



Great Moor Infant School

Pupil Premium Grant Expenditure 2020 to 2021

Overview summary

Total number of pupils in school	272
Total number of pupils eligible for PPG (academic year 2020/2021)	19 (7%)
Amount of PPG per pupil (financial year 2020/2021)	£1320 or £2300
Total amount of PPG received (financial year 2020/21)	£
Date of this PPG review	November 2020
Date for next review of this strategy	November 2021
Statement authorised by	Yvonne Dobson
Pupil Premium lead	Lucy Lightburn Diana Heis (June 2021)
Governor lead	

Pupil premium grant is additional funding supplied by the government for publicly funded schools in England. The purpose of the grant is for raising the attainment of disadvantaged pupils of all abilities to reach their potential.

The PPG for 2020/2021 is as follows;

Pupils in year groups reception to year 6 recorded as ever 6 free school meals £1320

Looked-after children £2300

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order £2300

Service children £300

Summary of attainment 2019/2020 for pupils eligible for PPG

	% of pupils eligible for PPG	Number of pupil this represents
% Predicted to achieve GLD at the end of EYFS	57%	4 / 7
% Predicted to meet end of year expectations or above in reading at the end of KS1	67%	6 / 9
% Predicted to meet end of year expectations or above in writing at the end of KS1	44%	4 / 9
% Predicted to meet end of year expectations or above in maths at the end of KS1	44%	4 / 9
% Predicted pass in phonics screening – Yr 1 Pupil Premium children and Yr 2 Pupil Premium children who were retaking	83%	10 / 12

Barriers for children eligible for PPG

- To monitor attendance rates of PP chn and intervene when necessary.
- Delayed speech and language development.
- Emotional Health and Well-being of PP children (evidence from monitoring of TAC and child protection meetings)
- Number of Pupil Premium pupils who are also identified as having Special Educational Needs and Disabilities (evidence from SEND register, in year assessments for each year group and from end of Key Stage data)
- Retention of concepts and skills
- Number of Pupil Premium Pupils achieving EXS and above at the end of KS1

Designation of Pupil Premium Grant Academic Year 2020 to 2021

In response to the guidance provided by 'The EEF Guide To The Pupil Premium' our projects have been designated based on the tiered approach to Pupil Premium spending.

Funding has been calculated for the academic year using the information on page 1 of this document.

They fall under the following three categories:

1. Teaching

2. Targeted academic support

3. Wider strategies

Project	Approximate cost	Desired Outcome	How effectiveness will be measured	Target date
<p>To raise the number of Pupil Premium children that achieve EXS or above in reading, writing and maths at the end of KS1.</p> <p>Prediction for GD attainment 2019/2020 PP was; Reading 33% Writing 11% Maths 44%</p> <p>Prediction for GD attainment 2020/2021 PP was;</p>	£800	<ul style="list-style-type: none">• To ensure PP chn are exposed to further challenges which allow them to apply skills and knowledge.• Greater Depth writing and maths intervention in the spring term, teachers lead these interventions to develop higher writing and maths skills.• Home learning packs for higher achieving children.• Google Classroom – share expectations and resources with parents. Subject specific classrooms also available for	<p>Termly progress meeting with HT. Attainment at EYFS Attainment at KS1</p>	September 2021

<p>Maths 25% Writing 0% Reading 50%</p> <p>Teaching Targeted academic support</p>		<p>parents, providing specific guidance and resources.</p>		
<p>To increase engagement and raise levels of achievement through remote learning in maths, reading and writing.</p> <p>Teaching Targeted academic support Wider Strategy</p>	<p>£2,500</p>	<ul style="list-style-type: none"> • Google Classroom – share expectations, resources, ‘subject specific classrooms’ to support parents and develop their understanding and knowledge. • Individualised resources allocated to support learning of children with specific needs via the classwork area. • Work to be set via Google Classroom in line with policy, ensuring no lost learning time. • iPads/Chrome Books to be available for PP children without IT resources at home, in the event of partial or full lockdown. • Subject leaders to support colleagues and monitor and evaluate the content provided. 	<p>Termly progress meeting with HT. Audit engagement to identify aspects that PP families are accessing or require additional support with.</p>	<p>September 2021</p>
<p>Attendance focus Wider strategies</p>	<p>£1,000</p>	<ul style="list-style-type: none"> • To improve the attendance of PP chn. • To monitor attendance rates of PP chn and intervene when necessary. • To communicate with parents and discuss attendance when necessary. 	<p>Attendance of PP pupils to increase towards the desired 95% attendance.</p> <p>Input from EWO</p>	<p>September 2021</p>

		<ul style="list-style-type: none"> • Incentives for good attendance. • To liaise with Education Welfare Officer half termly. 		
<p>Enrichment opportunities through after school clubs after February 2021 half term (dependent on situation of Covid Pandemic).</p> <p>Wider strategies</p>	£1,710	<ul style="list-style-type: none"> • To enable PP children to access a range of out of school enrichment activities and clubs by subsidising the cost. • To increase of self-esteem and widen interests of chn. • To encourage the development of different skills and be fully engaged in school life. • PP children to be offered one or two free clubs per half term. 	<p>Attendance at clubs monitored and tracked throughout the year.</p> <p>Tracking meeting with HT</p>	September 2021
<p>Interventions for individuals and groups – the most costly part of the PP grant</p> <p>See Catch Up Plan</p> <p>Teaching</p> <p>Targeted academic support</p>	£10,000	<p>To provide a variety of programmes to support the individual needs of PP children;</p> <ul style="list-style-type: none"> • Differentiated phonics – the children throughout school receive differentiated spellings which relate to their phonics, these are uploaded weekly to Google Classroom. Phonics interventions also take place, targeting specific children, meeting their needs. • Greater Depth writing and maths – in the spring term teachers lead these interventions to develop higher writing and maths skills. • Enable complex/vulnerable children to close gaps in learning in reading, writing and maths – 	<p>Termly progress meeting with HT.</p> <p>Attainment at EYFS</p> <p>Attainment at KS1</p>	September 2021

		<p>individualised plans and interventions from autumn term.</p> <ul style="list-style-type: none">• Home learning packs/Google Classroom – individual children are supported at home where necessary with work tailored to individual needs.• Motor Skills United – this intervention develops fine and gross motor skills and is carried out three times a week by a TA to small groups of children• Learning Support Service – Teacher from the learning support services come into school once a week to work with individual children who are on a SEND plan to support their learning.• Team Teach – a training programme for all staff to support the emotional needs of the children.• Stockport Early Reading Intervention – an individual reading intervention provided by a TA (4 places available at any one time).• Behaviour Support Service – The behaviour support services provide guidance and work.• Language Link – Small group language programme delivered twice a week to reception children.		
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<p>Weekly support from Speech and Language Therapy (SaLT) SaLT programmes delivered by Teaching Assistants.</p> <p>Targeted academic support</p>	<p>£2,190</p> <p>£2,760</p>	<ul style="list-style-type: none"> • Speech and Language therapist to work alongside class teachers and teaching assistants to deliver individual and group therapy programmes. • To increase awareness for staff and staff training. • Early identification and intervention. • To raise outcomes at Key Stage 1 and Early Years Foundation Stage so more children meet age related expectations. 	<p>Increased attainment at the end of EYFS and KS1. Increased language link assessment grade.</p>	<p>September 2021</p>
<p>To raise the number of Pupil Premium children that achieve the met standard in Year 1 and Year 2 Phonics.</p> <p>Teaching Targeted academic support</p>	<p>£10,000</p>	<ul style="list-style-type: none"> • Early identification and intervention. • Home learning packs as appropriate – individual children are supported at home where necessary with individual packs tailored to their needs. • Google Classroom – pupils to be directed to Miss May’s Phonics Room and Phonics Resources within classrooms. • Intervention groups to take place during autumn and spring Term led by teachers. 	<p>Attainment at end of Year 1, 2021 and Year 2 December 2020</p>	<p>September 2021</p>

Review of PPG 2020 to 2021

Due to the impact of the COVID19 pandemic and the lockdown in January 2021, many of the aims were not completed in full.

Aim	Outcome
<p>To raise the number of Pupil Premium children that achieve EXS or above in reading, writing and maths at the end of KS1. Prediction for GD attainment 2020/2021 PP was; Maths 25% Writing 0% Reading 50%</p>	<p>End of KS1 outcomes Maths 88% EXS+ Writing 63% EXS+ Reading 75% EXS+</p> <p>Predictions for EXS+ Maths 75% Writing 50% Reading 63%</p> <p>All children achieved or achieved higher than predicted scores.</p> <p>End of KS1 outcomes GDS Maths 25% Writing 0% Reading 50%</p> <p>All children that were predicted to get GDS have achieved that result.</p> <p>During January 2021 lockdown all learning in school was reflected on Google Classroom.</p>

<p>To increase engagement and raise levels of achievement through remote learning in maths, reading and writing. To improve the attendance of PP chn.</p>	<p>All classes had their own remote classrooms via Google Classrooms. These provided children and parents with a wealth of materials to support learning both at home and school. Support materials and videos are available to inform parents e.g. the maths calculation guides, so that parents understand and use the same methods and vocabulary as used in school.</p> <p>Attendance was varied due to the impact of Covid 19 children</p> <p>12chn (63%) had 95%+ attendance 5chn (26%) had between 90 and 95% attendance 2chn (11%) had less than 90% attendance</p> <p>Of the 2 children below 90%, one child had involvement with the EWO, one had medical reasons for absence.</p>
<p>Enrichment opportunities through after school clubs after February 2021 half term (dependent on situation of Covid Pandemic).</p>	<p>Prior to Covid, we offered our PP children after school clubs. After school clubs ended in March 2020 at the first lockdown. In September 2020, when all children returned to school, children remained in their class bubbles with their own staff and own equipment as advised to prevent the spread of Covid. Staff avoided entering other bubbles as self-isolation rules meant that in the event of a positive case, all contacts would need to isolate at home. Unfortunately, because of the second lockdown in January 2021, the bubble system stayed in place until the end of the school year.</p> <p>Because of the reasons mentioned above no after school clubs took place.</p>
<p>To provide a variety of programmes to support the individual needs of PP children Green highlights indicate they took place</p>	<p>A variety of interventions were offered throughout the year to support individuals or small groups. Unfortunately some interventions, such as SERI did not take place as it would have</p>

<p>Red impacted by Covid restrictions</p> <ul style="list-style-type: none"> • Differentiated phonics – the children throughout school receive differentiated spellings which relate to their phonics, these are uploaded weekly to Google Classroom. Phonics interventions also take place, targeting specific children, meeting their needs. • Greater Depth writing and maths – in the spring term teachers lead these interventions to develop higher writing and maths skills. • Enable complex/vulnerable children to close gaps in learning in reading, writing and maths – individualised plans and interventions from autumn term. • Home learning packs/Google Classroom – individual children are supported at home where necessary with work tailored to individual needs. • Motor Skills United – this intervention develops fine and gross motor skills and is carried out three times a week by a TA to small groups of children • Learning Support Service – Teacher from the learning support services come into school once a week to work with individual children who are on a SEND plan to support their learning. • Team Teach – a training programme for all staff to support the emotional needs of the children. • Stockport Early Reading Intervention – an individual reading intervention provided by a TA (4 places available at any one time). • Behaviour Support Service – The behaviour support services provide guidance and work. <p>Language Link – Small group language programme delivered twice a week to reception children.</p>	<p>involved staff crossing many bubbles. Teaching assistants were instead assigned to specific bubbles to help meet the needs of individuals and some groups within these bubbles. Children accessed intervention at differing points throughout the year. Children were identified through the school processes for SEND and termly tracking.</p> <p>We plan to offer a similar range of interventions next year. As lockdown and bubbles end, interventions such as SERI will hopefully be able to recommence.</p> <p>During lockdown support was offered to children as they attended school, and the SENDco made regular contact with families in order that learning was accessible.</p> <p>Staff made telephone calls to check in with all pupils/families. Each teacher did weekly google meets with the children that were home learning so that they could see one another and talk with their teacher.</p> <p>The school made follow up calls to vulnerable families throughout the lockdown period. We also provided food packages to our vulnerable families too.</p> <p>Staff identified families who needed hard copies of resources.</p>
<p>Weekly support from Speech and Language Therapy (SaLT) SaLT programmes delivered by Teaching Assistants.</p>	<p>Ellie Hulme is our Speech Therapist. She has attended school each week apart from when school was in lockdown. Ellie assesses each child individually and provides a programme of work to be carried out by teaching assistants. Teaching assistants have carried out the programmes as stated.</p>

<p>To raise the number of Pupil Premium children that achieve the met standard in Year 1 and Year 2 Phonics.</p>	<p>Because of Covid the annual year 1 phonics test did not take place as planned in the summer term in year 1. Instead the children were tested at the end of the autumn term in year 2. The year 2 cohort had missed a significant amount of time in school and most children accessed learning online. Miss May provided online phonics lessons for all phases of the letters and sounds programme.</p> <p>8 pupil premium children took the phonics test in the autumn term of year 2.</p> <p>5 children passed (62.5%)</p> <p>3 children failed (37.5%)</p> <p>The pass mark was 32 out of 40</p> <p>Of the children that did not pass, 2 had SEND plans and one child was EAL.</p> <p>As the phonics test was cancelled again for year 1 this is an area to target with next year's PPG.</p>