

Spring Meadow Infant and Nursery School

EVALUATED - Pupil Premium Plan for 2019 – 2020

Spring Meadow Infant and Nursery School

Pupil Premium Action Plan

Funding Grant for 19 – 20 £68,680

School Context:

Number of pupils on roll	Total number of pupils registered for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of post LAC	Number of Service Children
221 (inc. nursery 32)	34	21	13	48	0	1

Number of pupil premium pupils who speak English as an additional language:	7
Number of pupil premium pupils who are listed on the special needs register:	12
Proportion of high attaining pupil premium pupils across KS1:	0
Dates of next internal reviews of this strategy:	Termly

Breakdown of Pupil Premium Needs (correct Nov 2020)

Year Group	Number of Pupil Premium Pupils in September 2019		Number of Pupil Premium Pupils in July 2020
EYFS	13		13
Year 1	14		14
Year 2	7		7

Summary of Barriers to Educational Achievement for Eligible Pupils:

- Some pupils have lower on-entry attainment and in particular low in terms of communication and language;
- Attainment gaps in reading, writing and maths;
- Rates of progress in reading, writing and maths
- Ensuring potentially higher ability children are supported to make good progress and develop an awareness of the opportunities available to them;
- Many have social and emotional difficulties or contextual needs which affect their readiness to learn;
- Some pupils have the additional barrier of English as an additional language or special educational needs

Priorities for 2019-2020

- **Leadership time to run key interventions for literacy (Deputy Head Teacher**
- **TA time for necessary Wave 2 intervention (within classrooms during the school day)**
- **Head and Deputy Head time and some TA time to develop phonics knowledge Year 1**
- **Family support worker time for chat time to support those with social and emotional needs.**
- **Supporting the Early Years – additional TA time to support those children with EAL; speech and language needs and social and emotional needs**

Summary and Explanation of Approach:

Our main strategy for increasing the attainment of disadvantaged pupils is to ensure high quality teaching and outcomes across our broad and balanced curriculum, in all year groups.

Excellent teaching has been shown to have a significant impact on the progress of disadvantaged pupils. Therefore, school leaders are using our Teaching and Learning Policy, in particular our agreed list of non-negotiables for teaching, learning and assessment, to ensure that the provision for all pupils meets the school's expectations. Through performance management, teachers are held accountable for the progress of their disadvantaged pupils, and have been set targets that include tackling barriers to learning for disadvantaged pupils.

All the priorities on our school's single plan for 2019-2020 aim to positively impact on disadvantaged pupils: develop children's ability to communicate effectively, continuing to improve progress in phonics, reading, writing and maths; refining provision for pupils with SEND at wave 2 and wave 3 and in particular work on ensuring good outcomes across our broad and balanced curriculum .

For pupils who require additional academic intervention and support, we are using the pupil premium grant to fund staffing costs for interventions. Some of these will be led by the Deputy Head, and others by teaching assistants. The quality of these interventions and pupil outcomes are regularly monitored to ensure pupils are making good progress, and interventions are chosen from evidence-based evaluations. They include Sounds write Phonics, writing for a purpose and reading comprehension. The outcomes and progress of the SEND, higher ability disadvantaged pupils are regularly monitored by the head, who works with team leaders and teachers to ensure their needs are met. We also work within the Ely Schools' Partnership to share best practice for our pupil premium children.

Improving access to opportunities is an important aspect of our strategy. We fund school clubs for Years 1 and 2. The take-up and impact of this funding is recorded in the pupil premium budget.

Summary of impact July 2020

Much of the intervention below was interrupted by the COVID lockdown March 20th – end of Summer term 2020. Thus the impact lessened due to the amount of time spent.

IMPACT: This year the impact statement shows just predictions for year 2 as COVID lockdown meant the last data collected was Spring thus for the other year groups we will look at impact March 2021.

Pupil Premium Plan

Key Areas for Improvement:

1 – Language development: To support children to meet age related expectations in communication and language

2 – Attainment in core subjects: To increase the number of children who meet age related expectations in phonics, reading, writing and maths

3 – Social, emotional and mental health: To enable all members of staff to fully understand the importance of mental wellbeing in school. Focus support for identified PPG children.

4 – Curriculum to provide children with the opportunity to thrive and recognise in themselves the strengths and talents they have.

Priority 1: Language development

To support children to meet age related expectations in communication and language

Key Objectives:	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
For all KS1 and EYFS staff to be able to support the communication and language interventions for PPG children.	To identify which communication and language programs we currently have for identified children. Training session to evaluate language and communication programs and appropriate training for support staff. Investigate language assessment tools for KS1 children or explore producing our own.		Nov 19	Children needing additional support in communication and literacy are identified from Baseline Assessment, participate in Talking Box intervention and make accelerated progress. NELI intervention is implemented after training – possibly last 10 weeks of Summer Term for Nursery children

Core communication and language interventions are in place which fit the needs of PPG children. All curriculum planning of teaching and learning to include three tiers of vocabulary	<p>To research and select from the following programmes: NELI (support staff), Talk Boost, REAL project (focus on parents) to enable children to receive a consistent approach to improving their speaking skills.</p> <p>Arrange 2 hour training slot to develop staff understanding of sustained shared thinking and using questions to develop reasoning– (EEF) EYFS lead.</p> <p>For leaders to monitor planning to ensure teaching of vocabulary is meeting pupil need in all lessons.</p> <p>Identify children to take part in agreed interventions – group or individual.</p>	<p>£5000 - £2500 x2 TAs. For NELI training</p> <p>20% of EYs support staff salary for intervention work daily £20,000 in the EYFS.</p>	<p>Jan 2020</p> <p>May 2020</p> <p>Bi-weekly</p> <p>Half-termly</p>	<p>to lead into 20 weeks of Reception in Sept 2020.</p> <p>All staff use high quality interactions to develop children's communication and language skills and vocabulary.</p> <p>Children who have PPG attached show at least 4 terms progress across the academic year.</p>
<p>Evaluation July 2020</p> <p>The decision was made to purchase Talk Boost and 5 staff are now trained. Due to the closure in March 2020, the programme involving the children did not begin.</p> <p>Progress is a challenge to measure as the last data taken was in the autumn of 2019. Assumption data was made and is included in the charts above Identify the children who will benefit from this programme. Assess need and introduce interventions in January 2021 in YR and Y1</p> <p>Talk boost was used successfully and children were able to express themselves more clearly.</p> <p>Next steps to Identify this year's PPG children and set progress expectations.</p> <p>Next steps – ensure that language development is a focus across the whole school. Key focus when children arrive in Nursery and Reception.</p>				
Key Objective: There is a consistent, whole	Staff training			Children are confident when explaining their thinking about a text.

school approach to shared reading to support children's comprehension skills.	<p>English lead to explore the PEER framework (EEF) as a consistent whole school approach to shared reading and language/comprehension development.</p> <p>All staff to be trained in the school's chosen shared reading framework.</p> <p>Parental workshops take place to support parents with shared reading at home with children</p>			Teachers know and understand the most effective ways of teaching shared reading to the class and how to meet the needs of differing abilities.
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Evaluation

This objective was not worked on due to the closure of the school, the English lead had this on her plan to develop in the summer and following autumn term 2020. Due to school closure and shielding issues the teacher was unable to implement this.

Priority 2:

2 – Attainment in core subjects: To increase the number of children who meet age related expectations in phonics, reading, writing and maths

Key Objectives	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
<p>Reading PPG children to make accelerated progress in reading</p> <p>PPG Outcomes and Progress::Embed successful</p>	<p>PPG children to have daily reading sessions to include phonics (see below)</p> <p>PPG children to use Lexia program daily.</p> <p>PPG children to play a variety of sight and vocab games throughout the week.</p> <p>Year 2 8 children.</p>	<p>£4000 Lexia licence already paid for.</p> <p>TAs to provide interventions.</p>	<p>Daily Monitor each half term to assess progress.</p>	<p>PPG children will make accelerated progress and meet ARE at the end of the relevant year.</p> <p>Every child's targets set with the teacher and the line manager will be met based on the priority needs of that child. (see individual PM targets for each child)</p>

<p>approaches to secure accelerated progress for targeted pupils and the in year gap will be substantially diminished.</p> <p>Targetting PPG –</p> <p>Year 2 - 85.7%, Year 1 - 72.7% Year R – 75%</p>	<p>Year 1 15 children.</p> <p>Year R 11 children.</p>	<p>100% of salary of one TA</p> <p>Reception TAs 10% as above in previous section.</p> <p>FSP salary 20% of salary for interventions related to T&L.</p> <p>HLTA - 20% of salary for tutoring for key children</p> <p>DHT – 10% of salary tutoring Head Teacher reading support</p>	<p>£20,000</p> <p>6 X £2000 = £12,000</p> <p>£4000</p> <p>£5600</p> <p>£5000</p>	
<p>Evaluation</p> <p>The PPG children were making accelerated progress in their reading through daily sessions of reading practise as well as phonics sessions. They received these 2 x every day through the spring term.</p> <p>The phonics testing did not take place due to Covid shut down.</p> <p>Lexia and on-line tutoring continued for some children during June and July 2020.</p> <p>Returning from lockdown showed a decline in attainment for all PPG children.</p> <p>Next Steps</p> <p>Accelerate teaching and learning – more sessions each day to get the children back to where they were in March urgently so they are able to take the phonics test in November 2020.</p> <p>Continue using Lexia to support reading progress.</p>				

Key Objectives	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
Phonics End of Year 1: Results in the Year 1 Phonics test will be at 83%, close to national which in 2019 was 76.2% End of Year 2: Phonics results at the end of Year 2 will be 92% (National for 2018-2019 was 91.4%) Reception: Phonics attainment – at least 72% meet the end of the EYFS Sounds~Write expectation.	Whole School See School Improvement Plan. PPG Interventions Reception, Year 1 and Year 2 - Daily reading with staff with book closely related to phonic ability. Session to include focus on one sound - building up a resource of sounds and words (on cards) to take home that are repeated/revised in daily reading session at school. Include understanding of what has been read. Staff to share with parents above system.	 % of Class TA salary. Purchase reading books closely aligned to phonic ability. £1200 from school budget not PP funding.	 Cost included above. October 2019	Reception teachers can confidently provide appropriate books for each child. Children make rapid progress as a result of books matching known phonic sounds. Attainment is in line or above expectations for age and stage.
Evaluation The outcomes here relate to reading work above – please see there.				
Next Steps				

Key Objective	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
Maths Outcomes at the end of KS1 will be at 79.7% or above national levels (provisional national in 2019 is 75.6 %) Reception: Maths at least 75% of children reach expectations in maths	Whole School See School Improvement Plan PPG Interventions Reception planning to be based on White Rose so that children are familiar with the approaches in KS1. Identify children to do 5 Minute Box type of activities on a daily basis with a focus on maths vocabulary and basic skills. Identified PPG children to receive tutoring. Tutor to liaise with class teacher to discuss needs of child and ways to take learning forward.	Costs related to salary for HLTA, see section above re salary costs.	Monthly requirements set out in SIP. Weekly program	High quality teaching by all staff will enable every child to be successful. This approach to teaching will impact on PPG children. Regular and consistent basic skills input for PPG children will develop confidence in the child to more readily access class teaching.
Evaluation The attainment in maths at the end of KS1 for PPG children was 57.1%. We did not have any solid data due to the closure of school but teachers did record where they believed each child would have reached if they had been in school. This was given to FFT and has been used to support target setting for their Y6 outcomes. The EYFS used a maths mastery approach to deliver maths Next steps Develop the curriculum provision for maths so there is a clear map from Nursery to Y2 in line with all other subjects.				

PPG children need their own basic skills personalised learning programme in place.

Key Objective	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
Writing To increase the number of PPG children achieving ARE in writing	Whole School KS1 – Embed 3 phase English planning system NASEN training - ensure that the needs of all children are met through planning. Writing to be embedded in foundation subject planning New marking and feedback to be embedded – in topic writing as well as English writing. EYFS – Planning lead to investigate ways to ensure PPG children engage with writing tasks on a daily basis. Bi-monthly moderation of PPG writing for those not achieving ARE. Language programs (see above) implemented. PPG Intervention Identified PPG children to receive tutoring. HLTA tutor to liaise with class teachers to discuss needs of child and ways to take learning forward. Basic skills check to make sure that all mechanical skills are in place.	Part of staffing budget	Oct 19	Work in PPG books show clear targets are being worked on by every child and all tasks enable a child to improve their work building on prior learning. Foundation subject books show that the same writing targets are being worked on and enabling wider practise for every child. Staff in Reception will be seen encouraging children to want to write on a daily basis. Outcomes from tutoring show good progress. There is a clear record for every child showing gaps and a planning record of teaching in progress to support attainment – allowing for overlearning to support memory.
Evaluation Writing in the EYFS showed good progress from starting points for most children. Most PPG children did not have the pre skills for writing when they arrived in Reception. Records evidenced children writing at greater length.				

Next Steps

Children need to write using variations in sentence structure to show strong progress – we will look at differing ways to evidence this through work produced as part of the continuous provision where their creativity and purposeful writing can show through.

Need systems to ensure every child writes something every day to build these skills. PPG children tend to not be interested in writing. The EYFS approach needs to be adapted to ensure work is undertaken to support the reluctant writers.

Personalised learning approaches for every PPG child.

Priority 3:

3 – Social, emotional and mental health: To enable all members of staff to fully understand the importance of mental wellbeing in school. Focus support for identified PPG children.

Key Objective	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
To encourage better recognition and self-management of emotional states to enable children to better access the educational opportunities presented to them.	<p>To adopt a therapeutic approach to behaviour - Steps approach: – SENDCo and DHT to attend Steps Tutor training.</p> <p>HT, SENDCo and DHT to discuss when and how Steps approach is embedded into school practice and policy through training.</p> <p>X2 Mental Health champions to be oversee the social, emotional and mental health of pupils. FSP to attend local mental health forum to research ideas and share good practice.</p> <p>Whole School mental health training Train x2 support staff to deliver the ELSA programme - An Emotional Literacy Support Assistant (ELSA) is often a</p>		<p>Academic year 2019 - 2020</p> <p>April 2020</p> <p>Jan 3rd 2020</p>	<ul style="list-style-type: none">• Positive impact on pupil attendance• Increase in academic achievement• Improved self-esteem in vulnerable children• Positive changes in the home environment (e.g. using anger regulation strategies)• Reduction of difficult and dangerous behaviours <p>Improved interactions between peers and adults</p>

	<p>TA/LSA equipped to offer individualised or small group support for children/young people who are experiencing temporary or long term additional emotional needs. This provides a safe and supportive relationship within which children can think through challenges.</p> <p>FSP - Identified children to work with the HSP on a weekly basis. FSP to share outcomes with teacher and parent to support next steps learning</p>	<p>Training = £1450 + x5 days at training.</p> <p>FSP salary – 80%</p>	<p>Training to begin in January 2020.</p>	<p>Positive impact on the relationship between school and home</p> <p>Raised awareness of emotional literacy at the whole school level</p> <p>Increased understanding of how to support children's needs, particularly in the area of social, emotional and mental health</p> <p>Significant gains in targeted emotional literacy skills</p>
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Evaluation

PPG attendance remained a challenge for a small number of children with hard to reach families.
Family support worker supported parents and produced EHA documentation to enable support from the local authority.
All staff positive about the new approach, children seen as very happy and positive and able to access the learning.
Policy written to meet new approaches.

Next Steps

Develop wider school approaches to ensure the wellbeing of PPG children.
Identify academic and social need.
Provide support for parents, food packs, 1-1 discussions on strategies to support challenging behaviours

Priority 4:

4 – Curriculum to provide children with the opportunity to thrive and recognise in themselves the strengths and talents they have.

Key Objective	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
Enabling every child to experience high	For every child, including PPG to be supported in identifying which element of the curriculum they love the best.	-	Half termly focus and	Writing shows an increase in fluency and confidence when using basic skills.

levels of success and enjoyment in their learning	<p>To use recording opportunities to build on the English writing skills being developed in the English lessons (same targets to be planned for when writing is needed)</p> <p>Through pupil voice, children can articulate what areas of learning they enjoy and influence the curriculum.</p> <p>Through curriculum planning, teachers will tailor the curriculum to ensure that children have a greater opportunity to excel in the areas that they love.</p>		evaluation of pupil outcomes	<p>Children are confident to say what they are learning, what they are getting better at.</p> <p>Children show high levels of enjoyment and motivation to engage with the learning.</p>
<p>Evaluation The emphasis on the foundation subjects was a successful one for the PPG children who struggle to write they were seen expressing themselves clearly when showing items they had made during D&T for example.</p> <p>Next Steps Continue to value all outcomes and share these with the children so that PPG children have a positive self image.</p>				

Spending Summary

Costing summary	
1 – Language development: To support children to meet age related expectations in communication and language	No cost from PPG budget
2 – Attainment in core subjects: To increase the number of children who meet age related expectations in phonics, reading, writing and maths	<p>£46,600</p> <p>£1200 phonic books</p> <p>£6830 – % UPS salary – expertise in closing the gap in EYFS</p>
3 – Social, emotional and mental health: To enable all members of staff to fully understand the importance of mental wellbeing in school. Focus support for identified PPG children.	<p>£12,800 - Family Support worker 80% of salary</p> <p>£1450 - ELSA</p>

4 – Curriculum to provide children with the opportunity to thrive and recognise in themselves the strengths and talents they have.	No cost from PPG budget
Total cost	£68.680