

Butler's Hill Infant and Nursery School

Pupil Premium Review 2020-2021

Co-ordinator : J.Castle

Summary Information:					
School:	Butler;s Hill Infant and Nursery School, Hucknall, Nottinghamshire				
Academic Year	2020-2021	Total PP budget:	£86,080	Date of most recent PP review:	July 2021
Total Number of pupils – at end of Autumn 1	KS1 roll 141 KS1 PP = 74 52% of KS1	Eligible for FSM is 111 44% of the school inc F1	F1 - 29% F2 - 40% KS1 -52% + service child and LAC Whole school – 46%	New strategy to be produced in line with new Government Guidance by December 2021	

2020/21 <i>Covid-19 resulted in 2 periods of lockdown and has significantly affected results when compared to 2019 data</i>	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 <u>KS1</u>	52%	67%	33%	41%	60%	63%	70% (+18%)	91% (+24%)	59% (+26%)	82% (+41)	68% (+8)	91% (+28)
% making at least ARE at the end of F2 (2021)	26%		33%		37%		57% (+31%)		66% (-33%)		78% (-41%)	
% Making ARE at the end of F1 (2021)	50%		70%		50%		61% (+11)		72% (+2)		61% (+11)	

Key stage 1 results were lower for both PP and Non PP children. However, in 2021 the gaps between the 2 groups were significantly smaller. Showing that all children were seriously. Non PP were significantly lower in 2021 than that of the 2019 cohort (No data to compare to in 2020). F2 shows significant differences in PP and Non PP – effects of lockdown and home learning engagement. (See F2 break down of engagement in isolating period July 21)

Whole School Average Attendance over the year: Does NOT take into account periods of isolation	F1 Attendance PP: 33.24% Non PP: 78.23%	Y1 Attendance PP: 79.60% Non PP: 94.58%
Pupil Premium: PP:73.14%	F2 Attendance PP: 72.96% Non PP: 95.26%	Y2 Attendance PP: 78.31% Non PP: 95.12%
Non PP: 93.77% (+20.63)		

Identified barriers to learning based on 2019-20 review are ongoing: In conjunction with Notts County Council – A Strategy for Improving Educational Opportunities for All

1. Low starting points of PP children entering school – all areas of the curriculum (0% ARE) – **Priority 1 & 2**
2. Poor attendance below 95% - **Priority 3** (Covid-19 related absence does not affect attendance)
3. Learning characteristics / Executive functioning skills / Metacognition – **Priority 4**
4. Poor speech language and communication – **Whole school focus on SLCN**
5. Self- help/personal hygiene – **PCA**
6. LAC / Social Care / Behaviour / Parental engagement and support in home learning – **Implement feedback from parental questionnaire Spring 2020 for Autumn 2021 due to Covid-19 restrictions**

Priority / Aims:	Impact on Priority	Cost / Resources
Foundation 1: Priority 1: Improve the outcomes for PP in F1 through early identification and additional adult support Priority 2: Close the gap between outcomes for PP and Non PP children Priority 3: Improve attendance for PP / comparison with Non PP	Priority 1: Baseline Data: PP ARE Base line Data for Reading: 0% Writing: 0% Number:0% End of Year PP ARE for Reading: 50% Writing 70% Number:50%	
	Priority 2: Reducing Gaps The gaps in the prime areas are reducing between PP and Non PP children, ranging from a 3% difference to a 17% difference in Managing Relationships, which has been a focus for this cohort.	
	GLD – PP 50% Non PP 61% (+11%)	
	Priority 3: Attendance Attendance remains low for both PP and Non PP children which has been further impacted by Covid-19. Whilst there is a gap of - 44.99% Non PP remains significantly lower than the target of 96% Letters were issued to parents highlighting their child's attendance. However, enforcing is difficult due to children being below statutory school age. This will form part of a whole school focus on attendance 2021/22 . Covid-19 has had a huge impact of attendance. Although Covid-19 related absence	

<p>Foundation 2: Priority 1: Maintain ARE for those PP children who were on track by Spring 2 2020 through targeted intervention to catch up time missed due to Covid-19 2020</p> <p>Priority 2: Reduce the gap between outcomes for PP and Non PP children</p> <p>Priority 3: Improve attendance for PP / comparison with Non PP</p>	<p>Priority 1: Covid-19 Impact</p> <ul style="list-style-type: none"> Not all children entering F2 came from our Foundation 1 unit. All children were base lined in the autumn term and intervention was targeted where the need was the greatest. <p>Priority 2: Reduce Gaps</p> <p>PP ARE Baseline Reading: 4% ARE achieving 26% in the summer term Non PP 57% Writing: 8% ARE achieving 33% in the summer term. Non PP 66% Number: 8% ARE achieving 37% in the summer term. Non PP 78%</p> <p><i>The gaps between PP and Non PP remain high. However, the progress summary across the year shows an average progress of 5 pts across all areas, showing levels of outstanding progress in all areas.</i></p> <p>These children suffered 8 weeks of lost learning time in the Spring term of 2021 and a further 'bubble closure' in Summer Term as well. Resulting in approximately 10 weeks of lost school based learning times in this academic year. Children will also have had limited Foundation Stage 1 experience due to 2020 lockdown</p> <p>Half termly monitoring of attendance also shows that PP have lower attendance than Non PP which ultimately impacts on their learning and the intervention programmes that staff have in place.</p> <p>Priority 3: Attendance The impact of Covid-19 has been significant and attendance figures (as above) does not include any time spent out of school for individuals self-isolating as well. As this does not affect their general attendance.</p> <p>Monitoring letters were issued in the Autumn Term and re-started again after the children's return on the 8th of March. Attendance was monitored on a 3 weekly basis following Attendance Policy procedures. This resulted in panel interviews and one child from F2 being referred to the Early Help Unit.</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>								
<p>KS1 Priority 1: Year 1 & 2: MAINTAIN ARE for those PP children who were on track by Spring 2 2020 through targeted intervention to catch up time missed due to Covid-19 2020</p> <p>Second lockdown occurred Spring 2021 – further 8 weeks loss of learning</p>	<p>Priority 1: Maintain PP children who were ARE during Spring 2020 Children who are deemed as ARE in the Spring Term does not always follow that they are ARE by the summer term due to the increase of objectives needing to be achieved.</p> <p><u>Pupils Maintaining ARE and Pupils who achieved ARE who were below ARE in Spring 2020</u></p> <table border="0"> <tr> <td>Year 1</td> <td>Year 2:</td> </tr> <tr> <td>Reading: 80%</td> <td>Reading: 100%</td> </tr> <tr> <td>Writing: 68%</td> <td>Writing: 64%</td> </tr> <tr> <td>Maths: 86%</td> <td>Maths: 88%</td> </tr> </table>	Year 1	Year 2:	Reading: 80%	Reading: 100%	Writing: 68%	Writing: 64%	Maths: 86%	Maths: 88%	<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 =</p>
Year 1	Year 2:									
Reading: 80%	Reading: 100%									
Writing: 68%	Writing: 64%									
Maths: 86%	Maths: 88%									

<p><u>Monitor PP engagement in home- learning during January 2021 National Lockdown</u></p> <p><u>Priority 2: Increase % of converting PP FSP1 (not inc SEN) in reading, writing and maths by the end of KS1 through a range of appropriate intervention programmes to support the needs of potentially our most vulnerable children</u></p> <p>Monitor impact of intervention over the year with targets reviewed new targets set for focussed support. Outcomes at the end of the year.</p> <p>A further lockdown of 8 weeks hindered this priority and maintaining ARE became the primary focus</p>	<p><u>PP children in school over spring 2021 Lockdown:</u></p> <ul style="list-style-type: none"> ➤ Foundation Stage 1 and 2: 32% ➤ Year 1: 43% ➤ Year 2: 36% <p>All <i>vulnerable</i> children attended school</p> <p>Teacher's monitored engagement and the findings were as follows: Year 1 – 52% engaged in regular weekly activities and evidence seen by the class teacher Year 2 – 69% engaged in regular weekly activities and evidence seen by the head teacher</p> <p>All parents were contacted on a weekly basis and where contact could not be made, via telephone or Do-jo messaging, parents/carers were visited to drop off / collect work and ensure all was well with the families.</p> <p><u>Priority 2: Increase the % of converting PP FSP children</u></p> <ul style="list-style-type: none"> ➤ In year 2 - 2 children converted from an FSP 1 to ARE in Reading and in Maths. ➤ Year 1 children did not start school with a FSP level – just their months for ages and stages as per Spring 2020 ➤ Attendance and therefore progress was further hindered where individuals isolated as well <p>Year 2 Phonic Screening Pass taken in Autumn Term 2020 as pupils missed it in Year 1: PP : 60% Non PP: 79% - Gap of 19%</p> <p>Year 1 Phonic Screening Pass REVIEW (official test Autumn 2021) PP: 55% Non PP: 69% - Gap of 14%</p> <p><u>PP Switch On / One to one reading intervention:</u> Year 2: 50% achieved ARE Year 1: 83% achieved ARE</p> <p>Also see Premium Catch Up Analysis for <i>all</i> children to maintain ARE from Spring 2020</p> <p><u>Pupils in the Premium Catch-Up programme who maintained ARE as a result of intervention in at least one or more area they were being supported in</u></p> <ul style="list-style-type: none"> ➤ <u>Year 1: 86%</u> Attendance: 61% of the catch up children receiving support in one or more areas had attendance of 95%+ ➤ <u>Year 2: 90%</u> Attendance: 71% of the catch up children receiving support in one or more areas had attendance of 95%+ 	<p>KS1 £36,625.68</p> <p>Total TA : 2020-21 = £54,938.52</p> <p>Additional teaching fund - £10,000 to maintain smaller classes</p> <p>Switch On reading additional hours : £6,540</p> <p>Additional support for reading in Year 2 and Year 1</p>
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	<p>✓ Y2 could re-call names of topic easier – ‘sticky knowledge’ a whole school focus for the year.</p> <p>Pupils from the pilot class could re-call and freely discuss the merits of a ‘Growth Mind Set’ and how to get themselves out of ‘The Learning Pit’. Interview with 6 PP children. In their opinions it was something all classes should engaged in – Focus for 2021/2022</p>	
<p>PCA To continue to support children with personal hygiene issues as well as children requiring additional peg feeding support as well as diabetes in F2</p>	<p>TP has continued to support a range of children with additional personal care and hygiene needs both in F1 and F2. Enabling fully qualified TA’s to focus on the learning of groups of children and individual learning programmes.</p>	Total Cost: £7,684
Other:		
CPD Training & cover	Continued to attend training on the PP Networks via remote learning New Strategy to be implemented in September 2021 Network ready for December 2021 deadline	£285 approx
<p>Wider school experience: Limited due to Covid-19 In budget but restrictions were subsequently put in place.</p>	<p>This has been significantly reduced due to Covid-19</p> <ul style="list-style-type: none"> ➤ Year 1 and Year 2 trip to Rufford Park ➤ Year 2 trip to the cinema for leavers reward ➤ Extra-curricular after school clubs / with PE budget ➤ Free breakfast club to PP chd ➤ Free milk entitlement to all PP chd 	<p>(£6,633)</p> <hr/> <p>TOTAL PP SPEND: £86,080</p>

New Strategy to be published Autumn Term 2021