

Purston Infant School Disadvantage Strategy Implementation Plan 2021/22/23

Ofsted report July 2017 'There is scope to challenge the most able disadvantaged pupils' 'There is still work to do to ensure that disadvantaged pupils move closer to achieving as well as other pupils nationally and that the most able disadvantaged pupils are challenged further'

At Purston Infant school children often start nursery with very low starting points, particularly in speaking in listening skills. In turn, this can have a negative impact on their social skills, behavior, self-esteem concentration and reading and writing development.

Plan showing targeted support to PP children using Pupil premium and Recovery funding.

Problem	Intervention	Implementation Activities	Implementation Outcomes	Final Outcomes
<p>For Disadvantaged Pupils</p> <p>Significant and moderate Speech and language delay, including limited vocabulary and understanding of spoken language, affecting reading and writing development.</p>	<p>Children in nursery and Reception to take part in the Wellcomm programme.</p> <p>Children in Y1 to take part in speaking and listening activities.</p> <p>Children in Y1/Y2 to be involved in S and L activities lead by the NTP tutor.</p>	<p>Wellcomm intervention group lead by staff who are trained in delivering the programme.</p> <p>NTP initiatives planned and monitored by class teachers.</p>	<p>Children will have improved speaking and listening and comprehension skills.</p>	<p>A higher percentage of children will achieve expected outcomes at the end Early Years and KS1.</p>
<p>Underachieving in phonics.</p>	<p>All year groups</p> <p>Children grouped according to need and morning sessions taught by reading leaders.</p> <p>Afternoon 1:1 'catch-up' coaching sessions with the identified bottom 20%.</p>	<p>Phonics taught every day by 'reading leaders' following the advice and guidance of the English Hub.</p> <p>Reading routines securely in place for all children in YR, Y1 and 2; 'reading finger to spot</p>	<p>Children will be on track in accordance with assessment criteria.</p> <p>Children will leave YR secure in level 3 phonics, ready to begin KS1.</p>	<p>PSC results will improve.</p> <p>Children will leave KS1 with a secure understanding of phonics and application into reading, writing and spelling.</p>

		<p>the sound/letter group, say the sounds, read the word'</p> <p>Afternoon 1:1 coaching to take place every day in all year groups, 5 minutes per child, led by reading leaders.</p> <p>Early Birds. 3 groups of children led by 3 'reading leaders' with the focus being on phonics, the application of phonics and comprehension activities to encourage and promote language, vocabulary and understanding.</p>	<p>A higher percentage of children will pass PSC in Y1.</p>	
<p>Widening gaps for PP children in early reading writing and maths.</p>	<p>NTP tutor allocated to year group. Inhouse intervention, scaffolding and support included in class, small group or targeted 1 to 1.</p>	<p>NTP tutor bought in 4 days per week. Split between Yr1 and 2. 1-3 or 1-2 groups.</p>	<p>Pupil premium / 'catch up' funding has been used effectively to improve rates of progress in early reading, writing and maths ensuring children will be on track in accordance with assessment criteria.</p> <p>Additional support has had a positive impact. NTP has been a mixed picture but more positive in</p>	<p>Gaps for PP children diminished in ERWM increased percentage in in year and end of year assessment.</p>

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Commented [H2]:

<p>For Staff</p> <p>Increasing numbers of SEN children within the setting without diagnosis or support.</p> <p>Children not 'nursery ready' – not toilet trained/poor communication skills.</p> <p>Lack of parental engagement and parents not always understanding their child's and school expectations and intended outcomes.</p>	<p>More SEN 1:1 support staff employed.</p> <p>Early engagement with parents/carers before children start nursery.</p> <p>Use of DoJo as a two- way communication strategy. The re-introduction to our 'Open Door' policy. Parenting/supporting your child at home workshops held within school.</p>	<p>Experienced SEN assistants appointed to support children with complex needs.</p> <p>Nursery staff to interact and liaise with parents the term before children start nursery to reinforce the importance of 'nursery readiness'. Early identification of potential barriers to learning. Home visits, phone conversations, nursery 'open days/evenings'.</p> <p>Teachers will regularly update the Class Dojo story and children's individual profiles. Re-introduce 'inspire mornings' where children can work alongside and with their</p>	<p>Teachers will be able to teach the curriculum to the majority of children whilst SEN children are working with SEN assistants on a modified and personalised curriculum both in Early Years and KS1.</p> <p>More children will be 'nursery ready' when starting nursery. Children will be toilet trained and any barriers to learning will have been identified and addressed prior to children entering nursery.</p> <p>Parents will feel empowered to support their children at home and will engage in school activities with their children.</p>	<p>A broad and balanced curriculum taught to all children. Children will have improved learning experiences and outcomes.</p> <p>Children when entering nursery will be emotionally, socially and academically ready to start their Early Years Curriculum journey.</p> <p>Improved parental involvement resulting in improved outcomes for their children.</p>
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<p>Poor attendance, which affects progress.</p> <p>Staff who are in charge of leading interventions being 'pulled' to cover staff absence and a lack of 'quiet spaces' for interventions to take place effectively.</p>	<p>Mrs Dyas – learning mentor/family liaison to work with families supported by EWO Deborah Barker.</p> <p>Ensure that interventions and the staff leading them are a priority when dealing with staff absence.</p> <p>'Quiet learning spaces' to be set up in all Year groups.</p>	<p>children within the school and classroom. Face to face/phone conversation parents meetings to discuss children's progress. (We hope that by offering both face to face and phone meetings we will reach and engage with more parents. Introduction of 'knowledge organisers' for all subjects. To be used in school with the children and sent home to inform and encourage parents to become engaged in their children's learning.</p> <p>Engagement with parents and incentives to encourage attendance.</p> <p>Staff to ensure 'same day intervention' particularly with phonics.</p> <p>Rainbow room to be set up as an intervention/SEN 'quiet learning space' for YR children with a lock on the door to prevent distractions. 'Quiet learning spaces' both in and outdoors to be set up in Y1.</p>	<p>Improved attendance.</p> <p>Interventions will run consistently and effectively.</p>	<p>Improved attendance resulting in improved outcomes for all children.</p> <p>Improved understanding of curriculum concepts resulting in improved outcomes for all children.</p>
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