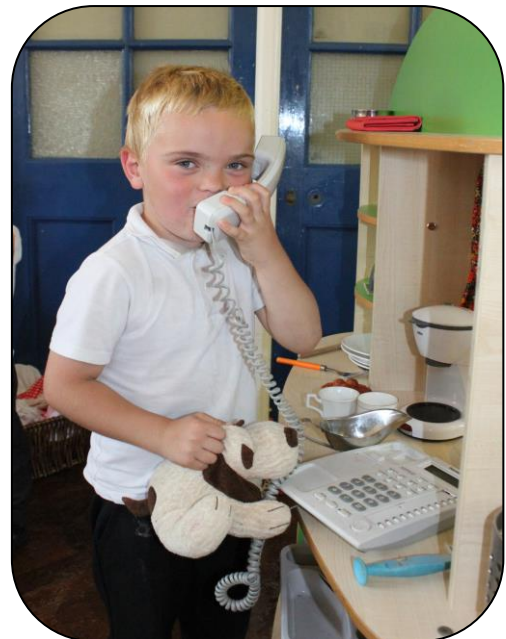


# Pupil Premium Strategy Review 2020-21



## Heacham Infant and Nursery School



Together we explore, discover, achieve and grow

# Pupil premium strategy statement- Heacham Infant and Nursery School

## School Overview

Metric	Data
School name	Heacham Infant and Nursery School
Pupils in school	120
Proportion of disadvantaged pupils	10/120 (8%)
Pupil premium allocation this academic year	£20,830
Academic year or years covered by statement	2020-21
Publish date	01 September 2020
Review date	01 September 2021
Statement authorised by	Louise Jackson
Pupil premium lead	Louise Jackson
Governor lead	Andy Gee

## Disadvantaged pupil performance overview for last academic year (2019)

Measure	Score
EYFS GLD	50%
Phonics Screening Check Y1	33%
Meeting expected standard at KS1 (RWM)	71%
Achieving high standard at KS1 (RWM)	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Knowledge gaps to be filled so that progress is maximised; more able disadvantaged progress/attainment is in line with non-disadvantaged pupils following a significant period at home due to Coronavirus
Priority 2	Promote attendance above national and nurture health of disadvantaged pupils, including SEN aiming to increase effective learning to catch up with non-disadvantaged pupils.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Attendance at school and engagement in learning since the pandemic compared to non-disadvantaged pupils has been lower, resulting in less time learning</li> <li>Ensure staff use evidence-based whole-class teaching interventions (EEF/PiXL)</li> <li>staff use accelerated learning time (10 minutes at the start of lessons) to address knowledge gaps</li> </ul>

	<ul style="list-style-type: none"> <li>Ensuring that focussed support (in class) targets disadvantaged pupils so they meet the expected standard</li> </ul>
Projected spending	£4,500

### Teaching priorities for current academic year 2020-21

Aim	Target	Target date
GLD	Improve outcomes. Achieve national average GLD %	July 2021
Phonics	Improve outcomes. Achieve national average attainment %	July 2021
Attainment in English KS1 (Reading/Writing)	Attainment is in line with non-disadvantaged pupils/national % (EXS/GDS)	July 2021
Attendance	Improve the attendance of disadvantaged pupils in line with national average (95%)	July 2021

Measure	Activity
Priority 1	All relevant staff (including new staff and trainees) have received training and adequate support in order to deliver Maths Mastery, Talk for Writing, Talk for Reading and Read Write Inc. phonics/spelling effectively
Priority 2	Identify target pupils and contact families/agencies. Liaise with attendance team, school staff and families to ensure pupils attend school in line with national averages precovid. Organise appropriate intervention (fast track, tutorial sessions, informal plans, pastoral support papers) for those where attendance is not enough to help children catch up with non-disadvantaged <92%
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Ensuring staff use evidence-based whole-class teaching interventions to ensure progress 'catch-up' is maximised (NELI/RWInc/Pixl)</li> <li>Ensuring ALL staff have access to relevant training and support</li> <li>Ensuring regular subject release for maths leads to collaborate</li> </ul>
Projected spending	£7,330

## Targeted academic support for current academic year 2020-21

Measure	Activity
Priority 1	Embed NELI to increase vocabulary and language development, use of tutors for English and Maths
Priority 2	Lego therapy used to develop confidence, expression and good mental health support for targeted pupils so they are ready to learn in classroom
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Encouraging language development and wider reading for pleasure</li> <li>• Lack of resilience to manage</li> </ul>
Projected spending	£6,000

## Wider strategies for current academic year 2020-21

Measure	Activity
Priority 1	Embed curriculum enrichment for disadvantaged pupils to ensure they can access cultural opportunities in line with non-disadvantaged pupils
Priority 2	Increase effective parental engagement in learning through remote sources beyond FB (class dojo for contact and home learning, twitter, new websites)
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Engaging parents in regular learning opportunities was difficult during lock down and</li> <li>• Ensuring adequate equipment/ training/support</li> </ul>
Projected spending	£3,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff CPD	Use of INSET days and additional cover being provided by support staff
Targeted Academic Support	Ensuring there is time and appropriate training for Teachers and support staff to be trained in intervention and new strategies.	Specific focus on Pupil Premium children during pupil progress meetings and regular monitoring
Wider strategies	Engaging the families facing most challenges, providing support with attendance	Training and support provided for SLT to improve attendance and readiness to learn



## Review of 2020-2021 aims and outcomes

Teaching Priorities	Outcome
GLD - Improve outcomes in EYFS. Achieve national average GLD %	GLD has increased from 50% in 2019 so there is an upward trend due to the use of Neli and the pace of the new curriculum, T4W/T4R. Further embed the use of NELI to narrow gap between disadvantaged and non-disadvantaged further in 2021-22
Phonics - Improve outcomes. Achieve national average attainment %Y1	Results have improved on previous results 65% (2019) 70% (2021). Read Write Inc phonics will be embedded to ensure we meet our aim in 2022
Attainment in English KS1 (Reading/Writing) - Attainment is in line with non-disadvantaged pupils/national % (EXS/GDS)	Disadvantaged pupil outcomes in English (Reading/Writing) have declined 2019- 71% to 2021- 50% due to one pupil with additional needs not achieving EXS in writing. More work to do to achieve the aim for EXS/GDS in 2021/22
Attendance - Improve the attendance of disadvantaged pupils in line with national average (95%)	2020-21 Disadvantaged attendance (Rec-Y2) - 95.38%. Achieved aim
<b>Priority 1:</b> All relevant staff (including new staff and trainees) have received training and adequate support in order to deliver Maths Mastery, Talk for Writing, Talk for Reading and Read Write Inc. phonics/spelling effectively	Maths Mastery training has been delivered to staff during CPD sessions. 1:1 support from maths leads provided where necessary, e.g. ECT/Trainees/New staff members. Trust English Lead has supported subject leaders and individuals. Talk 4 Writing and Talk 4 Reading planning booklets have been produced to enhance teaching and learning and reduce workload. A plan for RWInc Phonics is in place for September 2021 for new staff, as well as providing for continuation into KS2.
<b>Priority 2:</b> Identify target pupils and contact families/agencies. Liaise with attendance team, school staff and families to ensure pupils attend school in line with national averages pre-COVID. Organise appropriate intervention (fast track, tutorial sessions, informal plans, pastoral support papers) for those where attendance is not enough to help children catch up with non-disadvantaged <92%	Attendance has been good. Attendance is monitored routinely and informal and Early Intervention meetings held where necessary.

Strategy Aims	Outcome
<p><b>Priority 1:</b> Knowledge gaps to be filled so that progress is maximised; more able disadvantaged progress/attainment is in line with non-disadvantaged pupils following a significant period at home due to Coronavirus</p>	<p>PiXL palettes used to identify gaps – Autumn 2020. PiXL Therapies used to address gaps quickly. NTP used successfully to target disadvantaged pupils and fill gaps in reading. 100% Y1 and Y2 disadvantaged pupils engaging in NTP made expected progress from their autumn baseline, with 100% of Y1 and 67% of Y2 pupils making better than expected progress. All disadvantaged, 100% of pupils in Y1 and Y2 engaging in NTP reached the expected standard.</p>
<p><b>Priority 2:</b> Promote attendance above national and nurture health of disadvantaged pupils, including SEN aiming to increase effective learning to catch up with non-disadvantaged pupils.</p>	<p>Attendance is broadly in line (whole year) all – 96.24% disadvantaged – 95.38%</p>

Wider Strategies	Outcome
<p><b>Priority 1:</b> Embed curriculum enrichment for disadvantaged pupils to ensure they can access cultural opportunities in line with non-disadvantaged pupils</p>	<p>Enrichment Map updated to take account of the pandemic – including remote experiences and virtual tours After school clubs (summer term 2021) Gardening/Dance/Athletics/Running/Singing Bedtime Stories Extreme Reading Challenge</p>
<p><b>Priority 2:</b> Increase effective parental engagement in learning through remote sources beyond FB (class dojo for contact and home learning, twitter, new websites)</p>	<p>New website launched Class Dojo used to engage families in home learning Regular phone calls home during lockdown Technology provided where needed Remote parental workshops held to support with reading, home learning and wellbeing (spring 2021) Twitter, Newsletters and Homework Challenges, parent's evenings, end of year reports</p>

