



Pupil Premium Strategy Impact Overview

School name	Torpoint Nursery and Infant School
Academic year or years covered by statement	2021- 2022
Pupil Premium Allocations 2020- 2021	£62,120.00
Publish date	12 th July 2021
Review date	Ongoing, final review October 2022 for the next nationally published results
Statement authorised by	Danielle Kellond - Acting Head Teacher
Pupil premium lead	Stephanie Lock - Assistant head Teacher
Governor lead	Millie Southworth

Strategy aims for disadvantaged pupils from 2021 - 2022

Strategy Aim One			
To improve or minimise negative gaps between DPP and other pupils, against school and national measurements, in all nationally measured summative assessments			
Baseline Measure is comparison to attainment in 2018-2019 academic year			
End of Key Stage One- Expected and above Published end of KS1 School and National Data 2019			
	Reading	Writing	Maths
Whole Cohort	93%	93%	93%
Other Children (i.e. non DPP)	97%	96%	97%
DPP	76%	84%	79%
Difference- School Other and DPP	21%	12%	18%
National Other	78%	73%	79%
<p>This cohort had high levels of inward pupil mobility within the DPP cohort, many of whom join in the latter stages of Year 2</p> <p>There were children with persistent and significant SEN with the DPP cohort who made good individual progress but did not meet national benchmarks</p> <p>The percentage of DPP Children who achieved expected or above was better in our school than all other children nationally in reading and writing and equal in maths.</p>			

Phonics Screening Check Published School and National Data 2019	
Whole Cohort	88%
Other Children (i.e. non DPP)	87%
DPP	100%
Difference- School Other and DPP	Plus 13%
National Other	74%

The percentage of DPP Children who achieved the expected standard was better in our school than all other children in our school, and nationally.

Early Years Foundation Stage profile Good Level of Development Published School and National Data 2019	
Whole Cohort	96%
Other Children (i.e. non DPP)	95%
DPP	100%
Difference- School Other and DPP	Plus 4%
National Other	84%

The percentage of DPP Children who achieved the expected standard was better in our school than all other children in our school, and nationally.

Strategy Aim Two
To minimise the impact of the coronavirus pandemic for all vulnerable children, including those eligible for DPP funding across all areas.
Measures
Internal assessments used to identify learning needs and monitor progress from starting points, including those measured pre pandemic for the older pupils across all areas of learning.
Internal wellbeing monitoring, including pupil questionnaires used to identify support needed and ensure children are emotional well and ready to learn.

Strategies to be used to promote attainment and progress for disadvantaged pupils for 2021- 2021

Strategy	Planned Activity
Employment of only the highest quality teachers who are supported through our commitment to ongoing professional development which is focussed upon developing teacher's ability and confidence to meet the needs of each child not just academically but also personally, socially, emotionally.	<ul style="list-style-type: none"> - Staff training on developing teaching and learning of phonics and reading - Monitoring to assess and embed the effectiveness of key teaching and learning foci in the 2020- 2021 academic year namely: <ul style="list-style-type: none"> o Vocabulary focus including NELI o Mental arithmetic including adopting a four parts daily teaching approach to mathematics. o Focusing on scaffolding to overcome barriers and lifting the lid on expectations rather than differentiation by learning objective. o Trauma informed schools approaches being developed across the school.
Ensuring seamless links between use of catch up funding, which happens outside the classroom and pupils premium funding which is used within the classroom to maximise progress for children.	<ul style="list-style-type: none"> - Catch up delivered in small groups by a trained teacher who is a member of the school teaching staff and planned for by class staff.
At least termly interviews with all teaching staff above the provision and progress for pupils who are eligible for pupil premium funding or otherwise vulnerable.	<ul style="list-style-type: none"> - Interviews to look at assessments, data and provision - For children where progress or attainment is less than expected there should be further individual strategies and challenge to teachers to strive for the best for each child.