



Suffield Park Infant Pupil Premium Strategy Statement 2020-21

The pupil premium funding is given to schools to support eligible groups of children. Suffield Park Infant and Nursery School receives a Pupil Premium allocation of funding for each child who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years as well as for any Looked After Children. We are required to publish online information about how we have used the premium as part of our pupil premium strategy. Our aim in using the pupil premium funding is to reduce any external or internal barriers to learning so they can make progress in line with the rest of the children in the school and reach their full potential. The way we allocate funds is in line with creating young pupils who can be safe, supported and independent learners who will have high aspirations for their future. This is how we intend to spend our Pupil Premium allocation within the current academic year.

Pupil Premium Plan 2020-21

Summary Information							
School: Suffield Park Infant and Nursery School							
Academic Year	2020-21	Total PP Budget	39,005 (29 pupils) school PP, and £11,140 for LAC Exceptional Circumstances			Date of most recent PP review	July 2020
Total number of Pupils:	175	Number of pupils eligible for PP:	YR	4		Date for next PP review	July 2021
			Y1	14			
			Y2	9			
In school Barriers to attainment for pupils eligible for PP							
Speech, language and communication			Many children enter school having poor expressive and receptive language below or well below what is expected for their age. This is a significant barrier to accessing the curriculum. Their poor pronunciation skills impact significantly on their reading and writing ability also and their ability to apply the phonics skills they have been taught. In EYFS in particular, poor speech and language is a social barrier to learning. In an Infant School this impacts on all areas of the curriculum.				
Lack of appropriate support from home			Some of the children do not have the resources at home to support their learning so need to be provided with these. Some families need support in how to help their children with their				

	learning at home particularly during a pandemic where normal school engagement activities may not be possible.
Attendance/Punctuality	Some of our pupil premium children have less than satisfactory attendance or a number of late arrivals. This impacts on their learning when they are not at school. The families benefit from a parent support advisor to support them in this.
Lack of cultural experiences	Many of our children have not had access to a range of cultural experiences so find this area difficult to understand. Some of the children haven't visited or seen places of cultural interest in their locality
Additional Needs SEN/Behaviour	Some children need additional support to access the curriculum fully. Children benefit from a higher ratio on adult to child within the setting particularly in Early Years.
Emotional Wellbeing	Some of the children have challenging home or family circumstances. This can cause anxiety, worry and difficulty in expression emotions. This can be a barrier to engagement and learning.
External barriers to attainment for pupils eligible for PP	
Housing Issues	Eviction or inadequate housing causes anxiety amongst some of our PP children and their families. It can impact their attendance but also their emotional well-being which can then affect their ability to learn.
Safeguarding Concerns	Some of the children have challenging home or family circumstances. This can cause anxiety, worry and difficulty in expressing emotions. This can be a barrier to engagement and learning.
Parental Need	Some parents of PP children find it difficult to support their children in their emotional and learning needs. Support for parents for eg. Housing, food bank provision, travel, adult education and support from other agencies.
Limited experiences beyond school	Some of these children have limited social interactions and opportunities to develop their social and emotional skills. They may not have the resources or the adult support that helps to develop language skills that are often needed by some of our pupil premium children. They often also lack in appropriate enriching cultural and enrichment experiences.

Desired Outcome	Chosen action/approach	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Estimated Cost	Actual Cost	Review implementation Measurable Impact Dec'20 July 2021
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Children are exposed to quality first teaching	CPD is valued for all staff. The school is part of VNET and uses the associated development to improve outcomes for children. Continue to embed the 'Power of Reading' into school.	EEF report on effective use of Pupil Premium cites quality first teaching as having the biggest impact for PP children.	Purchased support annually	NS	%(VNET) = £3000 POR subscription £400	£3000	Progress data shows in YR PP children make progress in line with non PP children in reading and writing. Y1 progress data shows accelerated progress in Y1 reading, writing and maths. Y2 data shows expected progress in reading and writing with less than expected in maths. External verification from VNET demonstrated a positive impact in reading for all pupils. (phonics and power of reading included in the review) additional VNET session used to support appropriate CPD.
The curriculum experience offers enrichments to allow new experiences	Subject co-ordinators improve their knowledge base and develop as leaders. Enrichments are built into learning in a thorough and careful way.	Knowledge of our children's limited experiences	Rolling programme of curricular development throughout 2020 which attempts to overcome some COVID barriers and support cultural capital.	NS and all subject leaders	Subject release time 10 days = £2200	£0	Covid 19 pandemic and subsequent school closures has prevented this from being enabled.
Remote teaching experiences are accessible to all	Use of Tapestry to provide a mix of online and offline	Past closure shows some children did not fully engage with remote learning.	Tapestry scrutiny. % parents engaging as data exercise.	All staff	£750	£750 Devices donated	Tapestry used successfully throughout remote learning periods to enable all

	learning opportunities	Tapestry will allow all children to access and be provided with feedback in the event of school closure.				ed by local community and NCC	children to access via appropriate platform. Devices provided to all children who needed them (mix of chrome books and tablets as age appropriate)
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YR PP children are supported in reaching age related expectations in literacy by the end of the year.	Time to Talk Intervention Phonics intervention	Previously demonstrated good improvements in social and emotional use of language. Last year's data shows accelerated progress in all areas of early literacy and PSED	Close monitoring of communication data in YR Support from Wensum trust and reading lead.	EB+NS	TA 2 pm per week £1500	£1500 2x TA 13hrs per week. £18,000	Phonics interventions completed both face to face and remotely where able (some lack of parental engagement prevented additional sessions) Dedicated intervention TAs trained to support phonics intervention specifically.
PP chn show accelerated progress in maths	Maths Whizz programme	Maths Whizz has fed into strong maths results and supported children's individualised provision during lockdown	Certificates awarded for class progression and personal progressions in weekly celebration assembly. Maths whizz data tracked half termly- and acted on to support gaps in learning	SC	£3500	£3500	Maths Whizz utilised particularly during lockdown and was a successful element of remote learning provision. Data for end of year 1 show Pupil children make significantly better than expected progress in maths. Y2 progress data for PP below expected but as a

							result of 50% PP also having SEND
	Challenge curriculum ensures children are being challenged appropriately	Challenge curriculum demonstrated an initially positive year with children's learning being extended/	Book scrutiny termly	SC+NS	Release time for teaching staff	£660	Book scrutiny July 2021 shows appropriate challenge for children.

Desired outcome	Chosen action/approach	Evidence and rationale for this choice?	How will you ensure it is implemented well	Staff lead	Estimated Cost	Actual Cost	Review implementation
Children are inspired by authors and events that promote literacy.	Author Visit Theatre workshop/visit These will need to be carefully considered to ensure they match the RA for COVIS safety.	On previous trip chn have been inspired to try new things, learn new skills. Chn get to experience events which they may otherwise not access. Successful previous visits by Julia Jarman and Davis Bedford last year inspired chn to read and write.	Ensuring experience is of high quality and can support their learning and cultural enrichment.	EB	£600	Author £0 Illustrator £0	Children worked with an author and illustrator with bespoke events for our school during lockdown. Feedback was positive and engagement high for these events. Staff team created a performance of 'Rumble in the Jungle' and masked reader.

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					Cost		
Where possible financial barriers to full participation in school life are removed	PP to be funded for trips, clubs, party food, paid visitors into school	Parents are finding funding activities difficult. Children's choice and experience outside of school becomes restricted due to the financial cost.	Parents of PP children will receive letters asking for consent but no financial contribution to such events/activities.	HT		£600	Trips were unable to go ahead during 2020-21 due to restrictions then lack of available adults to support though ration of adult:child. Additional stationary/craft items provided in bespoke packs during lockdown.
	Cool Milk to be funded for PP children	Funding a barrier to promoting healthy lifestyles for children from an early age	Ask parents to sign up letting them know it's at a cost to school not them. Aid sign up where necessary.	HT	£850	£850	Milk provided during school opening.

Desired outcome	Chosen action/approach	Evidence and rationale for this choice?	How will you ensure it is implemented well	Staff lead	Estimated Cost	Actual Cost	Review implementation
Children are supported emotionally and are ready to engage in learning	Individual counselling provided by 'Seahorse Support.'	Children need individual support with difficult events or home situations. Children need an outlet to support their emotional-wellbeing.	Louise Cross to run session as a member of our team, providing a good level of support, positive relationships and a good rapport with staff.	LC	£7500	£7500	9 children have benefited from individual sessions in the year 2020-21. Therapeutic work continued with children during lockdown supporting children in emotional

							resilience linked to their personal experience.
	Where possible breakfast club paid for where appropriate and necessary.	Ensuring children are fed appropriately and on time for school.	Breakfast club offered and funded. Hardship fund accessed if appropriate	NS	£400	£400	Paid for one family

Desired outcome	Chosen action/approach	Evidence and rationale for this choice?	How will you ensure it is implemented well	Staff lead	Estimated Cost	Actual Cost	Review implementation
External barriers are diminished due to parental support being made available	Employ PSA 1 day each week	Parents are struggling with benefits, housing, debt, food all which effect attainment and attendance. This will be particularly important is we face another partial or full closure.	PSA to continue employment. Family impact to be monitored in monthly meetings.	HT	£3360	£3360	PSA remains in post