

Normanton All Saints CE (A) Infant School

Pupil Premium 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.

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)
Total allocation 2020 – 2021	£97,035	

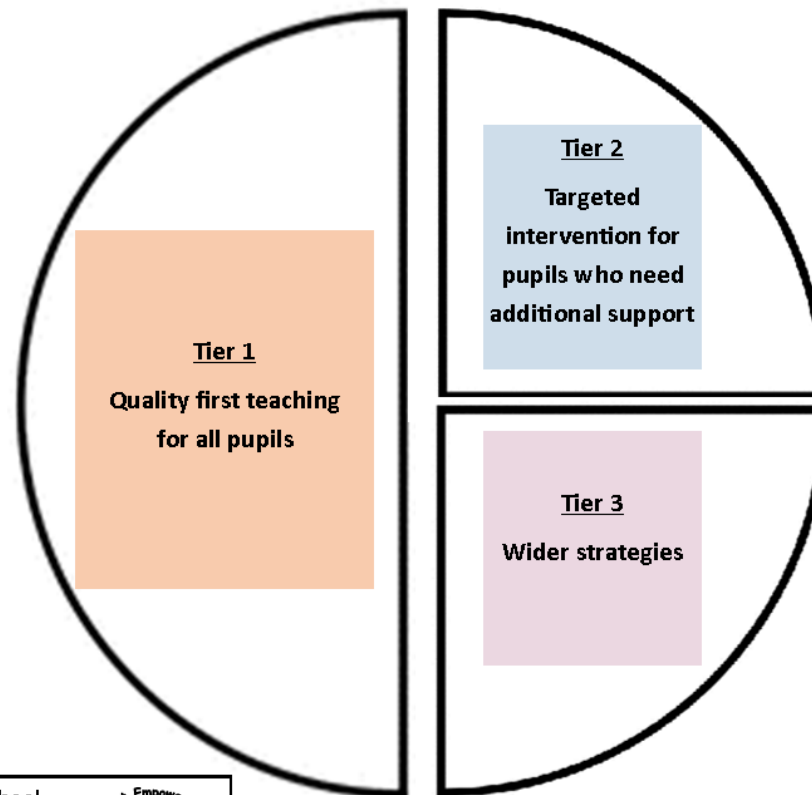
Our school serves an area where there are pockets of significant social and economic deprivation. In total 47% of the school fall into the IDACI (Income Deprivation Affecting Children Index) categories 1,2 and 3. 3% of our pupils fall into category 1, most deprived areas and 38% fall in to category 2. 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.
- **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 x4 with Darrington Primary School	Summer term	All teachers		Training costs for external advisor to deliver the training £400
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	

<p>To enable coaching and mentoring of phonics teaching by the reading lead.</p> <p>Focus on any new staff.</p>	<p>Coaching with HLTA covering and Year 2 TAs delivering phonics.</p> <p>Coaching for UFS</p> <p>Coaching for Year 2 teachers</p> <p>Coaching in Year 1</p>	<p>Week 2</p> <p>Week 2</p> <p>Week 4</p> <p>Week 5</p>	<p>Reading lead</p> <p>Year group teams</p>	<p>SLT/Reading lead</p>	<p>£1800 (Summer term) (£150 per day)</p> <p>Total cost within £5850 (see below)</p>
<p>To enable coaching and mentoring of NQT to ensure high quality CPD and ensure teaching remains strong in the EYFS.</p>	<p>Coaching from the experienced Assistant Headteacher</p>	<p>Ongoing</p>	<p>Assistant Headteacher</p> <p>NQT</p>	<p>NQT mentor</p>	
<p>To ensure teaching across the EYFS to focus on the prime areas of PSED, PD and CLL.</p>	<p>Activities planned to focus on the development of the prime areas.</p> <p>Gaps in development for individual children and groups identified.</p> <p>Adults working with children in provision with a focus on CLL and PSED.</p> <p>Opportunities for PD beyond the EYFS, further access to PE/ active learning outside.</p>	<p>Week 4</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>EYFS team leader</p> <p>EYFS team</p>	<p>SLT – Observation/progress data</p>	
<p><i>Tier 1: £400 (Coaching spending included spend in Tier 2)</i></p>					

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. 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>£28,043</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</p>	<p>Support for VP delivery of food parcels, maintaining regular contact, supporting parents with barriers to home learning, welfare checks with SLT. Targeted emotional, social and well-being support through 1:1 intervention. Support for parents with mental health and anxiety.</p>	<p>Daily</p>	<p>SBa</p>	<p>SLT DSL team</p>	

<p>ensure children are safeguarded at all times. To support pupils emotional, behavioural and personal needs and to increase pupil self-confidence.</p>	<p>Signposting to external agencies e.g. support financially, counselling etc. 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.</p> <p>Focus on the implementation of the reviewed maths curriculum and the fluency aspects of maths linked to PV & N</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>£600 (Total of 4 full days to be used across the Summer term)</p>
<p>To ensure that all pupils read three times a week in school. To ensure children who need additional support read daily. To provided targeted support for early literacy skills within the EYFS to ensure basics are</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>£12,647.50 (HLTA support for mornings within UFS)</p>

secure. (HLTA focused interventions across UFS)					
To ensure that the majority of Year 2 pupils are working at ARE in phonics. To provide intensive support for those children at risk of not reaching ARE in phonics.	Phonics for the lowest 20% in KS1 to be taught by the teacher. TA to teach the remaining children secure in their phonic development. Teachers to deliver phonics daily to the lowest 20% in KS1. Reading lead to model.	Daily from Week 3	KS1 Teachers Reading Lead	Reading lead – Phonics assessments	
EYFS lead out of class once a week to lead key interventions EYFS lead to coach teachers and staff within the EYFS	EY lead to use assessments to identify key children across the cohort. EY lead to plan interventions for reading/phonics/writing and maths. EY to work with colleagues in the EYFS coaching and mentoring. Monitoring impact of interventions.	08.03.21	EY lead	SLT	£1800
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	£5850- Release of reading lead once a week
To ensure children receive phonics catch up at home and school for children to address gaps in their phonic development. To ensure pupils have access to a range of phonics books (alongside the school reading scheme) linked to their	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	Week 5 Then ongoing Week 2/3 Week 4 Before October half term.	Reading lead Teachers	SLT – Phonics gap analysis	TA- £19,171

phonics development phase which allow them to practise and apply the basic skills of sound recognition, segmenting and blending.	parents to be published on the school website. Additional phonics books to be purchased for use with targeted individuals and in targeted interventions.	Spring term 2(2021) onwards	Reading lead	SLT	£1519.95
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	£2100- Maths focus on Autumn term
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 progress and attainment of these groups.	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
KIT days for teacher returning from maternity leave to work closely alongside AHT in ensuring nursery systems are in place for smooth transition and embedding of the core fundamentals to learning	Weekly KIT day in nursery.	Spring Term	LJ	EC	£900

<p>To fund the delivery of a phonics breakfast to identified pupils (UFS, Y1 & Y2) to address gaps in phonic knowledge and provide breakfast for VPs. Reviewed to include UFS pupils?</p>	<p>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.</p>	<p>Week 4 Week 1 Autumn 2 Week 1 Autumn 2 End of Autumn 1 in preparation.</p>	<p>Reading lead TAs</p>	<p>Reading lead</p>	<p>Reviewed phonic breakfast clubs to begin in the Summer term £695.80 (2 staff members Summer term only)</p>
<p>Early language development training. Dissemination of training.</p> <p>Begin to implement the Nuffield speech and language programme.</p> <p>To provide direct SCLN support for targeted children in EYFS to further develop early communication needs</p>	<p>Teachers to attend hub training. Discuss training with SLT. Disseminate to teachers. Disseminate to TAs.</p> <p>Children with significant gaps in CLL identified. EYFS lead to attend virtual training for the Nuffield language development programme. EY teacher to deliver NS&L programme with a small group over the summer term.</p>	<p>10.03.21</p>	<p>NA/ED/JL</p>	<p>SLT</p>	<p>£150 course cost</p> <p>£1400- Release for SENDCO/ EYFS lead the Summer term 1/2 day a week focus on C&L</p>
<p>Talk for writing training delivered by Kelly Wood & implement actions to further challenge and support writers across the EYFS</p>	<p>Talk for writing structure training for all teachers delivered by the hub. Review for the talk for writing structure alongside teachers.</p>	<p>08.03.21</p>	<p>K.Wood DFE Reading Hub</p>	<p>ED</p>	
<p><i>Tier 2 predicted and reviewed spending:</i> <u>£82,877.25</u></p>					

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	Key concepts to be covered as part of the recovery curriculum
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	£775.32
To ensure pupils eligible for pupil premium, LAC and Post LAC are provided with daily milk.	Fully subsidised milk for all eligible pupils.	Daily	Admin	SLT	£668.80
To ensure children are referred to the correct external agencies to support SEMH. SENDCO to work directly alongside teachers	Referral to external support when appropriate e.g. FIM/CFH/EPS	Week 3	LM/teacher/parent	SLT/SENDCO	

<p>To ensure all children have access to a broad and balanced curriculum under the Covid framework.</p> <p>To implement the changes in terms of the curriculum on return to the school after lockdown. Implementation of the recovery curriculum and monitoring and evaluation of this.</p> <p>To ensure there are robust transition procedures in place for children to understand where the gaps are in pupil learning and how best to address these.</p>	<p>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.</p>	<p>From Week 2</p>	<p>Teachers</p>	<p>SLT INSET time spent with year group and across KS discussions</p>	
<p><u>Tier 3 proposed and reviewed spend:</u> <u>£22,444.12</u></p>					