

James Montgomery Academy Trust Pupil premium strategy statement



1. Summary information					
School	Brampton Cortonwood Infant School				
Academic Year	2019-20	Total PP budget	£34,880+ £2000 EY	Date of most recent PP Review	September 2019
Total number of pupils	170	Number of pupils eligible for PP Number of pupils eligible for EYPP.	24 + 4 EY	Date for next internal review of this strategy Final review	February 2020 September 2020

2. Current attainment (18-19 data picture for PP)							
	<i>Pupils eligible for PP (Pure PP)</i>			<i>Pupils not eligible for PP</i>			
	Reading	Writing	Maths	Reading	Writing	Maths	
% achieving end of EYFS expectation in reading, writing and maths	63.6 (100)	63.6 (100)	63.6 (40)	64	64	72	
% achieving end of KS1 expectation in reading, writing and maths	58.3	50	58.3	87	90.3	83.9	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	PP pupils are generally making slower progress towards end of year expectations (See gap between PP and non PP at end of KS1). PP children often have limited vocabulary, which impacts on reading comprehension, writing and mathematical reasoning. Many PP children are also on our SEN register and/or summer born. It is these complications that mean they progress at a slower rate, as our PP only children have better attainment and progress.

B.	Many of our PP children have SEMH needs and parents themselves identify that they need support. This impacts on confidence and self-esteem as well as their feelings of safety and security. This is often a barrier to learning in the classroom.
C.	PP pupils often enter our Smarties and F1 provisions with limited speech, language and communication skills. This hinders their development in all areas, including communication, phonics, reading and writing.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Some PP pupils have low attendance rates and punctuality can be poor.
E.	Some of our PP children have limited support from home; this includes not reading frequently with an adult and not being supported when completing homework. Some PP pupils do not experience wide and varied vocabulary at home and have limited life experiences beyond their home environment and locality.
<div> <div> 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) </div> <div> Success criteria </div> </div>	
A.	<div> <p>Increase rate of progress for PP+SEN+SB group, ensuring each child meets their aspirational target. 65% of this group of PP children meet ARE and 100% achieve their own aspirational target.</p> <p>Pupils eligible for PP will make rapid progress in reading, writing and maths so that 100% meet end of year aspirational targets. Those that are high attainers will achieve greater depth. Where PP pupils have low entry levels, the gap will be narrowed quicker.</p> </div>
B.	<div> <p>PP children with SEMH needs (15 children) are supported to be able to access learning successfully through effective pastoral provision, so that 65% meet ARE expectations, and 100% make progress in order to achieve their aspirational end of year target.</p> <p>Children are identified and allocated SEMH support in a timely manner. Initial assessments and exit assessments are carried out to show progress made. The impact of the work means that 65% of PP children with SEMH needs make progress in line with age-related expectations and 100% make progress in line with their own aspirational targets.</p> </div>

C.	Increase speech, language and communication skills through implementation of effective interventions and early identification of need in F1 and F2	65% of PP children in F2 achieve GLD by the end of the year.
D.	Improve attendance and punctuality rates of PP children to ensure none fall into persistence absence bracket and all meet school target.	PP children will meet school attendance target each term. There will be no persistent absence for PP children. PP percentage in line with non, meeting our 96% school and national target.
E.	PP children to access all school trips, including exploring their own local environment. PP Parents are targeted to ensure they access school information sharing events, parents' evenings and family learning events.	PP pupils will be provided with broader experiences, providing them with opportunities to explore the world and increase their understanding of it. All PP children access all school trips. Information sharing events, parents' evenings and family learning events are accessed by at least 80% of PP parents / carers.

5. Planned expenditure					
Academic year		2019-20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
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	Budgeted costs
A Increase rate of progress for PP+SEN+SB group, ensuring each child meets their aspirational target.	<u>Assessment / Tracking</u> To assess at 2 assessment points. Pupil Progress Meetings take place in November, after AP1, April (Y2 ONLY) and July	Two assessment points in line with all JMAT schools. Allows for cross school moderation at key points, to ensure accuracy. Ensures no child slips through the net and information feeds in to half termly intervention conversations.	Tracking ensures PPMs lead to effective interventions to maximise progress of PP cohorts. Clearer information to share with parents regarding next steps. Clearer information for monitoring by academy trust	SLT	O'Track cost = £720

<p>B PP children with SEMH needs (15 children) are supported to be able to access learning successfully through effective pastoral provision, so that 60% meet ARE expectations, and 100% make progress in order to achieve their aspirational end of year target.</p> <p>C Increase speech, language and communication skills through implementation of effective interventions and early identification of need in F1 and F2</p> <p>D Improve attendance and punctuality rates of PP children to ensure none fall into persistence absence bracket and all meet school target.</p> <p>E PP children to access all school trips, including exploring their own local environment.</p>	To use O'Track data analysis reports	These allow for easier analysis of attainment and progress for vulnerable groups, particularly PP groups. Allows for closer monitoring of EYs PP pupils.			
	<p><u>Review:</u> PPMs AP1 in Jan led to identifying children for intervention which ran Jan-March. This included tracking aggregated need and pupils who needed targeting for combined subject achievement. No further data collections due to Covid-19 closure.</p>				Total spend: £720
	<p><u>School Values / Systems</u> To promote use of school values and school systems at all times.</p> <p>To share school's curriculum vision with all stakeholders.</p>	<p>These promote positive values at all times and ensure that low level behaviours are eliminated. B, B, B promotes independence and effort levels inspire children to perform to their best. Identified children spend additional time in forest school environment having core values reinforced with focused support from Mr Salmons.</p> <p>Ensures all stakeholders are clear on our vision and are accountable for it.</p>	<p>Drop ins Behaviour around school Monitoring sessions Staff discussions PPMs</p>	<p>All SLT</p>	
	<p><u>Review:</u> Weekly assemblies reinforcing and celebrating demonstrating values. Identified children spent additional time in forest school 3 times a week – this reduced incidents of crisis moving from lunch back into class and supported children to develop their self-regulation strategies. INSET – Jason Bangbala provided training for all staff re positive behaviour strategies and the behaviour policy was reviewed and adapted. All staff were given clear expectations and this was being monitored by SLT, ready for a follow up staff meeting to address any continuing staff CPD as school closed for Covid-19.</p>				Total spend: £50 vouchers star of the term. INSET costs came from JMAT top slice.
	<p><u>Curriculum</u> To ensure our curriculum is inspiring and engaging, with use of hooks to capture children's interests. Effective working</p>	<p>When engagement is high, attainment and progress is proved to be more effective.</p> <p>When working walls are used effectively</p>	<p>Planning for effective and engaging entry and exit events for topics Monitored through the following systems: - During Pupil Progress meetings - By SLT during drop ins and</p>	All	£1200 Class termly

<p>PP Parents are targeted to ensure they access school information sharing events, parents' evenings and family learning events.</p>	<p>walls updated continually. Continued development / refining of immersive classrooms and use of alternative work spaces, where appropriate.</p> <p>Development of curriculum progression defined with clear knowledge, skills and vocabulary to be developed.</p> <p>To ensure that locality use is at the heart of ongoing learning. Ensure access to a wide variety of trips to enhance their learning experiences and give them experience beyond their own locality.</p> <p>Further enhancement of forest school principles and new space developed , including targeted support for individuals.</p>	<p>and with a consistent approach, they support QFT and impact on progress and independence in learning.</p> <p>Where applicable, children access alternative work spaces ensuring they are comfortable working, they have ownership of how they work, and they can meet their learning style. All of which will impact on attainment and progress.</p> <p>Children have a sense of belonging and understand their locality within the wider context. Children have access to different experiences and understand the world beyond their locality. They gain knowledge of the world of work and opportunities available to them.</p> <p>Evidence shows that forest schools improve engagement, impact on skills development and on self-esteem, and will particularly engage our hard to reach boys</p>	<p>monitoring sessions</p> <ul style="list-style-type: none"> - Through work scrutinies <p>When data is analysed by SLT.</p> <p>As above</p>	<p>MSal</p>	<p>£600 Forest School</p> <p>£1005</p>
	<p>Clearly identified visits and use of locality identified in long term planning, with clear rationale for choices</p> <p>Implement a clear programme of home/school information sharing sessions and family learning for each class across the year</p>	<p>Children have access to a range of visits and make full use of their locality.</p> <p>Improved relationships between parents and school ensures parents have the correct knowledge and understanding to support their children effectively at home so children make progress.</p>	<p>PP children can access £25 for Target25 to use towards the cost of trips in school.</p> <p>All Target25 money claimed and used.</p> <p>Staff to make explicit the rationale behind the trip from an educational point of view. School to contribute to</p>	<p>SA/LW</p> <p>SA/LW</p> <p>All teachers</p>	<p>£775</p> <p>£2500</p>

			<p>trips to ensure no trip costs above £15.</p> <p>Events planned across the year, including – Read and Raves, Phonics sessions, F1 stay and plays, Smarties stay and plays, F2 workshops, Family Learning event for each class. Staff keep registers of attendance at all events and actively seek and encourage PP parents to access all events. At least 75% of PP parents to attend each event.</p>	All teachers	£1500 resources for events
	<p><u>Review:</u> Impact on attainment cannot be tracked due to closure. School trips from March onwards were cancelled. Hooks for learning in the first half of the year (pre-closure) included art projects, local walks, immersive areas and family learning. This engaged pupils and was evident through the way they could talk confidently about their topic as part of pupil voice. Alternative work spaces in place across school and accessed, especially by children with SEMH need. This increased engagement of PP children with SEMH needs (3 focused). Alternative work spaces reduced twice weekly crisis points for 1x PP child who accessed PE at an alternative time and completed art therapy while the rest of the class had their PE lesson. All curriculum progression maps are now completed (many as part of working from home during the school closure.) and all staff engaged with the curriculum development twilight remotely, resulting in adaptations to the drivers and intent to ensure the curriculum matches the needs of the community, especially harder to reach and PP families. Local area trips supported pupils with their geographical understanding, evident through the work produced in books (local supermarket, local plant shops, Consiborough Castle). Additional materials to enhance forest school ordered but delivery and impact delayed due to Covid-19 closure. Events held to further engage families: Read and Rave (F2 – Y2): 50% of the cohort attended, including 60% of eligible PP. F1 stay and play – attended by 100% of F1 so 100% of F1 EYPP. F2 creative workshop with Grandparents – attended by 80% of the F2 cohort and 100% of the F2 PP. Phonics sessions were scheduled for Spring but were cancelled due to Covid-19.</p> <p>Additional costs associated with pupils accessing homelearning (as a percentage of total costs to reflect impact on PP): Paper copies of homelearning packs provided – this allowed pupils who did not have access to computers the chance to engage with the homelearning. Vulnerable calls and texts – ensuring that families were doing well and providing any remote support needed throughout closure, including references to external agencies such as early help and social care.</p>				<p><u>Total cost:</u></p> <p>Curriculum resources: £800 Staff time with PP pupils with SEMH in forest school (50% of total year): £500 Forest school resources: £788</p> <p>Target25 accessed: £560</p> <p>Resources costs: £160</p> <p>Homelearning</p>

					packs (printing): £150 Staff time engaging vulnerable learners/well-being check: £1900 SBM time spent on FSM: £1756
Total budgeted cost for part i					£8,300
Total actual spend					£7334
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	Budgeted costs
<p>A Increase rate of progress for PP+SEN+SB group, ensuring each child meets their aspirational target.</p> <p>B PP children with SEMH needs (15 children) are supported to be able to access learning successfully through effective pastoral provision, so that 60% meet ARE expectations, and 100% make progress in order to achieve their aspirational end of</p>	To implement specific interventions at Wave 2 designed by VF and Learning Support	Specific intervention to support lower ability children to build early reading skills. High success rate proven. Targeting children in Y2 who are working well below in reading. Link to IEP targets.	Half termly intervention meetings O'Track data Staff expertise to target the right groups Analysis of ongoing assessments	VF with LP	£0
	To employ a reading partner for 12 hours per week in KS1 – JL's role	Targeting children slightly below who do not get home support in their reading.	As above + PPMs	JL	£6,421
	To maximize use of volunteers in school to support reading progress To deploy a staff member 1 day a week to deliver phonics intervention. To use Active Phonics strategies	Active strategies help to engage the hard to reach groups and will accelerate progress in phonics.	MSt. to work alongside staff and provide individual support	MSt. 1 day	£3765

<p>year target. C Increase speech, language and communication skills through implementation of effective interventions and early identification of need in F1 and F2</p>	<p>within daily sessions</p> <p>To deploy a staff member 2 days a week across Smarties and F1 to focus on CLL interventions and impact on early talk.</p>	<p>Data analysis showed a high percentage of PP working well below in communication and language. Early Years PP funding is being used to provide an additional member of staff used to support interventions. Removal of barriers to learning. Improve confidence and self-esteem.</p>	<p>Bespoke interventions to meet individual and group needs, identified through intervention meetings</p>	<p>MSt. 2 days</p>	<p>£7531</p>
	<p>To implement social and emotional wellbeing interventions delivered by LP or SH SH to attend theraplay training sessions</p>	<p>Removal of barriers to learning. Improve confidence and self-esteem.</p>	<p>All policies, procedures and consent forms in place. Entry and exit assessments in place.</p>	<p>LP/SH/ LUNA</p>	<p>£4038 SH 10 hours per week focused PP children. £6363 LP 2.5 days</p>
	<p>Continue to stagger lunchtimes and provide additional support to deal with challenging behaviour.</p>	<p>Improve behaviours, provide emotional support for children with SEMH needs. Provide children with areas to access to ensure a balance of active and quiet activities at lunchtime. Ensure children are ready to learn in afternoons.</p>	<p>Range of activities and areas on offer. Lunchtime behaviours improve, children ready for learning in the afternoon.</p>		<p>£75 Luna insurance</p>
	<p>To use school dog to support emotional wellbeing of pupils - Luna</p>	<p>Studies have shown that a dog in school can improve the well-being of children and lower the rates of anxiety. This links into our removal of barriers to learning and supports children's social and emotional development.</p>	<p>Luna has a timetable to support as many children as possible (reluctant readers, lunch with LUNA, playtimes and daily miles, intervention groups, incentive time with</p>		<p>£100 resources for other pets</p>

			children and classes)		
	<p><u>Review</u></p> <p>Impact on attainment cannot be tracked due to closure.</p> <p>Wave 2 interventions set up with support from LSS to start impacting – by Spring 1 end this was relevant to 8 pupils, 50% of which were PP. Impact is difficult to track as there was not enough time for the programs to run before closure.</p> <p>JL target group for reading were all PP and were receiving twice weekly additional sessions.</p> <p>MSt target groups for phonics were all PP and received twice weekly active phonics. MSt has continued to focus intervention on pupils in school since returning, including the 7 PP pupils back in school.</p> <p>MSt deployed 2 days per week between Smarties and F1 to focus on CLL development. This started February so was not in place long enough for the impact to be seen. However, staff time during closure has also been spent on developing speech and language resources/intervention for early years so the time has continued to be spent on this, with the impact to be seen next year.</p> <p>SH attended Theraplay just prior to lockdown and has feedback to all staff remotely as part of WFH task. Strategies in place from LH and SH saw a reduction in crisis points and disruptive behaviours and pupil voice and parental feedback during lockdown shows that pupils are generally feeling positive about returning and have been applying self-regulations strategies at home.</p> <p>Feedback from 6 PP families focussed on the fact that they were struggling to support their child to sit and learn so this needs to be a consideration if there is a second wave requiring remote learning. This has been feedback to the JMAT homelearning group.</p> <p>Lunchtimes – JB training (see above). This, along with pastoral support and access to additional forest school reduced crisis/challenge on the yard and supported a positive transition back into class (also above).</p> <p>Use of Luna engaged pupils positively with the learning and positive behaviour where she was used therapeutically and as a reward.</p>				<p><u>Total cost</u></p> <p>JL: £6421</p> <p>MSt Phonics targeting: £3765</p> <p>MST CLL: £7531</p> <p>SH Theraplay: £4038</p> <p>LP Pastoral (in and out of lockdown including remotely): £6363</p> <p>Pets: £175</p>
Total budgeted cost for part ii					£28293
Total actual spend					£28293
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and	How will you ensure it is implemented well?	Staff lead	Budgeted costs

		rationale for this choice?			
D Improve attendance and punctuality rates of PP children to ensure none fall into persistence absence bracket and all meet school target.	<p>To revamp our attendance incentives for children, both short term and long term</p> <p>Complete traffic light risk assessment for attendance to target children effectively</p> <p>Continue to implement timely attendance meetings</p> <p>Continue to use attendance panel meetings to impact on persistent absence</p> <p>Late gates in place once every half term</p>	<p>In order to maintain our attendance figure we need new incentives to continue to inspire and motivate the children</p> <p>Careful targeting from risk assessment</p> <p>Clear and timely systems to impact positively on attendance figures</p> <p>Ongoing conversations with parents for persistent lateness for early intervention and impact</p>	<p>Classopoly game – large display in the hall with new treats. Focus on attendance every Monday in assembly. Class % go on the display board monthly and the winning class roll the dice for their treat. On the other Mondays, special mentions given to all classes above our attendance target of 96% and highest is rewarded with 5 minutes additional play time. Winning class information goes on the Friday letter each week.</p> <p>Children every Friday receive a dojo if they have been at school and on time all week.</p> <p>Termly certificates and stickers for children reaching our target of 96%</p> <p>End of year gift voucher awarded for children with 100% attendance for the year.</p> <p>Risk assessment updated monthly. Information shared with teachers so that ongoing conversations with parents and children can take place.</p> <p>Letters go out for attendance meetings and panel.</p>	<p>All staff SA</p> <p>All staff SA/LW SA/LW</p> <p>SA + All staff SA/LW</p> <p>SLT</p>	<p>£100 for year for classopoly treats</p> <p>£150 certificates and stickers</p> <p>£150 estimated for vouchers</p>
	<p><u>Review</u> Items purchased for the attendance strategies and whole school attendance by March closure was 94% for whole school and 92% for PP. School was closed in December due to a bug that saw weekly attendance drop below 75% - it is now suggested that this may have been Covid related. Therefore, we cannot review the impact of these strategies. Panel meetings and attendance monitoring were suspended.</p>				<p>Attendance reward spend 50% of year: £180 Stickers and vouchers: £58</p>

			Total budgeted cost for part iii	£400
			Total actual spend	£238
Total budgeted cost ALTOGETHER				£36,993
Total actual spend				£35865