



PPG strategy statement

Our vision:

The Strategy below shows how Coombe Hill Infants' School are planning to allocate Pupil Premium Grant funding in 2020-21, so as to raise attainment and progress for disadvantaged children, as well as to diminish the difference between these children and the others in their cohort. This Strategy was written by the SENCO (Inclusion Manager), in consultation with SLT and shared with governors and is updated annually. The next review will be in November 2021. This Strategy is available to view on the School Website, together with previous PPG Strategy/Information, in line with legal requirements.

Coombe Hill Infants' school has high expectations, a broad curriculum and aspirations for all children. We recognise that the PPG and LAC group is diverse, but that many children in this group face barriers to learning. These needs vary individually between children and in each cohort, and this influences our individual and flexible approach to working with PPG children and their families. We reflect on what has worked well, lessons learnt from previous years and use evidence and research (e.g. the Education Endowment Foundation) to choose actions with evidence of raising attainment.

Our PPG numbers and funding allocation can be broken down as follows:

Number of Ever 6 FSM	23	Number of LAC or Post-LAC	3
Ever 6 Funding	30,935	Funding	2,745

Total number on PPG register	31	Total funding (including LAC/Post-LAC)	£33,680
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What are the main approaches we use to ensure our disadvantaged children make progress and achieve?

- We ensure all children are exposed to an engaging, inclusive curriculum with high quality teaching throughout the school.
- All PPG children have a personalised learning plan, with SMART targets.
- In preparation for children returning to school with diverse experiences of lockdown, all staff have participated in training around wellbeing and safeguarding.

- This year we are making use of The Studio, as a fourth Year 2 classroom each morning. This means that we will operate four smaller groups of no more than 23 children for Literacy and Maths on Monday - Thursday.

- All PPG children are tracked and regularly monitored, to ensure progress is made - during learning walks and book looks, PPG children are prioritised.
- PPG childrens' progress and outcomes are discussed in termly pupil progress meetings with SLT
- We boost oral skills and comprehension in our reception classes by focusing on in class speech and language activities. Through play on the patio and in our lower bay, we are able to ensure good progress is made from the childrens' baseline to the end of reception. We use Speech links as a way to identify any gaps in our childrens' oral skills. We use School start language groups to work on our childrens' vocabulary and comprehension.
- We have PPG champions in each year group, to ensure our PPG children have an advocate in every year group meeting.
- Early morning phonic interventions will start in Autumn 1 in order to ensure phonic knowledge is increased and self-esteem improved - reading eggs club, in class early morning phonic groups, precision teaching and literacy interventions will continue
- Our literacy support teacher will work on a 1:1 with specific children and will also train other SEN staff members to deliver support in literacy interventions, as well as homework support.
- Reading eggs and Mathletics/ Mathseeds is available for all children throughout the school.
- Elsa and Nurture sessions are available for PPG children who need emotional support.
- A 'Recovery curriculum' approach has been adapted throughout the school to help focus on childrens' emotional wellbeing.



- PSHE programme (jigsaw), Forest school, the daily mile and outdoor learning opportunities are utilised throughout the whole school, to help all children adjust after the COVID-19 lockdown.
- PPG children have free access to clubs and trips.
- Home learning packs are distributed twice a year to all PPG children.
- Families are supported, ensuring school/ home relationships are built upon and maintained
- Online communication has been increased in order to maintain support during COVID-19 - Parental questionnaires, Tapestry for reception AND year 1 and Google classroom for year 2.

Learning points

Due to Covid-19, Coombe Hill Infants' closed for most pupils in March 2019 and continued to operate for Key Worker and Vulnerable children until the end of the Summer Term. From June 1st, we invited Reception and Year 1 children into school within bubbles and we were also able to facilitate transition days for our Year 2 children both at CHI and at the junior school. We communicated closely with our school community throughout lockdown - on-line surveys, phone calls, and emails - and succeeded in 82% of our vulnerable children including PPG pupils attending school in July.

During Lockdown, staff created teaching videos, audio stories and numerous links to helpful sites. We added a new area to the website to help support those children who might struggle to access the curriculum. PPG children with SEN were given personalised timetables and activities. We provided packs of resources (including iPads) for PPG pupils or any pupils in need. CHIPTA donated money and we were able to give all of our PPG families a £100 food voucher, this was in addition to the Government funded scheme and food bank vouchers which were also distributed. We contacted each family on at least a weekly basis and kept a record of all conversations. Teachers called each family in their class and recorded each conversation and any actions taken. We provided a weekly email to all parents, a weekly assembly, parent questionnaires regarding support needed and staff learning videos. Our EYFS team used Tapestry to communicate with their children and parents and a class email was set up for year 1 and year 2 families. In spite of COVID, we were able to ensure a successful transition for 82% of PPG children into their new year groups. For those children who were unable to come into school, regular communication was upheld and transition passports were shared.

In September 2020, we have adapted our online learning guidelines. These guidelines highlight the proposed learning support for all children including PPG, should a whole class, year group or whole school lockdown occur. You can find these guidelines on our website.



Pupil Premium children who finished key stage one in summer 2020

11 pupil premium children (9%) of the cohort. Of these...

3 (27%) EAL

8 (72%) Child protection/ Vulnerable register

2 (18%) SEND register

1 (9%) were on both SEND and child protection/ vulnerable register

Attainment at end of key stage 1 - We have no data from July 2020 due to COVID-19, so we will look at the attainment from July 2019 instead.

Expected or above	Reading	Writing	Maths	RWM combined
PPG children	56%	56%	67%	44%
National	75%	69%	76%	65%
Gap	-19%	-13%	-9%	-21%
Whole cohort	83%	75%	83%	71%
Gap	-27%	-19%	-16%	-27%

It can be seen from the table above that there was a gap between PPG children and the whole cohort in terms of attainment. This is despite considerable, targeted support.



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Expected/ Accelerated progress	Reading	Writing	Maths
PPG children	75%	87.5%	75%
Whole cohort	87%	77%	93%
Gap	-12%	+9.5%	-18%

However in July 2019, 87.5% of PPG children made particularly good progress in writing. Their progress exceeded that of the cohort as a whole. This reflects the continued impact of oral language in reception and literacy support throughout KS1.

In July 2019, there were 9 children who qualified for pupil premium grant in year 1 (7.5% of the 120 cohort)

Of these 6 (67%) achieved the expected level in the phonics screen.



Our PPG strategy is based on the Educational Endowment Fund’s (EEF) tiered approach, which is broken into three primary categories of spending:

- Quality Teaching (for example professional development, recruitment and retention, and support for early career teachers)
- Targeted Academic Support (for example interventions and one-to-one support)
- Wider strategies (for example behaviour approaches, breakfast clubs, attendance)

Pupil Premium Grant Allocation 2020/21: £33,680

Teaching					Approx. contribution from Pupil Premium Grant: £27,203
<p>Rationale: “The best available evidence indicates that great teaching is the most important lever, schools have to improve outcomes for their pupils” EEF tiered approach.</p> <p>At Coombe Hill Infants’ we prioritise high quality instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies.</p>					
Action <i>What do we want to happen?</i>	Implementation <i>(How, who and when?)</i>	Measuring impact <i>(what data we are going to look at)</i>	Approx cost	Impact <i>(How we will recognise success)</i>	Evaluation notes
Staffing & recruitment:					
Close monitoring of PPG pupil progress, attainment and wellbeing - ensure all PPG children make sufficient progress in reading - reducing the gap seen in the data above and improving their self-esteem.	PPG lead to work closely with PPG champions, SLT and class teachers. Literacy specialist to work closely with PPG lead and champions. Literacy specialist teacher and SENCO to help implement interventions, precision	Completed SIMMs data each term, up to date data analysis each term, up to date referrals/ intervention Termly SLT learning walks focus on PPG pupils	£15,720 - towards -time for PPG champions and staff to meet and discuss progress - cost of specialist	Completed monitoring is fed back to staff and SLT appropriately and on time, resulting in increased knowledge and skills in teaching PPG pupils. Phonic screen (yr2) scores diminish	<p>Mid-year update: ✓</p> <p>End of year evaluation: ✓</p>



<p>SDP “Prioritise reading progress across the school with a focus on comprehension, fluency, confidence, stamina and enjoyment”</p>	<p>teaching and early morning phonics.</p>	<p>PPG book looks</p>	<p>literacy teacher - Cost of support staff to run interventions - PPG lead time - SLT time to conduct learning walks etc.</p>	<p>difference between PPG and non-PPG children PSHE (jigsaw) is implemented in every year group.</p>	
<p>Quality teaching and professional development:</p>					
<p>Ensuring high quality remote learning is in place to better suit the needs of PPG children in the event of a whole school closure, class or year group closure Improve parental engagement and communication.</p>	<p>Focus launched during lockdown and refined Autumn 1 - termly meetings, discussing successes and challenges. - What went well before? - What do we need to improve? Improve communication between parents and school - Build and</p>	<p>Parental questionnaire Ensure disadvantaged pupils have access to IT Devise online learning guidelines - considerations made for PPG children.</p>	<p>£11,483 towards - Chromebooks- staff training -SLT time</p>	<p>Parents are happy with remote learning provided and feel it is adequate. Parental questionnaire after periods of closure - 70% parents happy with remote learning provided. Tapestry up and running for both reception and year 1</p>	<p>Mid-year update: ✓ End of year evaluation: ✓</p>



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	<p>maintain home/school relationships. Extra Google chrome books for staff and to be loaned out to disadvantaged PPG pupils.</p> <p>Training provided for staff</p>			<p>Google classroom introduced for year 2</p> <p>Reading eggs and mathletics for everyone.</p> <p>All children are able to access remote learning from home.</p>	
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<p align="center">Targeted Academic Support</p>					<p>Approx. contribution from Pupil Premium Grant: £6,000</p>
<p>Rationale: “Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement” EEF tiered approach.</p> <p>At Coombe Hill Infants’ we build our interventions around the childrens’ needs and aim to ensure our support staff are able to provide targeted academic support. Sessions are linked to daily/ weekly lessons and are maintained over a sustained period.</p>					
<p>Action <i>What do we want to happen?</i></p>	<p>Implementation <i>(how, what, who and when?)</i></p>	<p>Measuring impact <i>(what data are we going to look at)</i></p>	<p>Approx cost</p>	<p>Impact <i>(How we will recognise success)</i></p>	<p>Evaluation notes</p>
<p>Interventions:</p>					
<p>Ensure staff are skilled and trained to deliver targeted academic interventions and effective feedback time is allocated.</p> <ul style="list-style-type: none"> - focus on reading and literacy - oral skills and comprehension 	<p>Training delivered to TA’s.</p> <p>Literacy specialist teacher to offer support and training when needed for literacy interventions.</p> <p>Advice/ training organised from external agencies - speech and language.</p> <ul style="list-style-type: none"> - Precision teaching - Year 1 sound/ word literacy interventions 	<p>TA’s feel skilled and secure to deliver interventions</p> <ul style="list-style-type: none"> - TA questionnaire to be completed autumn 2 - sharing skill set and training needs. <p>SENCo to observe interventions and conduct learning walks and feedback</p> <p>Sessions are brief and structured supporting</p>	<p>£6,200 towards the training of staff</p> <p>Time given to allow feedback sessions to teaching staff.</p>	<p>Interventions are run successfully and their impact evaluated at regular intervals throughout the year on Edukey</p> <p>Training is organised and delivered, both on site and by external agencies.</p>	<p>Mid-year update: ✓</p> <p>End of year evaluation: ✓</p>



	<ul style="list-style-type: none">- Speech links- School start language- Lego therapy	<p>resources are in place with clear objectives.</p> <p>Class teachers to ensure regular collaboration is achieved with TA running the intervention.</p>			
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Wider Strategies					Approx. contribution from Pupil Premium Grant:
<p>Rationale: “A large and often unrecognised part of teachers work has always involved providing support for pupils’ social emotional and behavioural needs” - EEF</p> <p>At Coombe Hill Infants’ we understand the importance of our childrens’ emotional wellbeing, even more so, during these COVID times. A child’s social emotional learning is not separate from their academic curriculum based learning. One cannot do well without the other.</p>					<p>£477</p>
Action <i>What do we want to happen?</i>	Implementation <i>(how, what, who and when?)</i>	Measuring impact <i>(what we are going to look at)</i>	Approx cost	Impact <i>(How we will recognise success)</i>	Evaluation notes
Wellbeing:					
<p>Ensure that all PPG pupils settle back into school and needs for emotional support are identified.</p> <p>SDP - “Introduce new PSHE scheme”</p>	<p>ELSAs and class teachers observe pupils identified as potentially vulnerable in Autumn 1</p> <p>Small group or one to one time bound intervention planned by SENCo and ELSAs in response to individual needs to start Autumn 2</p> <p>Permission gained from parents and referrals to EP where appropriate</p> <p>Attachment awareness award</p>	<p>ELSA observations of identified pupils before, during and after intervention- captured in regular feedback meetings</p> <p>pupil voice</p> <p>parent feedback</p>	<p>£477 towards ELSA time</p> <p>ELSA training/ CPD</p> <p>+ hours from EP time if needed.</p>	<p>Children referred to the EP respond well to recommendations.</p> <p>Children are receiving adequate ELSA time, allocated into their timetable.</p> <p>School will achieve an attachment awareness award.</p>	<p>Mid-year update: ✓</p> <p>End of year evaluation: ✓</p>



Attendance:					
To audit and assess the attendance of PPG children. SDP "Continue to embed a rigorous approach to absence and punctuality"	Ensure positive communication with parents - building rapport and close engagement. SENCO to audit attendance of PPG children - ensure PPG parents attend parental workshops and parents chats etc.	Increase in attendance throughout the year - track on a termly basis.	£0	97% attendance achieved	Mid-year update: ✓ End of year evaluation:

Total expenditure: £33, 680

****NB; These figures are only part of the total cost to the school of each strategy, additional money is provided from the school budget.**

PPG children are also given...

- **Free access to trips and clubs**
- **Home learning packs twice a year**
- **Play therapists assigned to LAC children and Post LAC - when needed**