learning of children in classroom settings.	£2480	Last year's phonic attainment for all children including PP was at 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	Extra phonics sessions were planned for Term 3 and 4 and would have progressed up to Phonics screening however due to Covid Screening did not take place. At March 2020 the school was

## Meon Infant School Pupil Premium Strategy Statement

					predicting Phonic Screening to be 81%.
TLR's for reading and writing to attend Hampshire core training sessions for up to date research and teaching leader support. (1/3 <sup>rd</sup> 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	TLR disememinted all training that was relevant to our school e.g. 'Reading Rivers'. However this was tried and after pupil interviews it was realised that the children did not always value the use of Reading Rivers so class book shelves were used in the classroom.
MABS behaviour support for training, parental support, behaviour surgeries and individual caseloads.	£1000	<p>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.</p> <p>Half termly 'surgeries' can ensure more children are impacted from the service and early intervention is paramount to making successful improvements.</p>	SENCO to liaise with MABS professionals in a supportive role.	LD	The Families that accessed support programmes used the ideas in the home and behaviour improved for them at home. Any behavioural issues that occurred in school were dealt with by TA with Elsa experience and gave these children the confidence to deal with feelings and how to express them. Particularly with some PP children.
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	Classroom observations/book looks/learning walks will record the impact of any training that has taken place.	LD	Up to March 2020 all teaching was good and sometimes outstanding.

## Meon Infant School Pupil Premium Strategy Statement

		as well as sessions planned to improve 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	This was the case up to March 2020 and would have continued into the Summer Terms. All children have made progress in their books and most were on track to reach expected +
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	No available data due to covid.
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	Training not received due to covid.

### Meon Infant School Pupil Premium Strategy Statement

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	Due to covid many trips had to be cancelled.
<b>Total budgeted cost</b>	For further information, please contact Ann Simmons or Jill Loader- 02392 731082				<b>£47,093</b>