

Pupil Premium Strategy Statement 2020-21



Heacham Infant and Nursery School



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">• Attendance at school and engagement in learning since the pandemic compared to non-disadvantaged pupils has been lower, resulting in less time learning• Ensure staff use evidence-based whole-class teaching interventions (EEF/PiXL)• staff use accelerated learning time (10 minutes at the start of lessons) to address knowledge gaps |

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| | <ul style="list-style-type: none"> Ensuring that focussed support (in class) targets disadvantaged pupils so they meet the expected standard |
| 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"> Ensuring staff use evidence-based whole-class teaching interventions to ensure progress 'catch-up' is maximised (NELI/RWInc/Pixl) Ensuring ALL staff have access to relevant training and support Ensuring regular subject release for maths leads to collaborate |
| 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"> • Encouraging language development and wider reading for pleasure • Lack of resilience to manage |
| 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"> • Engaging parents in regular learning opportunities was difficult during lock down and • Ensuring adequate equipment/ training/support |
| Projected spending | £3,000 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|---------------------------|---|---|
| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days and additional cover being provided by support staff (cover supervisor) |
| Targeted Academic Support | | |
| 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: last year's aims and outcomes

| Aim | Outcome |
|---|--|
| Improve GLD outcomes in EYFS | Some improvement in disadvantaged pupil GLD outcomes 2018 (33%) to 2019 (50%). Making progress towards aim. Embed the use of NELI to narrow gap between disadvantaged and non-disadvantaged further in 2021 |
| Improve outcomes in phonics Y1 | Results have declined on previous year 87% (2018) to 65% (2019). As a result, RWInc phonics/spelling will be embedded to ensure we meet the aim in 2021 |
| Improve KS1 combined measure (RWM) so that outcomes are in line with non-disadvantaged pupils | Some improvement in disadvantaged pupil outcomes from 2018- 67% to 2019- 71%. Well on track towards aim |
| General | <p>Weekly CPD sessions helped assess the impact of the curriculum and provide support, including year group moderation across the trust.</p> <p>Subject leader release ensured pupil voice was recorded and assessed for impact.</p> <p>Pupil progress meetings held in the autumn term helped identify where good progress had been made and set targets for identified groups of pupils in need of intervention/small group support.</p> <p>Quality texts used throughout the English schemes of work to help engage children and staff, and support inference, fluency and exposure to vocabulary.</p> <p>Restorative approaches have been shared with staff and are beginning to embed across the school.</p> <p>School Strategic Improvement Fund has enabled us to measure the impact on language in our school and provide NELI interventions to target disadvantaged pupils.</p> <p>Pupil interviews show that children have developed greater engagement with learning/new curriculum. Pupil surveys also showed increased enjoyment.</p> <p>Rolling notes and increased SLT presence in classrooms has helped to</p> |

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| | support teachers and raise standards. |
| Other | Attendance has declined. Attendance support will be a priority in 2020-21 from SLT via informal meetings and Fast track |