

Butler's Hill Infant and Nursery School

Pupil Premium Review 2019-20

Co-ordinator : J.Castle

NO COMPARISON TO 2019 DUE TO NO SUMMER 2020 DATA

Summary Information:					
School:	Butlers Hill Infant and Nursery School, Hucknall, Nottinghamshire				
Academic Year	2019-20	Total PP budget:	2019 £107,508.84		Date of most recent PP review: July 20
Total Number of pupils	All = 220 F2 / KS1	Number of pupils eligible for PP	79	F2/KS1 – 35%	Date for next internal review of this strategy - yearly
	282 inc F1		25 Y2 25 Y1 F2 29		

2020 attainment Spring Data 2020	Pupils eligible for PP			Pupils NOT eligible for PP		
	Reading Spring 2020	Writing Spring 2020	Maths Spring 2020	Reading Spring 2020	Writing Spring 2020	Maths Spring 2020
% achieving ARE or above at end of KS1 End of FSP1 to KS1	44% (20% PP SEN)	40% (20% PP SEN)	44% (20% PP SEN)	71% (8% SEN)	65% (8% SEN)	73% (8%SEN)
% making at least ARE at the end of F2	61% (0% at entry)	58% (0% at entry)	Number: 65% 11% at entry)	71% (+10%)	69% (+11%)	Number: 76% (+11)
% Making ARE at the end of F1	43% (0% at entry)	57% (0% at entry)	Number: 42% (0% at entry)	67% (+24%)	64% (+7%)	Number: 57%(+15%)
Attendance : See attached full half termly breakdown		Below 95% over the year				
Foundation Stage 2		62%		GD - Greater Depth ARE – Age Related Expectations		
Year 1		52%				
Year 2		44%				

<p>Key barriers to learning: <u>Entry to F1 2019</u></p> <ul style="list-style-type: none"> • Very low starting points in all areas on entry to school • Speech and Language • Poor attendance over the year • LAC/Social care • EAL • Parental engagement • Children were identified who may have additional barriers to learning through poor executive functioning skills 	<p><u>Baseline assessment for 2019 PP ARE</u> CCL: LA – 0% U – 0% S – 0%</p> <p>Physical Development: MH – 0% HSC - 0%</p> <p>PSED: SCSA – 0% MFB – 0% MR – 0%</p>	<p>Intervention – see PP file for full details of intervention to address these barriers</p> <p>Executive Functioning training carried out Autumn 2019.</p> <p>Further training September 2020</p>
<p>Key barriers to learning: <u>Entry to F2 2019</u></p> <ul style="list-style-type: none"> • Low CLL skills on entry to F2 • Fine / gross motor skills • Generally poor attendance • Children were identified who may have additional barriers to learning through poor executive functioning skills 	<p><u>Baseline assessment for 2019 PP ARE (40-60 beg)</u></p> <p>Reading – 0% (non PP 4%)</p> <p>Writing – 0% (non PP 8)</p> <p>Number – 11% (non PP 16%)</p>	<p>Intervention – see PP file for full details.</p> <p>Executive Functioning training carried out Autumn 2019.</p> <p>Further training September 2020</p>
<p>These low starting points clearly has an impact throughout KS1</p>		
<p>Aim: / Action</p>	<p>Impact:</p>	<p>Cost: As per 2019/20 strategy</p>
<p>1. F1: Improve the outcomes for PP in F1 through early identification</p>		
<p>Improve the outcomes for PP in F1 through early identification and additional adult support Spring 1 / Summer 1 for new intakes</p>	<p><u>Spring 2</u> assessments: Significant progress made in all areas of the F1 curriculum CLL: LA: 72% ARE Understanding: 71% ARE Speaking: 50% ARE</p> <p>Physical Development: MH -72% HSC - 78%</p>	<p>Additional SEN TA support F1 £10,000</p>

<p><u>Intervention:</u></p> <ul style="list-style-type: none"> • Speech and Language intervention • Small group / 1:1 • Dough Disco / Fine motor skills • Circle Time / PSED • Sensory room / IEP <p><i>Metacognition and Executive functioning training given to all teaching staff to provide them with additional tools and strategies to overcome/work towards specific learning barriers involving behaviour.</i></p>	<p>PSED: SCSA – 93% MFB – 50% MR – 92%</p> <p>Reading: 43% ARE (Non PP + 24%) Writing: 57% ARE (Non PP + 7%) Number: 42% ARE (Non PP + 15%)</p> <p>Assessments show that progress is being made across all areas of the Foundation stage curriculum.</p> <p>➤ PP to make GLD – 45% / Non PP – 55% (-10% end of Spring)</p> <p><u>Average attendance of PP below 95% :</u> Morning session: On average 79% of pupils have below 95% attendance Afternoon session: On average 73% of pupils have below 95% attendance</p>	
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2. F2: Daily intervention for targeted PP chd

<p>Daily intervention for targeted PP chd</p> <p><u>Key intervention focus:</u></p> <ul style="list-style-type: none"> • Daily 1:1 phonics / numeracy work • Additional small group support • Fine motor skills and handwriting • Nurture <p>Monitoring and work scrutiny carried out: All trackers have been maintained and used to plan next steps of intervention. Attendance has been added to the trackers to identify additional reasons why targets may not being met Feedback shows targets need to be specific and achievable. See Monitoring</p> <p><i>Metacognition and Executive functioning training given to all teaching staff to provide them with additional tools and strategies to overcome specific learning barriers involving behaviour.</i></p>	<p>Significant progress has been made from starting points in Autumn 2019. The gap between PP and Non PP is greater in reading and writing than last year (at the end of the summer term), whilst maths stays the same.</p> <p>Reading: PP 61% Non-PP: 71% (+10%) (2019 - Gap 1% in <u>SUMMER TERM</u>) Writing: PP 58% Non-PP: 69% (+11%) (2019 - Gap 3% in <u>SUMMER TERM</u>) Maths: PP 65 % Non-PP: 76% (+11) (2019 – Gap 11% in <u>SUMMER TERM</u>)</p> <p>PP GLD: 59% Non-PPGLD 72% (+13%) – Reading and writing remains the barriers to achieving GLD</p> <p>Trackers show many children have made more than expected progress from their baseline assessment. Starting the year below ARE and finishing Spring 2 ARE –</p>	<p>TA funding for pupil premium has equates to approx 1.5hrs per day. At a cost of £16.77 per hr x 7 hrs per week per class. 3 classes: £16.77 x 21hrs = £352.17 x 52 weeks</p> <p>F2 Total cost £18,312.84</p>
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	<p>When children become ARE they are removed from the tracking system and monitored in line with the rest of the class.</p> <p>Average attendance of PP below 95%: Autumn Term: 64% Spring Term: 40% Summer Term: -</p>	
<p>3. KS1 - Increase % of converting PP FSP1 (not including SEN) in reading, writing and Maths / collaboration between year 1 and year 2 i.e. could have reached ARE at Y1 but maintained in Y2</p> <p>Barriers to learning:</p> <ul style="list-style-type: none"> • Children have low starting points entering school • Attendance is generally quite low 		
<p>To provide small group support during English and Maths as well as run separate intervention programmes</p> <ul style="list-style-type: none"> ➤ Switch on Reading / Writing ➤ Phonic Booster groups ➤ Small group handwriting ➤ Maths intervention – filling the gaps ➤ Nurture <p><i>Metacognition and Executive functioning training given to all teaching staff to provide them with additional tools and strategies to overcome/work towards specific learning barriers involving behaviour.</i></p>	<p>Spring 2 Year 1 - PP FSP 1 achieving EXS through intervention by Spring 2 Reading: 11% Writing: 11% Maths: 25%</p> <p>Spring 2: Year 2 – PP <u>FSP 1</u> achieving EXS through intervention</p> <p>Up to Spring 2: 1 Child achieved ARE who was FSP1 in writing only</p> <p>See above for Year 2 / End of KS1 data in Reading, Writing and Maths</p> <p>Switch On: Year 1: 100% PP children 100% of children receiving Switch On reading made 3 book bands progress - 60% ended spring term ARE. Average Attendance of those below 95% - 77%</p> <p>Switch On: Year 2: 44% PP children 50% achieved ARE by Spring 2 – Average Attendance of those below 95% - 85%</p>	<p>TA funding for pupil premium equates to approx 1.5hrs per day. At a cost of £16.77 per hr x 7hrs per week</p> <p>KS1 6 classes £16.77 x 42hrs = £704.34 x 52 wks = KS1 £36,625.68 Total TA : 2019-20 = £54,938.52</p> <p>Additional Teacher PP contribution: £11,317.48</p> <p>Switch On additional hrs: SS / RK £6,540</p>
<p>4. CPD Training</p>		
	<ul style="list-style-type: none"> ➤ Up to date with new developments within PP – support with strategies, reviews and available resources. 	<p>£285.76</p>

<p>Attended 3 x half day networking events and fed back to HT</p>	<p>➤ Opportunity to support staff through arranged Twilights on Metacognition learning – will follow up in implementation of strategies (as appropriate) in action plan 2019/20</p>	
<p><u>Metacognition and Executive Functioning</u></p> <p>All staff attended 3 twilight workshops and identified children with particular difficulties with Executive Functioning skills.</p> <ul style="list-style-type: none"> • Bank of strategies were identified to support that child • Individual Teaching strategies • Classroom strategies • Environmental modification • Whole school 	<p>The intention was to come together at the end of the Spring Term to assess the impact of strategies and see if these behaviours had reduced in their severity – some pupils displayed up to 100% of the behaviours.</p> <p>Out of the 8 Executive Functioning behaviours our identified children displayed 4 areas:</p> <ol style="list-style-type: none"> 1. Emotional control – 30% 2. Response Inhibition / Sustained Attention – 40% 3. Task Initiation – 20% 4. Working Memory – 10% <p>This is will be picked up again in the Autumn Term 2020 along with discussion with staff on Growth Mind Set strategies</p>	<p><u>£600</u></p>
<p><u>PCA</u> Support chd with personal hygiene issues</p>		
<p><u>Key support: F1 to Y2</u></p> <ol style="list-style-type: none"> 1. Changing nappies 2. Toilet training / reminders 3. Gastro peg feeds 	<p>PP - 45% of children supported – 10% toilet trained others remained on -going up to March 2020</p>	<p>PCA Support: £7,684</p>
<p><u>Additional PP Activity 2019/20</u></p> <ul style="list-style-type: none"> ✓ £8,000 school budget to enhance curriculum – ensuring all PP have the opportunity to participate at no cost – voluntary contribution ✓ All PP have the opportunity to attend breakfast club at no cost – Currently only 15% of the attending pupils are PP ✓ £3,492 of school budget has been allocated to school clubs (in-house / outside providers such as Science Tots) PP are given priority ✓ All PP children received bagels regardless whether they have attended breakfast club or not – this will continue until March 2020 ✓ Attendance of PP continues to be monitored ✓ Continue with sensory swimming for identified PP/SEN children 		
<p>Areas for development: 20/21</p> <ul style="list-style-type: none"> ➤ Possibly Utilise the use of the mini bus to extend the number of LOTC for SEN/PP to further enhance the curriculum provision ➤ Take appropriate action with SMT to address the continued low attendance of PP children – continues to be a barrier throughout school hindering potential progress. ➤ Take into account any new government guidance in terms of intervention and funding due to Covid-19 for 20-21 ➤ Support Literacy Lead with regards to SLCN – as this continues to be a major barrier from F1 through school 		

