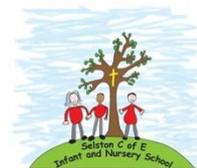


Pupil premium strategy statement



Metric	Data
School name	Selston C of E Infant and Nursery School
Pupils in school	57 Main School 25 Nursery
Proportion of disadvantaged pupils	10/56 Main School 17% 1/25 F1
Pupil premium allocation this academic year	£10,760 (F2, Key Stage 1) £723.00 (Early Years PP) £16,400 (Cost of current plan)
Academic year or years covered by statement	2020-2023
Publish date	November 2020
Review date	September 2021
Statement authorised by	Joanna Redfern
Pupil premium lead	Clare Moss
Governor lead	Rev. Fiona Shouler

Disadvantaged pupil attainment scores for last academic year

Measure	Score
Reading end of KS1	48.2% Below Expected 44.2% Expected 7.6% Greater Depth
Writing end of KS1	54.1% Below Expected 41.1% Expected 4.7% Greater Depth
Mathematics end of KS1	47.4% Below Expected 46.0% Expected 6.6% Greater Depth

Strategy aims for disadvantaged pupils

Measure	Activity
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Priority 1	Improve oral language skills for all DPs, with a particular focus on those in the EYFS, through the use of quality first ECAT strategies and evidence-based speech and language interventions including targeted work with the SAL therapist.
Priority 2	Ensure all DPs learn to read, with a strong focus on systematic phonics, through quality first teaching of reading and the use of evidence-based interventions, Switch on Reading.
Barriers to learning these priorities address	Quality first teaching and evidence-based interventions lead to accelerated progress for DPs.
Projected spending	£500 (CPD for all staff, including training and coaching in reading and phonics); £7878 (small phonics booster groups; 1-1 support for phonics).

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Most DPs to achieve expected+ in reading by the end of KS1.	September 2023
Progress in Writing	Most DPs to achieve expected+ in writing by the end of KS1.	September 2023
Progress in Mathematics	Most DPs to achieve expected+ in mathematics by the end of KS1.	September 2023
Phonics	Most DPs to achieve the standard in the Phonics Screening Test.	September 2023
Attendance	Overall attendance of DPs to be at least 96%.	September 2023

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Implement and evaluate the impact of speech and language interventions for DPs (listening groups, narrative groups and NELI).
Priority 2	Implement and evaluate the impact of phonics, Switch On, and Reading Recovery interventions for DPs.

Barriers to learning these priorities address	Accelerating delayed speech and language skills, leading to catch-up in reading.
Projected spending	£3022 (implementation of Switch On, NELI, senior leader evaluation time);

Wider strategies for current academic year

Measure	Activity
Priority	Improve DP behaviour for learning through quality first teaching (staff CPD) and small group interventions with a member of the SLT.
Barriers to learning these priorities address	Improved readiness for learning and independence.
Projected spending	£5000 (Member of SLT additional half day/week for small group interventions);

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Differentiation does not always meet the needs of all learners.	New planning formats and ongoing staff professional development, including focussed pupil progress meetings.
Targeted support	Staff absence means that staff delivering targeted support cover classes.	Senior teacher non-class based to allow additional capacity.
Wider strategies	Children can be passive learners and do not always take responsibility for their learning.	Senior Leaders to support staff with the development of positive behaviour for learning.

Review: last year's aims and outcomes

Aim	Outcome
Oral language skills are improved for all pupils entitled to Pupil premium, with a particular focus on those in the EYFS.	End of EYFS outcomes: 77.8% children were assessed as achieving GLD. 66.7% children entitled to Pupil Premium achieved GLD.
Levels of emotional well-being improve so that learning can take place.	Talking Points PSHE program is now embedded as part of Key Stage 1 quality first teaching.

	Pupils in need of additional social and emotional support in Reception and Key Stage 1 can now receive support through Drawing and Talking Therapy and Elsa targeted support.
DPs who are lower attaining/ have identified SEND make accelerated progress and most catch up with their peers	To be continued this year (interrupted as a result of the pandemic).