

### 1. Summary information

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|--|------------------------|---|----------|---|--------------|
| <b>School</b>                            | Airedale Infant School |   |          |   |              |
| <b>Academic Year</b>                     | 2020-2021              | <b>Total PP budget (3 terms*)</b>       | £64, 500 | <b>Date of most recent PP Review</b>                  | October 2019 |
| <b>Total number of pupils (incl UFS)</b> | 158 ch                 | <b>Number of pupils eligible for PP</b> | 24%      | <b>Date for next internal review of this strategy</b> | Summer 2021  |

Sept 20 – March 21 = £37,660 Apr 21- Aug 21 = £27,244

### 2. Current academic outcomes

|  | School 2020 |     |                           | National 2019 |     |            |
|--|-------------|-----|---------------------------|---------------|-----|------------|
|  | PP          | NPP | Diff<br>(Difference 2019) | PP            | NPP | Difference |
| <b>EYFS - % Reaching Good Level of Development 2019-20</b>                         | 48%         | 77% | -29%<br>(-9%)             | 55%           | 73% | -18%       |
| <b>% that achieved the threshold 32/40 to pass the Phonic Screening test (Yr1)</b> | 75%         | 93% | -18%<br>(-27%)            | 72%           | 85% | -13%       |
| <b>KS1 - % Reaching Expected Standard 2019-20</b>                                  |             |     |                           |               |     |            |
| Reading  | 38%         | 89% | -51% (-4%)                | 62%           | 79% | -17%       |
| Writing  | 38%         | 87% | -49% (-0%)                | 55%           | 74% | -19%       |
| Mathematics  | 43%         | 89% | -46% (-0%)                | 63%           | 80% | -17%       |
| R, W & M   | 38%         | 85% | -47% (-1%)                | N/A           | N/A | N/A        |

**3. Barriers to future attainment (likely characteristics of pupils eligible for PP) (I = issues to be addressed in school; E = issues which also require action outside school eg parental involvement)**

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| <b>A</b> | Below age-related speech and language skills on entry to nursery, leading to delays throughout their school life (eg phonic skills in Y1) (E/I)  |
| <b>B</b> | Reduced attendance and punctuality (E/I)   |
| <b>C</b> | Lack of access to wider experiences (I/E)  |
| <b>D</b> | A proportion of pupils eligible for Pupil Premium have additional needs which make them vulnerable, resulting in them needing further emotional and social support to overcome barriers to learning to aid their performance in school (E/I) |
| <b>E</b> | Poorer metacognitive and self-regulatory performance (especially resilience) leading to lower academic outcomes (I/E)  |
| <b>F</b> | Some pupils who qualify for Pupil Premium funding also have specific SEND needs (greater proportion than for non-PP) (I/E)   |

**3. Desired outcomes (Desired outcomes and how they will be measured)**

**Success criteria (and how measured)**

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| <b>A.</b> | Accelerated language development in EYFS and KS1 leading to attainment and progress differences between disadvantaged and non-disadvantaged diminishing for all groups within each key stage. | <p>Nursery SLT outcomes rising rapidly for EYPP pupils, continuing into Reception; pupils eligible for PP make similar or better progress as 'other' pupils, across EYFS and Key Stage 1. Measured by teacher assessments, in house /cross school moderation and end of Key Stage tests and benchmarking against national data.</p> <p>School data and pupil progress meetings will identify improvements in performance for those in receipt of PP).</p> |
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| <b>B.</b> | Pupils and families with low attendance / high persistent absenteeism or poor punctuality levels are supported and challenged effectively to rapidly improve attendance outcomes.  | Improved levels of attendance punctuality, and a decrease in Persistent Absence. Attendance figures for children eligible for Pupil Premium are well above national PP rates and close to national non-PP figures.   |
| <b>C.</b> | All pupils take part in curriculum enrichment activities before, during and after school irrespective of income, and receive additional opportunities to access curricular and other experiences.  | Financial factors are not a barrier to attending visits or taking part in enrichment opportunities and all pupils in receipt of PP funding attend. Academic outcomes in all Key Stages increase as a result, measured by termly tracking data and end of KS results. |
| <b>D.</b> | Pupils' emotional well-being, mental health and personal needs are supported and developed through targeted interventions, 1:1 Work and nurture groups   | Meeting of basic needs/children's readiness for school and learning<br>Children's emotional well-being and behaviour<br>Learning Mentors are involving relevant services to work with families   |
| <b>E.</b> | Systematic method of encouraging metacognition and self-regulation embedded throughout the school so that all pupils, especially those entitled to PP, are able to describe ways in which they are great learners, and areas in which they are developing further. | Before and after questionnaires demonstrate impact for pilot year groups and more widely in school. Common use of Growth Mind Set language evident across school.  |
| <b>F.</b> | All SEND pupils who are also entitled to PP funding make expected or better progress based on their starting points, and perform well in comparison to their Other SEND counterparts within school and nationally.   | ASP figures for 2019-20 show that Disadvantaged Low prior attainers have positive progress figures (on average) (may not be statistically significant).  |

| 4. Planned expenditure (all figures are estimates)  |   |   |  |                          |  |
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| <b>Academic year</b>  | 2020-2021   |   |  |                          |  |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies |   |   |  |                          |  |
| <b>i. Quality of teaching for all</b>   |   |   |  |                          |  |
| Desired outcome   | Chosen action / approach  | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?  | Staff lead               | Review dates and indications of impact   |
| <b>A-G:</b> Staff can access advice and support to ensure quality first teaching is used to ensure the correct provision is in place for pupil premium pupils.                          | Pupil Premium Champion employed to monitor provision for PP throughout the school (HT)<br><b>£4,000</b> | Effective targeted monitoring can ensure that targeted support is used effectively and have a positive impact on progress and attainment for pupil premium pupils | ½ termly meetings between HT/SLT – pupil progress meetings with specific focus on PP pupil progress involving teachers/TAs | HT<br>SLT<br>PP Governor | <b>Termly</b><br>Targeted support will have an impact on pupil outcomes<br>Close monitoring of interventions will ensure adaptations are made swiftly<br>Staff will be knowledgeable about approaches, interventions and interpreting data outcomes. |

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| <p><b>A, C, D, E:</b> CPD enables staff to ensure that quality first teaching has a positive impact on pupil progress for all Pupil Premium pupils <i>including the more able</i>.</p> <p>All pupils including PP pupils will make progress in line with SDP and PM targets.</p> | <p>Provide a range of <b>targeted CPD</b> to enable teachers to be outstanding classroom practitioners for example Pupil Premium Practice in the classroom - <b>'Biasing the learning'</b> as a PP mantra.<br/><b>£6,000</b></p> | <p>QFT has a positive impact for pupil premium pupils. Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long-term impact for all pupils but especially disadvantaged (-6 months progress for poorly performing teachers versus +6 months years' for highly effective ones). (see also preamble to Sir John Dunford's 10 point plan 2014).</p> | <p>Monitoring and review by subject leaders – focus on PP Lesson observations; Pupil Progress Meetings/tracking; time set aside in staff meetings for staff to share CPD and evaluate effectiveness. Evidence of success for each training strategy will be planned and adopted.</p>                               | <p>SLT</p>       | <p><b>Termly</b><br/>The impact of CPD will be visible through carefully planned monitoring activities following CPD sessions</p> <p>CPD will have an impact on pupil outcomes and gaps between disadvantaged pupils/non disadvantaged will diminish further</p>  |
| <p><b>A, C, D, E:</b> Increased exposure to reading opportunities throughout the day leading to increased attainment in reading</p>  | <p><b>Bug Club</b><br/>Raising the profile of reading and targeting key PP children with a range of reading resources to increase attainment in reading<br/><b>£600</b></p>  | <p>Need to develop literature within the developing library areas/classrooms EEF Toolkit - Reading comprehension strategies (+5 months)<br/><b>EEF Literacy in KS2 Recommendation 2 (2017)</b></p>  | <p>Monitoring the structure of reading in the timetable and how guided reading is implemented in Year 2. and supporting staff to skilfully listen to children read/support reading comprehension games/bug club</p> <p>Analyse Data<br/>Monitoring of reading drop-ins<br/>Pupil questionnaires around reading</p> | <p>KR<br/>BW</p> | <p><b>Termly</b><br/>Data analysis will highlight the impact of increased reading opportunities for disadvantaged pupils</p> <p>Monitoring will evidence the use of reading materials/activities daily</p> <p><b>Biannually</b><br/>Pupil voice will evidence opinions and views of reading activities taking place</p> |

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| <p><b>F:</b> Increased % of PP children receiving support through EHCP's/MSP's/ OPP's</p> <p>Disadvantaged children on the SEND register to have SMART targets on OPP's/MSP's to ensure measurable progress</p> <p>Differentiation for all SEND groups of pupils carefully monitored to ensure needs are met through QFT</p> | <p><b>Non-class based Inclusion Lead</b> to ensure the needs of all vulnerable pupils (SEN/PP/LAC) are met, including through improved identification of SEND needs.</p> <p>Class teachers to be more involved in teaching SEND pupils directly, as well as through the work of well-trained and deployed TAs.</p> <p><b>17% of pupils who are PP/SEND = £8,500</b></p> | <p>Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long term impact for all pupils, including those with SEND.</p> <p>Also mastery learning (+5 months), collaborative learning (+5 months)</p> <p>These will rapidly become part of QFT throughout the school, again 'biased towards' PP pupils' where appropriate.</p> | <p>Sharing of expertise for SEN pupils. Planned daily interventions monitored to ensure quality and feedback given to adult delivering. Tracking progress to highlight gaps within learning.</p> <p>Educational Psychologist to observe interventions and provide feedback/development points to improve practice for support assistants.</p> <p>Lessons monitored to ensure appropriate differentiation at all levels of ability.</p> | <p>Inclusion Lead<br/>CL</p> | <p><b>Termly</b></p> <p>Pupil progress meetings and data analysis will identify disadvantaged pupils on the SEND register making progress</p> <p>Observations will identify SEND pupils working towards SMART targets set within OPPs/MSP's/EHCP's</p> <p>QFT will ensure all abilities are supported through appropriate differentiation</p> |
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| <p><b>A, E, F:</b> Increased attainment in reading</p>   | <p><b>Comprehension Development</b><br/>Raise the profile of reading, increase reading skills (especially comprehension), especially for boys and struggling readers, Bug Club<br/><b>£4,000</b></p> | <p>Reading attainment at KS1 for both ARE and GDS outcomes is below National, leading to a lower combined score- Need to develop literature within the developing library areas/classrooms<br/>EEF Toolkit - Reading comprehension strategies (+5 months)</p>                                 | <p>Pupil discussions and questionnaires<br/>Data analysis<br/>Lesson Observations- Literature being used across the curriculum</p>  | <p>KR<br/>BW</p>         | <p><b>On-going/Termly data</b><br/>Monitoring will evidence improved teaching of reading strategies<br/><br/>Attainment in reading will improve especially at end of key stage<br/><br/>Bug club will be implemented and impact upon reading for enjoyment<br/><br/>Pupil Progress meetings will focus on target children for intervention</p>              |
| <p><b>A:</b> Phonic knowledge in Year 1 is improved for all children, but in particular for our PP children so that attainment is above national PP and approaching national Other outcomes.</p> | <p><b>RWI Leader</b> to focus on phonics teaching, purchasing resources, delivering training and feedback to staff on impact of teaching<br/><b>£1,000</b></p>                                       | <p>Low number of children achieving the threshold for the Phonic Screening Check-Especially PP children<br/>The Education Endowment Foundation (EEF) shows phonic intervention can support an additional 4 months progress.<br/>See also EEF EY Toolkit – C&amp;L approaches (+ 6 months)</p> | <p>Monitoring and evaluation through<br/>Planning<br/>Lesson observations<br/>Analysis of data<br/>RWI Lead/English Co-ordinator observe all phonic sessions across school.</p> | <p>RWI Leader<br/>BW</p> | <p><b>Half termly</b><br/>The % of children on track to pass phonics screening check will increase and be in line with milestone data<br/><br/>The gap between PP and non at phonic screening pass rate will begin to diminish<br/><br/>Regional trainer will validate RWI leads judgements<br/><br/>Staff will be confident on delivering RWI sessions</p> |

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| <p><b>A-G:</b> Increased % of children achieving greater depth outcome at the end of EYFS and KS1.</p> <p>Differentiation for all MA groups of pupils carefully monitored to ensure needs are met through QFT</p> | <p>To develop a Mastery approach.</p> <p>Training</p> <p>Resources<br/><b>£500</b></p> | <p>% of children working at greater depth below national at the end of each key stage.</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</p> <p>See also metacognition and self-regulation (+8 months)</p> | <p>Monitoring of lessons<br/>Observations, Planning<br/>Pupil discussions<br/>Assessment data analysis<br/>Targeted interventions</p> | <p>SLT</p> | <p><b>Termly</b></p> <p>QFT will evidence opportunities to deepen learning and challenge for HA- Appropriate differentiation</p> <p>Intervention plans will target children for a GD judgement</p> <p>Pupil progress meetings will highlight children on track for GD and next steps</p> <p>More children on track to receive a GD judgement at end of each key stage</p> <p>Gap between GD for disadvantaged and non will begin to diminish</p> |
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| <p><b>A-G:</b> To raise PP attainment at the end of KS1 and EYFS so it is above national PP and closing on national Other</p> | <p><b>Use of additional TA's</b><br/>2X KS1 2X UFS<br/><b>35% PP = £28,000</b></p>   | <p>To support high number of PP children within Y2 (60 children in the year group), but also in Reception (60 children in the year group)</p> <p>To support children entering UFS below/well below ARE</p>                | <p>Observations<br/>Data analysis (ARE +)</p>                                | <p>KR<br/><br/>SLT</p> | <p><b>On-going</b><br/>Monitoring will evidence the appropriate use of TA's</p> <p>Data analysis and pupil progress meetings – discussion around PP Pupils</p> <p>Staff questionnaires will highlight that staff feel valued and know their role in improving outcomes</p> <p>Gaps at the end of EYFS and KS2 will begin to diminish</p> |
| <p><b>C:</b> Raised aspirations and enrichment activities amongst pupils with exposure to a range of experiences</p>          | <p><b>Guest speakers- Raising aspirations, visits from a range of professionals across school, visits from topic linked experiences e.g. Great Fire of London Speaker, Toys in the past, Ambulance, Fire Services, Forest Schools</b></p> <p><b>£4,000</b></p> | <p>Children have limited experiences, aspirations and knowledge of the wider world due to poverty of expectation and lack of exposure.</p> <p>EEF Toolkit S &amp; E aspects (+4 months)<br/>Metacognition (+8 months)</p> | <p>Pupil Discussions<br/>Behaviour data<br/>SMSC Audit<br/>Data Analysis</p> | <p>KR</p>              | <p><b>On-going</b><br/>Raised aspirations within the school community</p> <p>Children will be able to discuss role models</p> <p>Increased culture for learning- children engaged</p> <p>Children can discuss knowledge of enrichment experiences.</p>   |

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| <p><b>C, D:</b> Increased self-confidence<br/>Greater independence<br/>Better team-working, collaborative skills<br/>Improved social skills</p>                                     | <p><b>EYFS Outdoor-</b> To develop a language rich outdoor environment to support the developing interests of boys specifically</p> <p><b>£1500</b></p>   | <p>Outdoor adventure learning experiences, especially those involving collaborative learning, are shown to have a positive impact on learning (EEF toolkit +4 months)</p>  | <p>Data Analysis<br/>Behaviour Data<br/>Pupil Discussions</p> | <p>HB</p>  | <p><b>Ongoing</b><br/>Attainment and progress measures improve in line with milestone data<br/><br/>Gaps begin to diminish between disadvantaged and non<br/><br/>Observations evidence a purposeful outdoor environment with vocabulary promoted</p> |
| <p><b>A,D,F:</b> To increase vocabulary acquisition across all phases and raise PP attainment at the end of each phase so it is above national PP and closing on national Other</p> | <p><b>Oral Language Intervention- Welcom Speech &amp; Lang Package £300 (EYFS)</b></p> <p><b>Talk Boost- Language development intervention programme written by SALT (EYFS scheme)</b></p> <p><b>Vocabulary Gap INSET Training</b></p> <p><b>35% = £500</b></p> | <p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. See EEF toolkit</p> <p>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families. See Early Years Toolkit – C &amp; L approaches (+6 months)</p> | <p>Data Analysis<br/>Observations<br/>Learning Journeys</p>   | <p>SLT</p> | <p><b>Half Termly</b><br/><br/>Assessments evidence identified children making progress within the CLLD strand<br/><br/>More children working at ARE within CLLD<br/><br/>Accelerated progress from starting points for identified children</p>       |
| <b>Total budgeted cost</b>  |   |  |   |            | <b>£54,400</b>  |

| <b>ii. Targeted support</b>  |  |   |   |                      |   |
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| <b>Desired outcome</b>   | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>    | <b>Review dates and indications of impact</b>   |
| <p><b>B.</b> Attendance of all pupils is in line with National Attendance – 2018 - 19<br/>Attendance of PP pupils is closing on Other pupils and NA.<br/>PA data for all pupils is in line with NA. % of PP with PA reduces so that it is lower than PA national averages for PP children and close to national Other figures. .<br/>% of pupils who are late reduces further.</p> | <p><b>Attendance initiatives (proportion of rewards and salary from PP)</b></p> <p>L Wells – <b>£7,500</b></p> | <p>Attendance is below national. School has reduction of PA. However, it remains an on-going challenge. Education Welfare Officer post supports ambition to sustain improvements made and reach/exceed NA attendance through monitoring and response to poor attendance and management of incentives/rewards.<br/>Raise profile of good attendance</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p> | <p>Weekly monitoring of attendance and lates. Weekly attendance meetings (Attendance Officer and PDBW lead)<br/>SLT monitoring Integris<br/>Half termly analysis - whole school and pupil group attendance data<br/>Historical and benchmark data analysis.<br/>RAP's for key families at/at risk of PA</p> | <p>EWO<br/>LW/KR</p> | <p><b>Weekly</b><br/>Attendance will begin to improve towards national measures<br/>PA will decrease to below national figures<br/>Targeted intervention will happen swiftly to support families who could be at risk of PA<br/>Disadvantaged pupils attendance will continue to be better than their non-disadvantaged peers</p> |

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| <p><b>D. Improved behaviour within school – readiness to access curriculum and general behaviours for learning to improve rapidly.</b></p> <p>Children facing fewer barriers due to SEMH needs and are more resilient learners</p> | <p>Nurture Groups<br/><b>1x Learning Mentor Resources to deliver bespoke nurture intervention £4,000</b></p> | <p>Children not ready for National Curriculum expectations/PSED needs developing<br/>(Overall average impact +3 months)</p> <p>Increased number of SEMH issues amongst disadvantaged pupils. Children facing barriers to learning because of this.</p> <p>The EEF states:<br/>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues.</p> <p>EEF states that ‘On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (+4 months).</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p> | <p>Monitoring of actions given by educational psych</p> <p>Lesson observations and feedback to relevant staff</p> <p>Sessions planned together with Inclusion Lead and PDBW Lead</p> <p>Half Termly evaluations</p> <p>Intervention monitoring/observations</p> <p>Observations of children within classroom/school setting</p> <p>Discussions with parents</p> <p>Behaviour data analysis</p> <p>Supervision of trained staff by external person</p> | <p>Ed Psych<br/>KR/LH</p> | <p><b>Weekly</b></p> <p>Increased readiness for learning</p> <p>In house SEMH support for identified pupils</p> <p>Decrease in behaviour incidents</p> <p>Improved emotional regularity-appropriate for age</p> <p>Behaviour data for identified disadvantaged pupils accessing intervention will improve</p> <p>Improved behaviour for learning</p> <p>Parents- Parent questionnaire highlights impact</p> <p>Improved emotional regulation</p> <p>Increased support/intervention within school for range of SEMH needs</p> |
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| <p><b>B:</b> Attendance for all pupils and PP pupils is at least in line with national averages.</p> <p>PA continues to move towards NA<br/>Parents have confidence in and feel supported by the school</p> <p>Increased proportion of pupil premium pupils receiving a school breakfast.</p> | <p>Staffing/resourcing Breakfast Club (free for identified pupil premium pupils)</p> <p>£500</p>  | <p>Providing a free healthy breakfast ensures pupils start the day in a positive way. Also ensures they are sufficiently nourished 5 mornings per week.</p> <p>Pupils who regularly attend breakfast club will develop better relationships and have opportunities to improve their reading.</p> | <p>Increased attendance, reduced number of pupils late.<br/>Ensure a settled start to the day and readiness to learn. Fewer children disengaged and fewer children asking for additional food during the day</p> | <p>Staff<br/>KR</p>       | <p><b>Weekly</b><br/>Attendance will begin to improve towards national measures</p> <p>PA will decrease to below national figures</p> <p>Targeted intervention will happen swiftly to support families who could be at risk of PA</p> <p>Disadvantaged pupils attendance will continue to be better than their non-disadvantaged peers</p> |
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| <b>Total budgeted cost</b>  |   |  |  |                           | <b>£12,000</b>   |
| <b>iii. Other approaches</b>  |   |  |  |                           |  |
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>         | <b>Review dates and indications of impact</b>  |
| <p><b>D,F:</b> Ensure hard to reach parents are able to access support enabling parents and school to collaborate to implement positive behaviour strategies and access relevant services</p>   | <p><b>Employment of Learning Mentor</b><br/><b>£4,000</b><br/>Increased targeted support for vulnerable families to enhance pupils' attendance and learning</p> | <p>School ranked 111<sup>th</sup> most deprived out of 114 LA schools on the IDACI scores<br/>To ensure children are safe through monitoring of and response to welfare/safeguarding concerns.<br/>To support families so that home circumstances support readiness for learning.</p>            | <p>Progress data<br/>Parent questionnaires<br/>Attendance and exclusion data – see above<br/>Monitoring of safeguarding and welfare incidents<br/>Monitoring parental attendance at school activities</p>        | <p>Lisa Hooley<br/>KR</p> | <p><b>Half-Termly</b><br/>Safeguarding impact report evidences that incidents are managed swiftly and appropriately</p>  |

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| <p><b>A – F:</b> All pupils, including PP pupils make progress in line with SDP targets/PM targets<br/> <b>B:</b> Attendance for all pupils and PP pupils is at least in line with national averages.<br/> <b>B:</b> PA continues to move towards NA<br/>         Parents have confidence in and feel supported by the school</p> | <p>Targeted action and work with families to address safeguarding issues.</p>  | <p>To build positive home school relationships and maximise parental support for learning.<br/>         EEF Toolkit – parental involvement (+3 months)</p> |   |           | <p>Increased support for families struggling with issues in the home impacting upon school</p> <p>Strengthened home school links</p>  |
| <p><b>A.</b> Increased attainment and progress for disadvantaged EAL pupils</p>   | <p><b>EAL support (Part of TA role)</b> to ensure early language development and parental engagement and communication / translation<br/> <b>3% EAL in school = £450 x 2 = £900 TA across Year 1&amp;2</b></p> | <p>Early language development is highly rated on EEF EY Toolkit (C &amp; L +6 months, Early Literacy +4 months)</p>  | <p>Regular monitoring of actions and approaches by SENCo.</p> | <p>HB</p> | <p><b>Termly</b><br/>         Target children develop English quickly enabling them to access the curriculum</p> <p>Data evidences children with EAL working at ARE and making progress</p> |
| <b>Total budgeted cost</b>  |  |  |   |           | <b>£4,900</b>   |