

Normanton All Saints CE (A) Infant School

Pupil Premium and Catch up Strategy 2020 - 2021

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) and those assessed with special educational needs.'* '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'. The pupil premium report will be reviewed annually by the school and governors.

Following the Covid-19 pandemic and national school closures the government announced additional catch up premium which would be allocated to schools in the academic year 2020-2021. The DFE stated that schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year and in actions for schools during the coronavirus outbreak. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

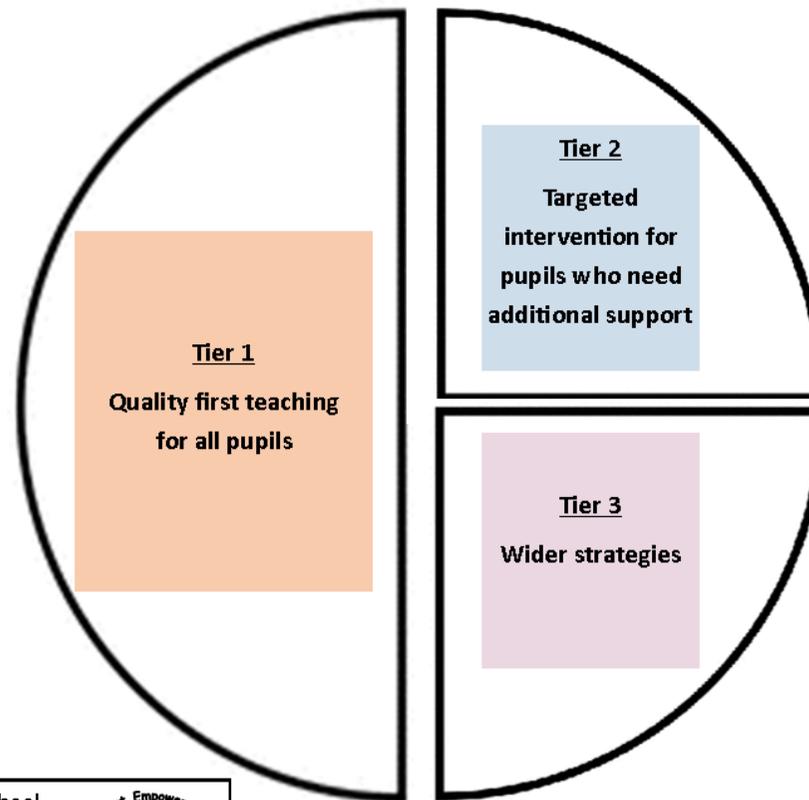
Pupil premium allocation	£75,995	£1,345 per pupil (who claims free school meals, or who has claimed free school meals in the last 6 years)
Catch up allocation	£21,040	£80 per pupil (Reception – Year 11)
Total allocation 2020 – 2021	£97,035	
Total predicted spend 2020 -2021	£100,777.40	

Our school serves an area where there are pockets of significant social and economic deprivation. In total 47% of the school fall into the IDACI (Income Deprivation Affecting Children Index) categories 1,2 and 3. 3% of our pupils fall into category 1, most deprived areas and 38% fall in to category 2. This is above Wakefield Local Authority for these categories. The school is ranked 59th out of 114 primary schools in Wakefield LA. The average IDACI score is 0.23. This means that the school qualifies for two academic mentors under the governments catch up programme. We have applied and are currently waiting for further information.

When making decisions about the pupil premium funding it is important to consider the context of the school and the subsequent challenges and barriers the school and pupils face and need to overcome. Funding allocations will also link directly to school development planning.

Main barriers to the educational achievement at the school:

- A large proportion of Pupil Premium pupils have **low starting points**, especially in their personal and social development and in their basic communication, language and literacy skills including reading and writing. The EYFS baseline data in 2020-2021 shows that only 11% (1) of disadvantaged pupils were working at the age-related expectation on entry to Reception compared to their non-disadvantaged peers at 26% (19). This remains significantly lower compared to their peers (%). Although progress is high for this group disadvantaged pupils are still attaining lower in the GLD compared to all other pupils. The gap still remains highest within areas such as reading and writing. Therefore, high quality first teaching, well-planned targeted intervention, nurture support, a memorable and enriched curriculum, is crucial within the EYFS with a high focus on basic skills in particular speaking and listening, reading and writing. It also requires targeted home support for families, linked to pupil academic achievement, attendance and emotional well-being. Further, parental support in regard to the teaching of basic early skills in particular phonics and reading.
- Overall **phonics** remains above the national average. Further data analysis and school monitoring has identified that **disadvantaged pupils have attained lower** compared to all other pupils especially in areas such as phonics at Year 1 and reading. At the end of Year 1 the gap remained. Phonics will therefore remain a high priority across the school to ensure high quality teaching, intervention and tracking. Assessment of phonics continues to improve so that teaching has the required impact on outcomes. The school now has two teachers who are Specialist Leaders in Education (SLE) working as part of the Reading Hub and it will be crucial that they take a leadership role in reading and phonics.
- At the end of KS1 attainment still remains above or at least in line with the national average. However, **reading** remains a priority as this remains in line and there has been a slight decrease in the data. The school continues to find that a large group of pupils continue to have **lower communication and language skills** and require particular support to develop a deeper understanding of vocabulary and comprehension. These pupils also need to read frequently within school in order to gain a secure comprehension understanding and further developing fluency. They benefit from specific work and interventions linked to developing oracy in order to impact on better outcomes in reading and writing. Reading remains a priority for school development planning.
- Due to the **Covid-19 pandemic** schools closed in March 2020. This meant that during this time most of the children were at home and only the children of key workers and vulnerable pupils continued to attend school. This closure will impact on pupils in a number of ways particularly academically, socially and emotionally. Children have returned to school with significant gaps in their learning and development. As the pandemic continues, with bubbles self-isolating, children will continue to miss valuable learning time. Families will be provided with home learning however this is not comparable to quality first teaching in the classroom and leaves disadvantaged pupils at a further disadvantage as they are often not supported with their learning at home.
- **Attendance and punctuality.** This requires targeted support from the learning mentor who ensures close links between home and school by providing practical and supportive advice and guidance. The school continues to work hard to improve attendance, in 2019- 2020 overall attendance had 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%. Persistent absence continues to decrease compared to previous years for the school though this still remains above national. There still remains a gap between overall attendance for all pupils and disadvantaged pupils. There is a notable link between low attendance and low attainment.
- **Emotional well-being, self-esteem, behaviour and social development.** This requires specialist and targeted support from the learning mentor and other staff who provide individual mentoring for children and families as well as small group work. This is based on pupils social and emotional development and their self-confidence. Support also needs to be provided at social times such as lunch and playtimes to ensure pupils are well supported and develop essential communication and collaboration skills. The school has found an increase in pupil numbers with social, emotional and mental health needs.
- Pupils' opportunities to gain a **wider cultural capital** are limited. Therefore, the school will continue to use some of the funding to further enhance the curriculum through educational visits and wider curriculum opportunities, which are closely linked to the key curriculum drivers.



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A tiered approach to teaching and learning
Based on EEF research



A tiered approach to teaching and learning - Based on EEF research

Pupil premium funding will be allocated in support of the EEF Guide and the tiered approach. The research carried out by the Education Endowment Foundation (EEF) has also been used to support decision making about the pupil premium spending. For example, targeted interventions will be delivered by knowledgeable and highly skilled teachers and teaching assistants. Interventions will focus on reading comprehension, oral language skills and phonics as well as early years' intervention based on the prime areas of learning. These link directly to the school development priorities. The EEF has found such targeted support to have a significant and positive impact on pupil progress. Further information on the EEF Teaching and Learning Toolkit can be obtained by the following link: <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Tier 1

Quality first teaching for all pupils

Improvement targets (What)	Action (How)	Timescale (When)	Persons responsible (Who)	Monitoring	Cost
To assess pupil's emotional well-being using the Leuven Scale.	Getting to know you week Teachers getting to know pupils assessing their well being Pupil questionnaires	Week 1	Teachers Learning mentor	SLT	
To be assessed by the class teacher to identify gaps in their learning specifically reading, writing, maths and phonics.	Assessment week Assessment process and materials agreed Baseline data collated	Week 2 Half termly	Teacher SLT	SLT	
To review the timetable reviewed by Year group teams and subject leaders to ensure teaching time is maximised.	Year group and senior leader team meeting	Week 3 Half termly	SLT	Year group leaders to feedback to SLT	
To ensure identified gaps are used to inform teacher planning for whole classes, groups and individual pupils.	Gaps in phonics identified in KS1 Gaps in maths identified Writing assessed, next steps identified Reading assessed	Week 2 then ongoing through teacher assessments.	Teachers	SLT	
To deliver CPD for teachers on Rosenshine's principles of instruction.	Staff INSET Lesson study	October half term	SLT	SLT - Lesson observation	
To ensure quality verbal marking and feedback provided for each child with opportunity to act on feedback.	Covid marking policy reviewed to ensure marking is safe but impactful	Week 1 then ongoing	Teachers	SLT – Work sampling	
To ensure staff are deployed strategically to support quality first teaching.	Staffing deployment and focus reviewed with team leaders and SLT	Week 3	All staff	SLT	

To enable coaching and mentoring of phonics teaching by the reading lead.	Coaching with HLTA covering and Year 2 TAs delivering phonics. Coaching for UFS Coaching for Year 2 teachers Coaching in Year 1	Week 2 Week 2 Week 4 Week 5	Reading lead Year group teams	SLT/Reading lead	£ 200 per day (Every half term) x6 = £1200
To enable coaching and mentoring of NQT to ensure high quality CPD and ensure teaching remains strong in the EYFS.	Coaching from the experienced Assistant Headteacher	Ongoing	Assistant Headteacher NQT	NQT mentor	
To ensure teaching across the EYFS to focus on the prime areas of PSED, PD and CLL.	Activities planned to focus on the development of the prime areas. Gaps in development for individual children and groups identified. Adults working with children in provision with a focus on CLL and PSED. Opportunities for PD beyond the EYFS, further access to PE/ active learning outside.	Week 4 Ongoing Ongoing Ongoing	EYFS team leader EYFS team	SLT – Observation/progress data	

Tier 1 proposed spend: £1,200

Tier 2

Targeted intervention for pupils who need additional support

Improvement targets (What)	Action (How)	Timescale (When)	Persons responsible (Who)	Monitoring	Cost
<p>Learning mentor To increase school attendance. The decrease persistence absence.</p>	<p>Attendance- first day response, attendance certificates and awards, postcards, displays, end of year 100% attendance trip, end of year class attendance trip, half termly attendance awards, Ace visiting classes with 100%, weekly attendance prize for individual pupils.</p> <p>Work with the EWS- register checks, meetings with parents, PA half termly meetings, attendance improvement plans, data attendance analysis.</p> <p>1:1 support from learning mentor, interventions and support such as breakfast club subsidised or free places.</p>	<p>Weekly</p> <p>Half termly analysis</p> <p>Termly EWO checks</p>	<p>SBa/ DE</p>	<p>DE</p>	<p>£28,000</p>
<p>Learning mentor Parent support/ Pupil support To increase parental engagement and involvement in learning. To provide targeted support for pupils and their families to overcome barriers. To provide pastoral care, working with families to ensure children are safeguarded at all times.</p>	<p>Support for VP delivery of food parcels, maintaining regular contact, supporting parents with barriers to home learning, welfare checks with SLT.</p> <p>Targeted emotional, social and well-being support through 1:1 intervention.</p> <p>Support for parents with mental health and anxiety.</p> <p>Signposting to external agencies e.g. support financially, counselling etc.</p>	<p>Daily</p>	<p>SBa</p>	<p>SLT DSL team</p>	

<p>To support pupils emotional, behavioural and personal needs and to increase pupil self-confidence.</p>	<p>Safeguarding supervision and networking CAFs, safeguarding support. Liaising with external agencies to provide additional support for pupils e.g. FIM, school nurse, health visitors, STAR bereavement. Engaging with NSPCC and delivery of programmes to children. Health and well-being sessions for pupils e.g. teeth brushing, supporting with medical appointments. 1:1 targeted phonics and reading support for identified Y2 PP pupils</p>				
<p>To ensure gaps in maths learning are identified and are swiftly addressed by skilled teaching assistants.</p>	<p>Daily post teach in maths implemented by teaching assistants for pupils who have the same gaps in maths identified. Children with similar gaps in learning identified and grouped. TA time to work on gaps on a daily basis through post teach.</p>	<p>Daily following assessments</p>	<p>Teacher TA</p>	<p>Teacher Year group leader</p>	<p>£2,000</p>
<p>To ensure that all pupils read three times a week in school. To ensure children who need additional support read daily.</p>	<p>Teacher and TA to hear the child at least once. HLTAs and other support staff deployed to hear children read daily.</p>	<p>Daily from Week 2</p>	<p>Teacher TA HLTA</p>	<p>SLT – Reading record checks</p>	<p>£10,000</p>
<p>To ensure that the majority of Year 2 pupils are working at ARE in phonics.</p>	<p>Phonics for the lowest 20% in KS1 to be taught by the teacher. TA to teach the remaining children secure in their phonic development.</p>	<p>Daily from Week 3</p>	<p>KS1 Teachers Reading Lead</p>	<p>Reading lead – Phonics assessments</p>	

To provide intensive support for those children at risk of not reaching ARE in phonics.	Teachers to deliver phonics daily to the lowest 20% in KS1. Reading lead to model.				
To use the highly skilled reading lead to lead key interventions across the school.	Reading lead and SLT to identify priority gaps. Release time planned for reading lead.	Week 5	Reading lead	SLT	Reading lead to be released once a week. Total: £8,000
To ensure children receive phonics catch up at home and school for children to address gaps in their phonic development.	Catch up to take place after the teaching sequence is completed and gap analysis has taken place. Phonics keyrings made to support parents at home. Children identified by teachers to model phonic support to parents. Reading lead to film a phonics guide for each phase for parents to be published on the school website.	Week 5 Then ongoing Week 2/3 Week 4 Before October half term.	Reading lead Teachers	SLT – Phonics gap analysis	£2,000 per year group £6,000 total
To provide release time for the maths lead to deliver key interventions in maths in Year 2 using the 'Ready to Progress' document.	Gaps identified. HLTA cover deployed for maths lead. Key focus identified.	Week 1 Week 4	Maths lead	Teachers	£80 for teacher delivery £50 for HLTA cover Weekly £5,200 total
To appoint two academic mentors to support targeted groups to help close the gap in phonics, reading and maths.	Gaps identified Pupils needed additional support identified Academic mentors to work alongside the reading and maths lead to plan and deliver targeted interventions with small groups and on a 1:1 basis as appropriate. SLT, reading lead and maths lead to closely monitor the	Week 6 Autumn term	SLT Reading lead Maths lead	SLT	DfE pays the salary and school pays the NI etc. £4000 per mentor £8000 Total

	progress and attainment of these groups.				
To fund the delivery of a phonics breakfast to Year 2 and Year 1 pupils to address gaps in phonic knowledge and provide breakfast for VPs.	Lowest 20% identified in KS1. Year 1 phonics breakfast delivered by TA. Year 2 phonics breakfast delivered by TA. Reading lead to model how this is to be delivered.	Week 4 Week 1 Autumn 2 Week 1 Autumn 2 End of Autumn 1 in preparation.	Reading lead TAs	Reading lead	1 hr rate = £9.94 30 mins a day 32 weeks = 160 hours Per adult: £795.20 £1590.40 Total
To enable the delivery of daily CLL intervention in UFS to address low starting points in CLL. Nuffield speech and language programme.	Children with significant gaps in CLL identified. Focus identified by EY lead. TA to deliver daily. EYFS led to research Nuffield language development programme (nursery).	Week 4 Week 6	EY lead	EY lead	Cover for training Teacher £160.00 TA (2) x2 training days £380 £90 per week delivery 1 TA in Reception 1 TA in Nursery 30 weeks £2,700 Teacher monitoring/assessment £160 per day (4 days) £640 £3880 Total
<i>Tier 2 predicted spend: £72,670.40</i>					

Tier 3

Wider support

Improvement targets (What)	Action (How)	Timescale (When)	Persons responsible (Who)	Monitoring	Cost
To effectively implement the RHE curriculum and the further development of Social and Emotional learning and the schools learning muscle approach.	SLT to write the units for the RHE curriculum. Resources to be made/ordered Policy to be written and shared. CPD for staff to ensure planned units are taught to a high standard.	By Autumn term Ready to begin Autumn 2	SLT	SLT – Observation/ Teacher feedback	
To ensure the school has a designated member of staff to lead the Thrive programme across the school.	Children to be identified by teachers and SLT for Thrive small group/ individual work. Pupils profiled by Thrive practitioner and teacher. Sessions to be delivered regularly using timetable agreed by SLT.	See SDP for timescale.	SLT Thrive practitioner	SLT Thrive practitioner	Thrive practitioner cost: £20,000 Thrive online licence cost: £1,000 £21,000 Total
Nurture provision To provide well planned curriculum opportunities to support pupil's personal, social and emotional needs, which promote essential skills for later life.	Weekly nurture group planned and delivered focused on gardening and cookery- applying literacy and numeracy skills. Pupils to be given responsibility to plan and organise the activities such as the purchasing of the resources, etc, to encourage responsibility and independence.	Weekly	ABO	DE	£1000 (2 hours a week)
To ensure all children have access to the wider curriculum through subsidised educational visits.	Reduced cost for educational visits for PP, LAC and Post LAC pupils (50% reduction). Curriculum planning includes at least one educational visit and an enhancement per term.	Termly	Admin	SLT L Mentor	£3000
To ensure pupils eligible for pupil premium, LAC and Post	Fully subsidised milk for all eligible pupils.	Daily	Admin	SLT	£1500

LAC are provided with daily milk.					
To ensure children are referred to the correct external agencies to support SEMH.	Referral to external support when appropriate e.g. FIM/CFH/EPS	Week 3	LM/teacher/parent	SLT/SENDSCO	SENCO release time
To ensure resources are available for parents in supporting their child with phonics and maths.	Modelling videos for parents in supporting their child with phonics sounds and the basics in maths.	Before October half term	Reading/Maths lead		Release time for subject leaders £160
To ensure all children have access to a broad and balanced curriculum under the Covid framework.	Timetabling review LTP/MTP/STP Progression plans to be reviewed Blocking the teaching of some subject to capitalise on learning time, regular recap to ensure retention.	From Week 2	Teachers	SLT	
To ensure VPs receive a daily breakfast available at a subsidised rate.	BBC to resume under Covid guidelines. LM to work with families to support subsidies.	From Week 1	LM/BBC staff		Current: £247.00 <i>With additional pupils identified who might need a place this would rise to £750 however a fourth member of staff would need to be appointed.</i>
<u>Tier 3 proposed spend: £26,907</u>					