



Newhall Infant and Nursery School

Pupil Premium Strategy

2021-22

School Allocation 2021-22: £118,360 based on funding for 88 EVER 6 FSM, 1 Service child and 2 Post Adopted.

Current numbers for 2021-22 academic year: 82 FSM, 13 Early Years Pupil Premium, 4 Service/LAC/Adopted - 99 in total.

Y2 – 35

Y1 – 31

Reception – 16

Nursery – 13

Plus Service/LAC - 4

Total = 99

Focus for Learning 2021-2022

Nursery	<ul style="list-style-type: none">• To develop the children’s spoken language and vocabulary.• To improve the social interaction and understanding of the children.• To develop the children’s writing skills by improving their fine and gross motor skills.
Reception	<ul style="list-style-type: none">• To develop the children’s spoken language and vocabulary.• To improve the children’s listening and attention skills.• To develop the children’s writing skills by improving their fine and gross motor skills.• To improve mathematical knowledge (number shape).
Year 1	<ul style="list-style-type: none">• To improve phonics and reading, develop phonic knowledge, blending skills and comprehension.• Develop fine motor skills including pencil control leading to correct letter formation and number formation.• To target potential pupils to work towards Greater Depth at the end of Year One.
Year 2	<ul style="list-style-type: none">• To improve children’s phonic skills to pass the Phonics Check in Autumn 2.• To teach necessary grammar/punctuation/spelling to apply into written work working towards Greater Depth at the end of Key Stage 1.• To improve SEN resources and activities throughout Year 2 in both English and Maths.• To teach/reinforce key skills in reading, writing, maths to achieve Expected Standard at the end of Year 2 for our Disadvantaged Pupils.

Strategies to Address Barriers to Learning for our Pupils

- All pupils in school, especially Disadvantaged, to access high quality teaching and learning experience and resources.

Pupil Premium champion John Dunford says “... in using the pupil premium effectively ... keep your focus relentlessly on the quality of teaching and learning.”

“The quality of teaching in every class, by every teacher, every day”

Pupil Premium Spending 2021-2022

Objective	Action	Year Group	Staff	Cost	Outcomes/Evidence
<p><u>Attainment & Progress</u></p> <ul style="list-style-type: none"> Pupils to have catch-up learning in targeted areas. High Quality teaching for all. To improve pupils' basic literacy and numeracy skills. Progress and attainment of disadvantaged pupils is closely monitored. Attainment and progress of these pupils is a focus for all monitoring activities 2020-21 	<ul style="list-style-type: none"> Disadvantaged pupils to be targeted in lessons for additional support by Teacher and Teaching Assistant in class. See 'Whole School Key Priorities' for each year group. <p>(Small group tuition EEF +4)*</p>	All year groups	Teacher & TA	£15,000	<ul style="list-style-type: none"> HT/SMT observations Reports to Governors Book scans Moderation of work Planning samples Tapestry (EYFS) School tracking sheets Attainment and progress of all PP and SEN pupils tracked each term. See PM folders for evidence. Staff meeting and SMT meeting minutes.
	<ul style="list-style-type: none"> One-to-one/small group targeted support for focus areas/withdrawal group. See “Whole School Key Priorities.” Including NELI (Nuffield Early Language Intervention), Key Skills, Physical Literacy, Reading Catch-up, Phonics Catch-up, 1:1 readers, National Tutoring Programme, Guided Reading, 'Big Write', 'Big Read'. <p>(Small group tuition EEF +4)* (Early Years Intervention Group EEF +5)*</p>	Early Years	SC/MS/SW (Nur) VP/DB, Class TAs	£12,000	As above
		Year 1	Class Ts & TAs	£12,000	
		Year 2	LL/KT/EH/ER/CR, Class Ts & TAs	£12,000	

	<ul style="list-style-type: none"> Above monitored for impact by Senior Management Team and Subject Leaders 	All above	NL LY CB SD	£15,000	<ul style="list-style-type: none"> Individual Pupil Progress sheet for Disadvantaged SMT meetings Subject Leaders folders
	<ul style="list-style-type: none"> To provide a range of CPD to improve staff skills and confidence. 	All staff	All staff	£3,000	<ul style="list-style-type: none"> Feedback from staff at staff meetings/Training Days
<p>Equality of Access</p> <ul style="list-style-type: none"> Disadvantaged pupils to have full access to a broad and rich curriculum and resources. Emotional well-being and support/attendance. To provide social and emotional support for vulnerable pupils. To provide financial support for certain parents To engage parents in school life. To improve the attendance of targeted Disadvantaged pupils. 	<ul style="list-style-type: none"> Purchase of uniform, shoes etc. Payment for After-School Clubs 	All Year Groups	NL/LT/ RL	£2,000	<ul style="list-style-type: none"> Support for targeted parents eg: essential items. Disadvantaged pupils attend After School Clubs for free.
	<ul style="list-style-type: none"> Art Teacher employed in Year 1 and Year 2. (Arts Participation EEF = +2)* 	Y1/Y2	LL	£20,000	<ul style="list-style-type: none"> Children take part in a range of creative activities leading to improvement in attendance and social and emotional state. Whole school monitoring process eg: Subject Leaders folder lesson observations, HT/Governor walkabout/learning walks.
	<ul style="list-style-type: none"> Range of high quality learning resources purchased across school. Eg: iPads, learning equipment, SEN resources, reading books, maths equipment, resources for Nurture Group and Ocean (Sensory) Room. 	All year groups	All staff	£12,000	
	<ul style="list-style-type: none"> Provision of Positive Play Support to vulnerable children 	Rec-Y2	SL	£760	
	<ul style="list-style-type: none"> Purchase of 'Educational Psychologist' from DCC. ("Social & Emotional Strategies" – EEF +3)* 	All year groups	Ed Psych/ SENDCO	£1,500	<ul style="list-style-type: none"> SENDCO meets with EP to discuss most vulnerable pupils. Observations and reports written with advice.
	<ul style="list-style-type: none"> Keep parents informed of school life and children's progress eg: subscription to Tapestry, school website, Teachers to Parents ("Parental engagement" EEF +4)* 	All year groups	All staff	£3,000	<ul style="list-style-type: none"> EYFS parents contribute to "Tapestry" Positive feedback from parents eg: parents' evening questionnaires.

	Purchase of 'Behaviour Support Team' from DCC.	All year groups	BST/ SENDCO	£1,500	<ul style="list-style-type: none"> • SENDCO/staff meeting with BST • Improved behaviour of relevant children.
	<ul style="list-style-type: none"> • Class Teachers to focus on improving attendance of certain pupils. • HT/Admin Team monitor attendance of Disadvantaged pupils to improve where necessary. • Campus Early Help Team monitor as above. 	All disadvantaged pupils	RL/ Office	£2,000	<ul style="list-style-type: none"> • Attendance of Disadvantaged monitored daily and weekly summaries compiled. • Teachers liaised with parents re: attendance.
			NL/ Early Help Team	£2,000	

* **'Education Endowment Foundation'** – Teaching and learning toolkit re: impact of strategies/interventions.

Date of next review: October 2022.

Impact of PP Intervention Work 2020-2021 – School Analysis

Year Group/No of Pupils	Intervention	Impact
Nursery 7	1:1 Targeted activities (x2 SEN); EAL extra support; adult-led sharing games/activities; colourful semantics; physical 5-a-day and dough disco activities; speech and language 1:1 support.	All Disadvantaged pupils benefitted from 1:1 and small group interventions and targeted sharing and turn taking games – see EYS tracker 20-21. Most of the Disadvantaged pupils were able to write their names with good form – see PD tracker.
Reception 27	<ul style="list-style-type: none"> • Key Skills in Maths, Literacy and Physical Development – x3 classes x2 mornings weekly – Teacher and TA. • NELI language programme – targeted pupils – every afternoon with trained TA. • In class small group and 1:1 support from T and TA. 	<p>Attainment of Disadvantaged from baseline assessment Sept 2020 to July 2021: Reading 0% to 52% at ARE; Writing 0% to 48% ARE; Numbers 22% to 63% at ARE. Evidence: Summary of Reception Data 2020-2021.</p> <p>Progress post-Lockdown to July: Reading Disadvantaged +41% (overall +41%); Writing +35% (overall +46%); Maths +27% (+30%).</p>
Year 1 34	<ul style="list-style-type: none"> • X1 pm per week reading catch up with T; x1 pm per week phonics catchup with T; small group phonics with T/TA; Maths key skills x1 a week with T/TA. 	<p>Attainment and progress of Disadvantaged: Reading 0% (September) up to 52% July 2021; Writing 0% up to 48% and Maths 0% to 48%.</p>
Year 2 28	<ul style="list-style-type: none"> • X1 pm T led phonics/writing intervention; x1 pm TA session on individual targets; x2 pms guided reading session with TA; regular individual reading; x1 T led maths session. • Nurture Group – ran x3 afternoons per week for whole academic year. 	<p>Attainment and progress of Disadvantaged: Reading 0% (September) up to 50% July 2021; Writing 0% up to 54% and Maths 4% to 62%.</p> <p>Boxall Profiles showed positive development in all key areas eg: Internalisation of controls; undeveloped behaviour.</p>



Disadvantaged Pupils Progress 2020-2021

Spring term 2021 (post Lockdown 3) compared to
Summer term (July) 2021

	Spring 2021 Exp +	Summer term 2021 Exp +
Year 2		
Reading	42%	50% (+ 8%)
Writing	31%	54% (+ 23%)
Maths	35%	62% (+ 27%)
Year 1		
Reading	30%	52% (+ 22%)
Writing	15%	48% (+ 33%)
Maths	30%	48% (+ 18%)
Reception		
Reading	11%	52% (+ 41%)
Writing	7%	48% (+ 41%)
Maths	26%	63% (+ 37%)



Progress of Disadvantaged Pupils v Non-Disadvantaged Pupils

2020-2021 Academic Year *

	Reading	Writing	Maths
Y2 Disadvantaged	+8%	+23%	+27%
Y2 Non-Disadvantaged	+17%	+36%	+26%
Y1 Disadvantaged	+22%	+33%	+18%
Y1 Non-Disadvantaged	+20%	+42%	+17%
Reception Disadvantaged	+41%	+41%	+37%
Reception Non-Disadvantaged	+41%	+46%	+30%

* source – School Tracking 2020-21