

Pupil premium strategy statement

School overview

Metric	Data
School name	Sladefield Infant School
Pupils in school	360
Proportion of disadvantaged pupils	28.9%
Pupil premium allocation this academic year	£139,880
Academic year or years covered by statement	2019-2022
Publish date	23/10/20
Review date	October 2021
Statement authorised by	Rob Meadows
Pupil premium lead	Rob Meadows
Governor lead	Matt Sadler

Due to no KS1 assessments taking place at the end of the academic year 2020, results from end-of-year 2019 have been shared.

Achievements 2019 SATs KS1 Information			
	<i>Pupils eligible for PP</i>	<i>Pupils eligible for PP (Birmingham)</i>	<i>Gap between Sladefield PP</i>
% achieving ARE in Reading	66%	66%	0%
% achieving 'Greater Depth' in	13%	14%	-1%
% achieving ARE in Writing	59%	59%	0%
% achieving 'Greater Depth' in	9%	8%	+1%
% achieving ARE in	75%	67%	+8%
% achieving 'Greater Depth' in	19%	13%	+6%
Achievements 2019 Phonics Information			
% achieving ARE (Year 1)	83%	76%	+7%
% achieving ARE (Year 2)	97%	87%	+10%
2c. Achievements 2019 EYFS Information			
% achieving GLD	76%	60%	+16%
% achieving All ELGs	76%	58%	+18%
% achieving Prime Learning	80%	68%	+12%

% achieving Specific Learning	76%	59%	+17%
% achieving ELG in CLL	80%	72%	+8%
% achieving ELG in PD	92%	79%	+13%
% achieving ELG in PSED	92%	76%	+16%
% achieving ELG in Literacy	76%	61%	+15%
% achieving ELG in	76%	66%	+10%
% achieving ELG in	80%	72%	+8%
% achieving ELG in Expressive	84%	78%	+6%
Average Points Score	33.6	31.5	+2.1

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Provide targeted 1:1 or 1:small group support to develop key skills in core subject areas
Priority 2	Develop training for all EYFS staff to ensure that they can accurately and appropriately deliver the NELI 20-week intervention
Barriers to learning these priorities address	Priority 1 – lack of engagement and support from families of disadvantaged pupils identified Low levels of Literacy on entry in EYFS, specifically focusing on language development.
Projected spending	£18000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve in line with National figure for end of Y2 results.	July 2021
Progress in Writing	Achieve in line with National figure for end of Y2 results.	July 2021
Progress in Mathematics	Achieve in line with National figure for end of Y2 results.	July 2021
Phonics	85% pass rate at the end of Y2 Achieve in line with National figure for end of Y1 results.	June 2021
Language Acquisition	85% of pupils assessed on Wellcomm tool have made accelerated progress in their language acquisition.	July 2021

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	Support those children with lowest levels of language acquisition with a specific programme of work (Wellcomm) across the school
Priority 2	Provide differentiated Phonics delivery in each class, utilising Phonics baseline assessments to guide delivery
Barriers to learning these priorities address	Priority 1 - Children with poor language acquisition develop at a slower rate in both Reading and Writing. Priority 2 – Low Phonics baseline due to limited teaching throughout COVID-19.
Projected spending	£28,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Continue to offer Magic Breakfast provision.
Priority 2	Develop Attendance Officer role to ensure attendance remains good in spite of COVID-19.
Barriers to learning these priorities address	Priority 1 – concentration levels increase at the start of the day due to less children being hungry on entry to school Priority 2 – parent anxiety about sending children to school; historic poor attenders will be managed more efficiently.
Projected spending	£20,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff have enough non-contact time to deliver NELI intervention in EYFS as per stipulations	Allocate additional worker to EYFS unit to facilitate support package.
Targeted support	Children with gaps in learning due to COVID-19 are not 'catching up' sufficiently.	Utilise Teach First Mentoring Scheme to allow for 1:1 and 1:small group interventions to take place.
Wider strategies	Lower attendance due to	Employ Attendance Officer to

	anxiety from families, or parents not engaging in school	more rapidly address attendance concerns.
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Review: last year's aims and outcomes (2018/2019 aims and outcomes, reviewed at end of 2019 – 2019/2020 outcomes can't be reviewed due to COVID-19

Aim	Outcome
To have a higher % than Birmingham figures for EOY results for PP pupils in EYFS	% of children achieving GLD at Sladefield was 16% higher than Birmingham average.
To have a higher % than Birmingham figures for EOY results for PP pupils in Phonics at the end of Year 1 and Year 2	In Year 1, Sladefield's results were 7 % higher; In Year 2, Sladefield's results were 10% higher.
To have a higher % than Birmingham figures for EOY results for pupils in Year 2.	In Reading & Writing, Sladefield's results were in-line with Birmingham averages; in Maths, Sladefield's results were 8% higher.