



# Pupil Premium Strategy Statement

## School Motto: Dream Big, Aim High



This statement details our school's use of the pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment and well-being of our disadvantaged pupils.

It outlines a 3 year pupil premium strategy, but outlines how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school – 2020/21

### School overview

Detail	Data
School name	Butler's Hill Infant and Nursery School
Number of pupils in school	244 (November 21)
Proportion (%) of pupil premium eligible pupils	40.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 / 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachel Hallam
Pupil premium lead	Johanna Castle
Governor	Phil Kiddy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,425 (Oct 2020 Census)
Recovery premium funding allocation this academic year	£6,308 (this financial year) £14.5 per eligible pupil
Pupil premium funding carried forward from previous years (enter £0 if not applicable )	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£93,733

## Part A: Pupil Premium Strategy Plan

### Statement of intent

Butler's Hill Infant and Nursery school is located in Hucknall, Ashfield, Nottinghamshire. The school location has long been identified nationally as an area of low social deprivation.

We recognise that our disadvantaged pupils face a wide range of barriers which may impact on their learning. Our intention is that all pupils; irrespective of background or the challenges they face, make good progress across the curriculum.

The focus of our Pupil Premium strategy is to support disadvantaged pupils, including those under social care, to achieve their potential. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and LAC. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

When making decisions about the use of our Pupil Premium funding to we consider the context of our school and the subsequent challenges and barriers which impact on learning. Our rationale is based on research, including the Education Endowment Foundation's pupil premium guidance as advocated by the Department for Education. Developing teaching and learning across the school is a priority and is proven to have the greatest impact on closing the disadvantaged attainment gap. Where children have specific needs, we address these through targeted academic and well-being support. We aim to supplement quality first teaching with additional high-quality adult support through the delivery of targeted intervention programmes from our skilled teaching assistants. Our strategy is also integral to the school plans for wider educational recovery. Notably in its targeted support through the School led tutoring aspect of the National Tutoring Programme, for pupils whose education has been most severely affected by the pandemic. We will also facilitate pupils through accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being. We aim to target and improve disadvantaged pupils' attendance at school, enabling them to experience the full learning experience at Butler's Hill Infant and Nursery School

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged appropriately in the work that they're set, to achieve their full potential
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Detail of Challenge – 2020 data due to Covid-19 impact
1. (SLC)	<p>Assessment, observations and discussions with pupils indicate under-developed <b>oral language skills and vocabulary</b> gaps amongst many of our children including disadvantaged children, which ultimately impacts on early reading skills.</p> <p><b>FI Data baseline/entry 2020</b>            PP ARE Listening and Attention 25% (NPP 26%) Understanding 25% (NPP 26%) Speaking 25% (NPP 26%)</p> <p><b>F2 Data baseline/entry 2020 (Not all F2 enter from our FI provision)</b>            PP ARE Listening and Attention 4% (NPP 6%) Understanding 8% (NPP 10%) Speaking 8% (NPP 8%)</p>
2. (RWN)	<p>Assessments, observations and discussions with pupils indicate the vast majority of pupils enter school in FI below age related expectations (ARE) in <b>reading, writing and maths</b>.</p> <p><b>FI Data baseline/entry 2020</b>            PP ARE Reading 0% (NPP 16%) <b>Writing</b> 0% (NPP 26%) <b>Maths</b> 0% (NPP 16%)</p> <p><b>F2 Data baseline/entry 2020 (Not all enter F2 from our FI provision)</b>            PP ARE Reading 4% (NPP 12%) <b>Writing</b> 8% (NPP 16%) <b>Maths</b> 8% (18%)</p>

3. (PH)	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as readers. Attainment data shows phonic screening in Year 1 has been particularly impacted by the COVID-19 pandemic when comparing attainment with previous years. The current Year 2 (2021) Phonic Screening test when taken at the end of year 1 showed pass marks of: Disadvantaged 55% and non-disadvantaged 69% (+14%). <b>Whole cohort pass was 61%, compared with 2019 of 82% and 2018 83%.</b>
4. (ATT)	Covid-19 has had a huge impact on the schools attendance, especially on the disadvantaged pupil cohort. Their attendance has been significantly lower than the non-disadvantaged cohort. School attendance data last year indicates that attendance among disadvantage pupils was an average of 73.14% compared with 93.77% for Non-disadvantaged pupils, showing a gap of -20.63% (this does not take into account an Covid-19 related absence). The school is above average for persistent absence. 33% of disadvantaged to date (Nov 2021) are persistently absent, compared with 12% of Non-disadvantaged. Attendance has been a long standing item on the SIP and absenteeism remains a school priority. Disadvantaged pupil attendance is monitored half termly as this has an impact on the progress being made during intervention programmes.
5.	Our assessments and evaluations indicate that the well-being of many of our disadvantaged pupils have been impacted by the partial school closures. These findings are supported by national studies. Whilst our F1 provision remained open during the lockdown in Spring 2021, the uptake was very poor and therefore impacted on the current F2 pupils' 'readiness to learn' and their engagement. During spring 2021 lockdown many disadvantaged children remained in school, whilst <i>all</i> vulnerable children attended. The SENDCO has received 13 teacher/ carer referrals of which 8 were disadvantaged children. With a further 6 disadvantaged children requiring additional support with social and emotional needs, through school based nurture.

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
Improved oral language skills and vocabulary amongst all children and in particularly the disadvantaged cohort starting in the Early Years.	In conjunction with the literacy co-ordinator assessments, discussion and observations oral language will significantly improve amongst the disadvantaged cohort. This will have a positive impact on the progress made from the children's starting points, will more disadvantaged children achieving the Communication and Language area in the new EYFS.
Pupils will make improved attainment in reading, writing and maths – working towards reducing the gap between disadvantaged and non-disadvantaged pupils.	Outcomes from 2023-24 will show that all disadvantaged pupils make good progress from their starting points and their attainment levels are closer to National expectations with gaps between disadvantaged and non-disadvantaged being reduced.
Phonics improves across the school, particularly the outcome for disadvantaged pupils.	With the introduction of a new SSP Y1 Phonics Screening outcomes for the disadvantaged cohort are in line with the 23/24 national average (with the gap between disadvantage and non-disadvantaged being reduced). Year 2 phonics outcomes in 2023 and 2024 are close to national averages. Reading outcomes are also improved as a result of new SSP with more children achieving ARE at the end of KSI
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.  To improve our children's emotional and regulative behaviour through developing their executive functioning skills to support them in all aspects of their lives	Sustained levels of well-being from 21-22 demonstrated by: <ul style="list-style-type: none"> <li>➤ Qualitative data from pupil voice, parent surveys and teacher observations.</li> <li>➤ Participation in enrichment, particularly amongst disadvantaged pupils.- children to be prioritised for after school activities.</li> <li>➤ SENCO referral stabilises with fewer referrals being made 2022/23</li> </ul> Current Y2 2021/22 endured the greatest impact from Lockdowns in both 2020 and 2021. 2021-2023 – Introduced 2021 <ul style="list-style-type: none"> <li>➤ Improvement in our children being able to regulate their own behaviour, with improved metacognition, working memory and greater emotional control.</li> </ul>

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained higher attendance for 2022/23 demonstrated by: Careful monitoring and where necessary timely referrals to reduce the number of 'persistent' absentees (children below 90% attendance through unauthorised absences) The gap between disadvantaged and non-disadvantaged pupils will be no more than 10% (2020/21 gap being -20.63%) Whole school attendance will be closer with Government guidelines of 96% - impact of Covid-19
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### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48,745

Activity	Evidence that supports this approach	Challenge
<p>Embedding dialogic activities across the school curriculum in order for children to articulate ideas, consolidate understanding and extend vocabulary Literacy Lead release time to implement and monitor the use of SLC across the curriculum and the school as well as in the foundation stage.</p> <p>Purchase of appropriate resources / intervention to support the teaching of SCL</p> <p>Whole school focus on <i>Metacognitive approaches</i> and mediated learning also places emphasis around discussion</p>	<p>There is a strong evidence base that suggests communication and language approaches (including dialogic activities) consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	1
Secure consistent quality teaching of early reading through CPD and coaching / triads with family of schools to ensure consistency and share best practice of pink / bottom 20% readers	<p>Early literacy advantages have been consistently found to have a positive effect on early learning outcomes. The early literacy advantages evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a></p>	1 2 3
Purchase of DfE validated Systematic Phonics Programme (SSP) to secure stronger phonics teaching for all pupils	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) particularly for disadvantaged pupils:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2 3

<p>Whole class reading / staff mentoring of whole class reading strategies – Reading Comprehension (also links with Metacognition) focus on the teaching of reading – for more able readers / Y2 and End of Key Stage outcomes</p>	<p>Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>2 (R)</p>
<p>Enhancement of our maths teaching and curriculum planning line with DfE and EEF guidance</p> <p>Mastery in mathematics – Introduction of following the White Rose maths approach to support the mastery approach. Curriculum lead time to ensure this is embedded in all year groups to ensure consistency and adaption to meet the needs of all pupils. Mentoring and monitoring as appropriate</p>	<p>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material.</p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Early numeracy: <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</a></p>	<p>2 (N)</p>
<p>Enhancement of our English teaching in line with EEF guidance of ‘Improving Literacy in KSI’ Fund on-going teacher CPD and release time as required.</p>	<p>Focus on writing with emphasis on:</p> <ul style="list-style-type: none"> <li>➤ pre-writing activities</li> <li>➤ drafting, editing and revising</li> <li>➤ sharing</li> </ul> <p><a href="https://d2tichwvliush.cloudfront.net/eeef-guidance-reports/literacy-ks-1/literacy_KSI_Guidance_Report_2020.pdf">https://d2tichwvliush.cloudfront.net/eeef-guidance-reports/literacy-ks-1/literacy_KSI_Guidance_Report_2020.pdf</a></p>	<p>1 2 3</p>
<p>Reduced class sizes, limiting classes to 25 in each class in F2 and KSI to ensure more targeted support in class for lower attaining disadvantaged pupils.</p>	<p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	<p>2</p>
<p>Improve the quality of social, emotional and behavioural learning (SEL) through a whole school approach by developing Executive Functioning skills (including Metacognition) and a growth mindset to support all our children, but specifically towards our disadvantaged children who often have lower executive functioning skills, through embedding this into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associated with childhood social and emotional skills with improved outcomes at school and later life (academic performance as well as behaviour and relationships with peers)</p> <p><a href="file:///T:/Metacognition%20Training/Executive%20Functioning%20resources/Harvard%20Parenting%20Resource.pdf">file:///T:/Metacognition%20Training/Executive%20Functioning%20resources/Harvard%20Parenting%20Resource.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	<p>4</p>
<p>Introduction of Jigsaw scheme for PSHE / PSHE Lead release time / workshop and mentoring</p> <ul style="list-style-type: none"> <li>➤ Additional Recovery Resource aimed at supporting children affected by the pandemic</li> <li>➤ Additional links to learning at home</li> </ul>	<p>Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.</p>	

Targeted academic support (for example, tutoring, one to one support structured interventions)

Budgeted Cost: £26,993

Activity	Evidence that supports this disadvantaged approach	challenge
<p>SENDCO release time</p> <p>Small group intervention delivered by <b>Teaching Assistants / Part time teacher</b></p> <ol style="list-style-type: none"> <li>SLC - Purchase of and release time to embed an intervention programme to improve listening, narrative and vocabulary skills for disadvantaged children who have low spoken skills. <ul style="list-style-type: none"> <li>➤ Talk Boost / Early Talk Boost – F1/F2</li> <li>➤ Time to Talk – KS 1</li> </ul> </li> <li>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support – based on purchased SSP and collaboration of English Hub</li> <li>Small group support during whole class teaching in Literacy and Maths lessons as well as a targeted 1:1 reading for the bottom 20% of readers.</li> </ol>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact on the outcomes for pupils.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf</a></p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1 2 3
<p>Engaging with the National Tutoring Programme to provide school led tutoring by teachers for disadvantaged pupils whose education has been impacted by the pandemic.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>As well as in a small group:</p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2 3
<p>Investigate the use of Wellcom Intervention programme – feasibility for 2021-22. Possibly implement 2022-23</p>	<p>The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf</a></p>	1

Wider strategies (relating to attendance, behaviour and well-being)

Budgeted Cost: £17,995

Activity	Evidence	Number
<p>SENDCO completed ELSA training and headed up Nurture Leads in each year group to support individuals and group of pupils based on need</p> <p>Year groups to identify children to participate in weekly Nurture programmes such as Time to Talk.</p>	<p>It is documented that nurture groups are founded on evidence-based practices and offer a short-term, inclusive, targeted intervention that works in the long term</p> <p><a href="https://www.nurtureuk.org/wp-content/uploads/2021/10/Nurture-Groups-Booklet-Dec-2019.pdf">https://www.nurtureuk.org/wp-content/uploads/2021/10/Nurture-Groups-Booklet-Dec-2019.pdf</a></p> <p><a href="https://www.elsa-support.co.uk/about-elsa-support/">https://www.elsa-support.co.uk/about-elsa-support/</a></p>	5

<p>TA's to carry out further Emotion Coaching in February 2022</p> <p>TA's to undergo further training on supporting children when faced with dealing with Domestic Violence (Working with Children and Young People Impacted by DV, Notts. County Council) in light of the increase in domestic violence due to the pandemic 20/21</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/FFF_Social_and_Emoional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/FFF_Social_and_Emoional_Learning.pdf</a></p> <p>The pandemic has caused an increase in domestic violence according to Government Guidance – 7% growth in police recorded domestic abuse crimes. <a href="https://commonslibrary.parliament.uk/domestic-abuse-and-covid-19-a-year-into-the-pandemic/">https://commonslibrary.parliament.uk/domestic-abuse-and-covid-19-a-year-into-the-pandemic/</a></p>	
<p>Focus on curriculum enrichment activities, particularly through the arts, as children have been affected by limited life experiences over the last 18 months due to the pandemic.</p>	<p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	
<p>Magic Breakfast – free breakfast club for all disadvantaged pupils who wish to take up this opportunity</p>	<p>The findings suggest that, where improvements are seen, it's is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	
<p>Attendance: Embedding robust policy and procedures for good practice involves both training and release time of office staff and the SMT.</p> <p>Attendance is linked to strong home- school relationships and therefore parental engagement is crucial when attempting to raise the profile of attendance within school. Due to Covid-19 there has been less interaction within school, therefore links are made where possible using Class Dojo.</p> <p>Monitoring parental engagement and profiling disadvantaged pupils supports building a fuller picture and understanding of the whole child to support families.</p> <p>A number of parental questionnaires are sent out to all parents over the year from various co-ordinators, giving all parents the opportunity to view their opinions and give feedback on all aspects of school.</p>	<p>As set out in the DfE guidance.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p>Parental engagement has a positive impact on average of 4 months additional progress. It is crucial how to engage with all parents to avoid widening the attainment gap.</p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	4
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar school to ours, we have identified a need to set a small amount aside to respond quickly to needs that have not yet been identified. This includes any new intake of pupils which may require additional support.</p>	

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

KS 1 teacher assessment results showed that the gap between disadvantaged and non-disadvantaged children achieving ARE in Summer 2021 had actually reduced when comparing with 2019 results (no results for 2020). The gap achieving ARE in reading and writing still remains high and remains a key feature and main priority of the new strategy.

Data indicates that all children have been significantly impacted by Covid-19



2020/21 Covid-19 resulted in 2 periods of lockdown and has significantly affected results when compared to 2019 data	Pupils eligible for PP						Pupils NOT eligible for PP					
	Reading		Writing		Maths		Reading		Writing		Maths	
	Reading 2021	Reading 2019	Writing 2021	Writing 2019	Maths 2021	Maths 2019	Reading 2021	Reading 2019	Writing 2021	Writing 2019	Maths 2021	Maths 2019
% achieving ARE or above at KS1	52%	67%	33%	41%	60%	63%	70% (+18%)	91% (+24%)	59% (+26%)	82% (+41)	68% (+8)	91% (+28)

All children were base lined in September 2020 as a result of the prolonged Lockdown of Spring 2020. Identified pupils were targeted to close those gaps gained as a result of significant time out of school. All disadvantaged children below ARE were carefully monitored and received small group support. Those disadvantaged children who were ARE at the time of school closure in Spring 2020 were also monitored and targeted to ensure ARE was maintained throughout the year, with the use of the Premium Catch Fund. However, further school closures in January 2021, for an additional 8 weeks, hindered as much progress being made. The impact was mitigated by our resolution to maintain a high quality curriculum, aided by the use of online resources such as those provided by Oak National Academy. All disadvantaged children were offered school iPads in order to access the online home learning activities. Parental questionnaires indicated that live online lessons were less favourable than the pre-recorded flexibility of using Oak National Academy. However, children were also offered paper packs where parents did not want to access learning using devices, ensuring all pupils had the best possible chance of receiving home-learning support.

Weekly contact with all disadvantaged parents was maintained, making home visits, where there was little /no contact via telephone or class Do-jo. Class Do-jo was introduced to increase contact between school and home and parental questionnaires indicated this was extremely useful. Year 1 records show that 52% of disadvantaged children were actively engaged in returning weekly work with 69% of Year 2 returning / uploading weekly work. F2 pupils were primarily set practical play based activities and showed 32% returned / uploaded weekly work. 39% of all disadvantaged pupils remained in school over the 2021 lockdown, whilst all vulnerable children remained in school.

The current year 2 children will have been most impacted by the pandemic, missing a significant amount of learning time in F2 and the further 8 weeks of their Year 1 curriculum. Data 2022 will indicate the full impact of this loss of learning and the impact of catch up provision.

Phonic Screening in the summer of 2021 found that 55% of Year 1 disadvantaged children passed the phonic screening test compared with 69% of non- disadvantaged pupils, resulting in a gap of 14%. It was also noted that whilst many pupils did not achieve the pass mark the scores were generally very high, showing that the interventions and catch up programmes that children received on their return to school, as well as the work undertaken during home schooling, had a positive impact. Autumn 2021 for the same cohort showed further progress being made through targeted support with 67% of disadvantaged children passing compared with 83% of non-disadvantaged children reaching the pass mark. The whole cohort achieving the required pass mark was 73%, compared to 82% in 2019 and 83% in 2018 (no data for 2020). The new strategy aims to raise the number of disadvantaged children passing the phonic screening test with the introduction of a SSP and the support of the English Hub.

Take 5 continues to be used throughout school as a resilience building programme based on breathing, grounding and awareness, in order to calm, relax and focus ready for learning. However, our SENDCO indicates an increased number of children being referred for additional support for social and emotional needs and therefore pupil premium funding will be used to build on and develop this support in school, with the activities detailed in this plan.

Whilst attendance remains a priority on the SIP, with attendance generally below the required 96%, overall attendance in 2020/21 was slightly lower than in preceding years at 93.7% (this includes Nursery). Whilst attendance is also monitored half termly, due to the impact it has on progress made within school, average attendance for disadvantaged pupils for the year of 2020/21 was 73%, showing high persistent absence. Non-disadvantaged pupils average attendance was 94% showing a gap of -20%. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.