

Chigwell Row Infant School Primary Pupil Premium Strategy					
Academic Year	2020/21	Total PP Budget	11,700	Date of review	September 2020
Total number of pupils	57	No of eligible pp pupils	9	Date of next review	September 2021

Barriers to future attainment (for pupils eligible for pp, including high ability)	
In school barriers (issues to be addressed in school, such as poor oral language skills)	
A	Pupils being 'ready to learn' in class (pupils secure mentally/emotionally especially since the lockdown of schools due to Covid)
B	Limited speech and language skills which impacts on learning
C	Poor learning skills, e.g. organisation, communication, resilience
D	Gaps in prior learning
External Barriers (issues which also require action outside school, such as low attendance rates)	
E	Consistent attendance and punctuality
F	Access to resources, such as books, libraries, computers, life experiences and life skills
G	Low aspirations about what can be achieved and how to be successful ,limited access to positive role models
H	Lack of regular routines including home reading, homework, spellings and having the correct equipment e.g PE
I	Parental engagement with Chigwell Row Infant School and perceptions of education.

Planned Expenditure 2020/2021					
1. Quality teaching for all					
Desired Outcome	Chosen action/approach	What is the evidence and the rationale for this choice?	How will you ensure that it is implemented?	Staff	When will you review/implement
For children to be engaged with learning and to make at least expected progress.	n-going support including CPD for staff to plan and deliver successful interventions. Targeted planning by teachers to address gaps in learning.	Well planned and assessed interventions within the class taught by teachers have the maximum impact on children's learning.	To continue to focus on the impact of interventions and use of additional adults where they are necessary. Pupil voice to be collected by class teachers and subject leads. Pupil progress meetings	Teachers SENCO	Half termly
For children in EYFS & KS1 to develop their speech and language skills.	To use Wellcomm Speech and language toolkit and Speech Links for children in EYFS and KS1 so that they continue to close this gap.  To implement NELI intervention in EYFS  To implement Talk Boost	A growing number of children, particularly from deprived backgrounds come to school without the ability to communicate effectively. This impacts on their ability to make progress in EYFS and later KS1 and KS2.	Reviews will be conducted termly using the Wellcomm / Speech Links toolkit cycle/assessments, NELI and Talk Boost materials	EYFS teacher EYFS LSA Head Teacher SENCO	Termly

	intervention in KS1				
For all children to enjoy and have access to high quality books at their level	To purchase high quality texts that interest children	Reading from good quality books improves engagement and develops enjoyment	Books will be added to the current colour band scheme. Children's understanding of texts will be monitored	Class Teachers Head Teacher SENCO	Termly
Total cost: 6,000					

Planned Expenditure					
ii. Targeted Support					
Desired Outcome	Chosen action/approach	What is the evidence and the rationale for this choice?	How will you ensure that it is implemented?	Staff	When will you review/implement
To ensure children have their physical, mental and emotional needs met, especially since the lockdown as a result of Covid, enabling them to be ready to learn.	Vulnerable children have access to music therapy and counselling . A family support worker will be available to help families, provided by Families and Child Support Services (FACSS)	Research by Maslow shows that children are not ready to learn until all their needs are met.	Regular meetings with the professionals that are working with the children. Feedback gathered from children and their families. Classroom observations of children and their learning.	SENCO Head Teacher FACCS	Termly
Identified gaps in learning to be carefully planned for by class teachers.	Interventions delivered in small group and 1:1 SENCO support, Time to Talk, Gym Trail-fine & gross motor skills.	Gaps in learning will be identified through formative assessments, which include classroom observations Summative assessment (tests) will ensure targeted teaching and provide evidence of learning.	Ongoing assessment Pupil progress meetings Termly tests	Head Teacher SENCO	
Children to become independent learners	To support pupils in their independence in their learning	To support pupils in their independence in their learning			

	using the zones of regulations to regulate their emotions	using the zones of regulations to regulate their emotions			
Total cost: £4000					

Planned Expenditure					
iii. Enrichment Experiences					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented?	Staff	When will you review implement?
Children given the opportunity to participate in different extra-curricular activities depending on their interests	To participate in trips	Vulnerable children develop social skills, improve self-esteem and extend real-world skills, allowing children to experience and share success.	Vulnerable children develop social skills, improve self-esteem and extend real-world skills, allowing children to experience and share success.	Head Tecaher	
Total cost: 1, 700					