

## Normanton All Saints CE (A) Infant School

### Pupil Premium Strategy Impact Report

The Pupil Premium Grant is a Government initiative that provides additional funding to schools in England in order to raise the attainment of disadvantaged pupils. The EEF in their research document 'The Attainment Gap' found that *'the attainment gap is largest for children and young people eligible for free school meals (the best available proxy measure of economic disadvantage).'*

'Pupil premium pupils' include children who are entitled to free school meals (FSM) or those who have been eligible at any point within the last six years; children who are in the care of the Local Authority; children who have been adopted from care and children of armed service personnel.

We have high aspirations and ambitions for all of our children, regardless of their background, and believe that they should have equal access to a curriculum which will enable them to flourish, develop a love for learning and realise their full potential. Every child is special and unique. In school we ensure that appropriate provision is made for all pupils, including those who are socially disadvantaged and those who belong to a range of other vulnerable groups. We recognise that not all pupils who are eligible for FSM are socially disadvantaged. Equally, there are pupils who are not eligible for FSM but have significant barriers to learning. It is therefore important to use the Pupil Premium Grant to support pupils who would benefit from the additional support this provides. Our key objective for the pupil premium funding is to accelerate progress and raise attainment for all pupils including those considered 'disadvantaged'.

#### In 2019 - 2020 the school used the funding to support the following aims:

- The school now has two Thrive trained practitioners. The Thrive room has been developed and resourced and this provides a base for small group and 1:1 work with children. The Thrive practitioners work alongside teachers and parents to profile children and identify their current development stage, planning activities to support developmental interruptions. The Thrive practitioners work on a daily basis with children on their identified developmental needs. Children are making strong gains in their social and emotional development and as a result the number of fixed term exclusions has significantly reduced, as has the number of high-level behaviour incidents. The whole school, including Governors, have received Thrive training which gives everyone a good understanding of the key principles.
- The learning mentor continues to play a key role working with disadvantaged families to ensure their basic needs are met. This includes supporting access to housing, food, benefits and grants and working alongside other services such as the Children's first hub to support families beyond the school day. As a result, the learning mentor has developed strong relationships with families and plays a crucial role in making sure children are in school on time everyday, especially children considered disadvantaged. During the covid closures her role included a number of home welfare visits and the regular delivery of food hampers. She is also currently supporting families across school with access to testing again ensuring children, where possible, are in school and accessing education.
- Attendance prior to the covid closure was improving. Attendance at the beginning of the academic year 2020-2021 was higher than the LA.
- Disadvantaged children receive free milk on a daily basis, this continues to ensure their health needs are met.
- All pupils receive a broad and balanced curriculum, as a result the children regularly attend educational visits beyond the school, in the local area and have visitors in to enhance teaching and learning. These experiences can be costly and to ensure all pupils can access these and to enable disadvantaged pupils to

build the cultural capital they require to succeed, these are subsidised and are offered at half price. None of our pupil premium children have missed an educational visit due to financial reasons.

- The school offers nurture provision through the school allotment and guinea pig garden. This nurture curriculum allows all children to have access to additional experience that prepares them for later life. This year children have successfully grown and cooked from their own gardens and have cared for the school's pet guinea pigs.
- *Due to the covid closures Reading and Phonics remains a focus for school development planning. As a result, this will remain on the pupil premium strategy for this academic year.*
- *Due to the covid closures the intervention breakfast programme did not run for the full academic year. In the Autumn term we saw a positive impact from these breakfast clubs on pupil progress and predicted that these would impact on pupil attainment. As a result, this will remain on the pupil premium strategy for this academic year.*

	<u>Impact statement</u>	<u>Data</u>	
<u>Attendance</u>	<p>In 2019- 2020 overall attendance has fallen slightly compared to the previous year and was in line with the national attendance figures. This was just below the school's target of 96%.</p> <p>The persistent absence continues to decrease compared to previous years for the school though this still remains above national.</p> <p>There still remains a gap between overall attendance for all pupils and disadvantaged pupils.</p>	<p><u>Overall Attendance- All pupils</u></p> <p>National 2019- 96.0%</p> <p>School 2020 (March) 95.8%</p> <p>School 2019- 96.3%</p> <p><u>Persistent Absence- All pupils</u></p> <p>National 2019- 8.2%</p> <p>School 2020 (March) 9.4%</p> <p>School 2019- 10.4%</p>	<p><u>Disadvantaged pupils-</u></p> <p>School 2020- 92.99% - 7.01% rate of absence of pupils in school (Disadvantaged)</p> <p>National - PA and disadvantaged 18.1% absence rate</p> <p>PA non-disadvantaged 6.0% absence rate</p> <p>12 disadvantaged pupils were classed as persistently absent from school. This was 48% of this group.</p>
<u>Implications for 2020-2021</u>			
<u>To build parental confidence to ensure pupils attend school regularly.</u>			
<ul style="list-style-type: none"> <li>• The Covid-19 pandemic has led to some parents feeling anxious about their child returning to school in September after a prolonged period at home. Attendance will once again be statutory in September and schools will be able to issue penalty notices for non-attendance. From conversations we have had with parents thus far some parents are resistant to their children coming back to school due to the risk of infection. School attendance figures were improving before the pandemic as were persistent absence rates. It is highly likely that persistent absence will increase from September as overall school attendance decreases. This may fall below national averages. The school's pastoral team will need to work closely with families to rebuild their confidence in returning their child to school, supporting them in managing their own and their child's anxiety. Non-attendance at school will have a negative impact on the child including their emotional well-being, social development and academic attainment, which could be lifelong. <b>Attendance will be a development priority for this academic year.</b></li> </ul>			
<u>To embed high quality teaching and pastoral support for pupils to promote good mental health and well-being.</u>			
<ul style="list-style-type: none"> <li>• The Covid lockdown will have a significant impact on the mental health of both children and adults. Statistics suggest that a large number of primary school children will return to school with anxiety/mental health needs and/or have seen the impact on parent mental health during lockdown. Lockdown increased in our school the number of children at child protection, no doubt this will be a national picture and many children will have experienced trauma/ACE. This will significantly impact on children's behaviour and their ability to learn. The relationships &amp; health education document become</li> </ul>			

statutory in September and this will need to be planned for and teachers prepared for its delivery. This document also focuses on child mental health. Mental health and well-being will be a school development priority for the following year.

**Outcomes in Phonics and Reading**

When schools closed 20<sup>th</sup> March, teachers used their ongoing assessment and knowledge of the child to update their end of KS predictions. Predictions for the phonics screening check were 84% which is lower than initially predicted and would put the school just above national. We anticipate that, had high quality phonics teaching continued, the results would have been closer to 88%. The 3-year trend for phonics is:

	2017	2018	2019
School	83%	83%	82%
National	81%	82%	82%

Raising attainment in phonics remains a school development priority for this year.

Predictions in reading at the end of KS1 made in Spring were again lower than anticipated, based on the potentially limited access to direct teaching children would have. Teachers predicted 77% would achieve the expected standard in reading with 35% of pupils achieving GD. The 3-year trend for reading is:

WA	2017	2018	2019
School	87%	78%	76%
National	76%	75%	75%

GD	2017	2018	2019
School	45%	40%	40%
National	25%	26%	25%

Though predictions for GD were below previous years this would have remained significantly above the national. At ARE the school would be in line with national.

Raising the attainment in reading at the expected standard remains a school development priority.

**Implications for 2020- 2021**

**To sustain the rigorous, sequential approach to teaching phonics and fully embed reading practises.**

**Outcomes for disadvantaged pupils**

Disadvantaged pupils across the country continue to achieve lower than their non-disadvantaged peers. This is mirrored in our school. Disadvantaged pupils enter the school with significant barriers to their learning and are significantly behind their non-disadvantaged peers. On entry to school 2019 none of our disadvantaged pupils were working at the age and stage of development we would expect. Disadvantaged children therefore must make very rapid and accelerated progress throughout school to catch up with their peers.

2019	GLD	Phonics	Reading	Writing	Maths
School disadvantaged	60%	68%	53%	53%	53%
National all others	74% 2018	84%	78%	73%	79%

Progress and attainment of disadvantaged pupils remains a school development priority.

**Implications for 2020- 2021**

**To ensure the most disadvantaged pupils achieve in line with their non-disadvantaged peers with a focus on narrowing the vocabulary gap.**