

PUPIL PREMIUM (PP) Expenditure Plan 2020/21 V6



Number of children currently on roll Year R-Year 2	180
Total number of children eligible for Pupil Premium Grant (PPG)	75
Amount of PPG per child	£1320
Early Years PPG – estimate based on 19-20	£8543
Total	£107,543

Key areas of focus

When considering expenditure of Pupil Premium Grant it is essential the context of the school is fully considered. The following are factors/characteristics which have been taken into consideration when planning expenditure:

- % of girls in lowest percentile compared to national
- % of FSM in highest percentile compared to national
- % children receiving SEN support in highest percentile compared to national
- the school has a very high number of children and families with social, emotional and mental health issues
- school deprivation indicator is in the highest percentile compared to national
- Approximately 99% of 2 year olds and 87% of 3 year olds in our nursery are assessed with language delay
- intergenerational unemployment is a characteristic of this community
- high level of families with social care involvement

Therefore we focus on:

- A. teaching being of a consistently high standard to diminish the difference
- B. ensuring challenge for higher attaining children
- C. developing resilience and providing therapeutic support
- D. improving speech, language and communication skills
- E. ensuring the maximum number of children pass the phonic check
- F. ensuring reading is given very high priority
- G. staff having the appropriate skill set to meet locality need
- H. families engaging so they can support their child's learning
- I. ensuring the highest quality early years provision to get children off to the best possible start
- J. delivering interventions which are highly effective in narrowing the gap

Nature of support is broken down as follows:

Focus on learning (A, B, E, F, I and J)			50%	
Focus on Social Emotional and Behaviour support (C and G)			20%	
Focus on Speech language and communication (D)			17%	
Focus on family and community (H)			13%	
Total PPG			£107,543	
Pupil premium proposed expenditure	Predicted Cost	Timescale	Purpose	Desired outcome
1.50% Early Years Teacher & EYFS Teaching Assistant for an additional Reception class (EEF +6 – Early intervention) Focus: A,B,H,I	£20,120 + £10,653 = £30,755 (BL E01 + E03)	Sept20- July 21	To provide the highest quality EYFS environment and pedagogy, based on strong EYFS principles & best practice, with a focus on Prime Areas (Personal, Social & Emotional, Communication & Language and Physical Development) Literacy, Mathematics and the Characteristics of Effective Learning to secure a Good Level of Development by the end of reception.	High quality provision (reception classes of 20) that promotes strong respectful relationships enabling children to thrive and flourish. High quality relationships with families so they are able to engage with educational activity with children. Attendance is good and the number of children achieving Good Level of

				Development improves year on year with the gap between national and school diminishing.
2.Inclusion team provision (50%) Nurture/Inclusion Teacher (25%) Play Therapist (50%) Focus: C,	£10,673 £12,000 £6,294 = £28,967 (BL E01 = E03)	Sept 20- July 21	To ensure all PP children are equipped with appropriate skills to support their emotional wellbeing and self regulation, and are therefore able to access mainstream learning in class.	All PP children are able to access learning in mainstream classes, with support as appropriate. Children in 'adapted provision' (Mulberry Class) have clear individual entry and exit plans (preferred futures) with the aim that they will rejoin their mainstream class. Children with low scores on the Boxall Profile at the start of the school year have improved scores by the end. Children will develop greater resilience to access learning and thrive with challenge. Reduction in school exclusion.
3.Speech and Lang therapist (50%) Speech Language Assistant (50%) Focus: D& G	£11,000 + £10,372 = £21,372 (BL E03 =E27)	Sept 20- July 21	To provide three tier support: universal offer; targeted support; one to one individual children. To provide regular support to staff and CPD To provide weekly virtual family sessions for pre-school/nursery children 'Pat a Cake'	High quality CPD offered to all staff to improve universal/targeted support and provision. Staff will have completed communication champion training, including signalong and word aware. Staff team have well developed knowledge, skills and understanding of speech, language and communication and are able to use appropriate strategies The number of children across the school with age appropriate language will reflect UK norms (typically every class of 30 includes 2 children with SLCN)

4RWI 1:1/ Maths 1:1 FFTwave3small group allocation in KS1 50% KS1 TA Focus: E, F, J	£8,508- (BL E03)	Sept 2020- July 2021	To work with class teachers on individual targets for children who are not making expected progress or where specific gaps have been identified. To work with individual children who are at risk of not reaching the expected standard in phonics at Y1 and Y2	Accelerated progress from start points at the beginning of KS1. Children able to access learning independently using taught skills. Continued upward trend in number of children passing phonic check.
5. RWI resources and training Focus: E, F, G	£5,880 (BL E09 + E19)	Sept 2020- July 2021	To ensure consistently high standard in all staff, including those new to team. To ensure resources are well maintained	The teaching of phonics is systematic and of a consistently high standard. Half termly RWI assessments and Phonics Screening check indicates PP children make accelerated progress.
7.Family Support Worker (50%) Focus:H	£12,064 (BL E31)	Sept 2020- July 2021	Provide early help/parenting classes 'Solihull'. To identify barriers to children's learning including domestic issues. To support parents' understanding and use of positive behaviour management strategies. To provide support for attendance officer to ensure attendance is always high.	Increased levels of engagement of families to support their children's education. Decrease in number of families requiring statutory social care intervention. Attendance remains high. PP children whose families are accessing the support and advice of the Family Support Worker, make accelerated progress.
Total expected expenditure	£107,546			

Our school has a welcoming and open ethos. As part of this the leadership team and governors welcome your comments and ideas about this expenditure plan. If you would like to comment please email office@westearlhaminfant.norfolk.sch.uk.

IMPACT and EVALUATION of 2019-20 Pupil Premium Expenditure

Area of expenditure	Analysis
<p>1. Early Years Teacher Reception (50%) (EEF +6 – Early intervention)</p>	<p>PP reception attendance up to lockdown in March 2020 92.59% (June- July 2020 59.3%)</p> <p>PP children in reception made good progress against age related expectations from very low starting points This EExAt data is taken up until the point of lockdown.</p> <p>43% of PP children ‘below’ in PSED in Autumn 19 – in Spring 20 this had reduced to 35%. 5% of PP children ‘above’ in PSED in Autumn 19 – in Spring 20 this had increased to 30%. 71% of PP children ‘below’ in Literacy in Autumn 19 – in Spring 20 this had reduced to 30%. 0% of PP children ‘above’ in Literacy (Reading & Writing) in Autumn 19 term – in Spring 20 this had increased to 30%. 71% of PP children ‘below’ in writing in Autumn 19 – in Spring 20 term this had reduced to 60%. 0% of PP ‘above’ in writing in Autumn 19 – in Spring 20 this had increased to 25%. 67% of PP children ‘below’ in Maths in Autumn 19 – in Spring 20 this had reduced to 25% 0% of PP children ‘above’ in Maths in Autumn 19 – in Spring 20 this had increased to 35%. This year we were unable to report on the ELGs at the end of the year.</p>
<p>2. Inclusion team provision (50%) (EEF +8 – Meta Cog and Self reg/pastoral support)</p>	<p>80% of children receiving Play therapy were PP. 32% of all PP children were receiving some form of support from the inclusion/therapeutic team, ranging from low level support through to a high level of support to enable them to access the curriculum.</p> <p>11% of PP children were at serious risk of exclusion. With a high level of support and intervention only 1 child was issued with a fixed (two-day) exclusion, shortly before lockdown.</p>

<p>3.Speech and Lang therapist (50%)</p> <p>5. EY Speech and Lang TA (50%)</p> <p>6. Listening and Attention renewable resources</p>	<p>All PP children have access to signalong, word aware by trained staff. Assessment and monitoring via Wellcomm. There was an open invitation to younger siblings to attend Pat a cake (pre-nursery children)</p> <p>Key Stage 1: 45 PP children, 13/45 also SEND, 2/45 also EAL 18/45 PP children received further assessment and therapy including 1:1 support , including auditory memory and speech sounds 39/45 assessed as having age appropriate language in autumn/spring term 4/45 children made 6 months progress up to spring 2020 1/45 made 3 months progress up to spring 20 (1/45 unable to reassess in springterm)</p> <p>Reception: 26PP children 2/26 SEND, 1/26 EAL, 6/26 received further 1:1 support and therapy 9/26 had age appropriate language by end of spring term 2/26 made 18 months progress by spring 20 3/26 made 12 months progress by spring 20 9/26 made 6 months progress by spring 20 1/26 made 3 months progress by spring 20 2/26 made no progress according to wellcomm assessment, however, the section is a large one which these children had just tipped into</p> <p>Funded 3s: 22 EYPP children, 1/22 received EAL support, 6/22 SEND 13/22 received further 1:1 assessment and therapy 18/22 received support from Early Years Talk Boost x3 a week 4/22 at age appropriate level 3/22 were not able to be reassessed in spring 20 (no data) 1/22 made 3 months progress up to spring 20 8/22 made 6 months progress in 3 months up to spring 20 1/22 made 9 months progress up to spring 20 3/22 made 12 months progress up to spring 20 1/22 made 18 months progress up to spring 20</p>
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	<p>NB: 1.The vast majority of children make most progress in the spring/summer period. During the academic years 2019-20 it has only been possible to report on progress over the autumn spring term.</p> <p>2. Regarding balance of input across year groups, the majority of our interventions are targeted at the EYFS where there is the highest level of need. The number of children requiring intervention in Y1 &2 is testimony to the effectiveness of the school's approach in the EYFS</p> <p>Staff training included</p> <ul style="list-style-type: none"> • Word aware training • Signalong • Early years talkboost
7. Family Support Worker (50%)	<p>15 families of PP children accessed Family Support worker during 2019-20 This was for a very wide range of issues ranging from:</p> <ul style="list-style-type: none"> • high levels of children who during the year or time in school have been subject to Child Protection (Section 47) or who are subject to Child in need Plan (Section 17) • families accessing Early Help • families with an FSP (Family Support Process Plan) • domestic abuse • supporting challenging behaviour in school and at home • financial issues • housing • alcohol/substance abuse • improving attendance • adult mental health • child mental health • imprisonment <p>During lockdown a further 21 families of PP children were supported with advice and support over the phone including the delivery of food parcels.</p> <p>Whilst it is difficult to attribute improvement solely to this aspect of Pupil Premium expenditure, it undoubtedly plays a significant role in stabilising home conditions, providing strategies for behaviour</p>

	management, protecting children from harmful adult behaviours, signposting to appropriate support services and preventing an escalation to CIN/CP.
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