

EVALUATED OCTOBER 2021

Spring Meadow Infant and Nursery School

Pupil Premium Plan for 2020 – 2021

Please see the 2019 – 2020 evaluated plan on the school's website

£62,500 (New funding will be received in April 2021)

2020 – 2021 Summary of Barriers to Educational Achievement for Eligible Pupils:

- Most pupils have returned from the closure of the school with immature behaviours and challenges on their ability to communicate effectively;
- The PPG children have returned with below age related expectations. In Reception all below ARE in reading, writing and maths. In Year 1 only one child is at ARE. In Year 2, 4 children are at ARE
- Higher ability PPG children are quiet children and need to be supported to reach their full potential;
- Many have social and emotional difficulties or contextual needs which affect their readiness to learn;
- Some pupils have the additional barrier of English as an additional language or special educational needs

Priorities for 2020-2021

1. To use Talk Boost to develop communication and language (YR and Y1)
2. Leadership time (Deputy Head) to plan for key interventions across the school in reading, writing and maths. UPS staff to plan Wave 2 and 3 interventions for children to accelerate progress in reading, writing and maths.
3. (Scale 3 TAs) Provide social and emotional support for the PPG children. Early Years – general TA time to support those children with EAL; speech and language needs and social and emotional needs (Talk Boost)
4. UPS staff to plan Greater Depth tasks for the more able PPG children to extend their learning and challenge them to achieve deeper understanding in identified subjects.

Summary and Explanation of Approach:

Our main strategy for increasing the attainment of disadvantaged pupils is to ensure high quality teaching (personalised learning) and outcomes across our broad and balanced curriculum, in all year groups. Excellent teaching has been shown to have a significant impact on the progress of disadvantaged pupils. Therefore, school leaders are using our Teaching and Learning Policy, in particular our agreed list of non-negotiables for teaching, learning and assessment, to ensure that the provision for all pupils meets the school's expectations. Through performance management, teachers are held accountable for the progress of their disadvantaged pupils, and have been set targets that include tackling barriers to learning for disadvantaged pupils. All the priorities on our school's single plan for 2020-2021 aim to positively impact on disadvantaged pupils: develop children's ability to communicate effectively, continuing to improve progress in phonics, reading, writing and maths; refining provision for pupils with SEND at wave 2 and wave 3 and in particular work on ensuring good outcomes across our broad and balanced curriculum .

For pupils who require additional academic intervention and support, we are using the pupil premium grant to fund staffing costs for interventions. Some of these will be led by the Deputy Head, and others by teaching assistants in the EYFS. The quality of these interventions and pupil outcomes are regularly monitored to ensure pupils are making good progress, and interventions are chosen from evidence-based evaluations. They include Sounds write Phonics, writing for a purpose and reading comprehension. The outcomes and progress of the SEND, higher ability disadvantaged pupils are regularly monitored by the head, who works with the SEND leader, Deputy Head and teachers to ensure their needs are met. We also work within the Ely Schools' Partnership to share best practice for our pupil premium children. Improving access to opportunities is an important aspect of our strategy. We fund school clubs for Years 1 and 2 when these are permitted.

Priority 1: Language development				
To support children to meet age related expectations in communication and language (To use Talk Boost to develop communication and language YR and Y1)				
Key Objectives:	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
All PPG children to be able to speak at the level expected for their age	<p>Staff trained to use TALK BOOST, to be enabled to deliver this program to PG children where speaking is a significant need as a precursor to be able to say a sentence and then write a sentence.</p> <p>Identify children to take part in agreed interventions – group or individual.</p> <p>Arrange 2 hour training slot to develop staff understanding of sustained shared thinking and using questions to develop reasoning– (EEF) EYFS lead.</p> <p>For leaders to monitor planning to ensure teaching of vocabulary is meeting pupil need in all lessons.</p> <p>Ensure personalised learning is enabling the PPG children to build on prior learning.</p>	25% of EYs support staff salary for intervention work daily £20,000 in the EYFS.	Spring 2021 – program for PPG children in place	<p>Children can speak in correct short sentences with verb noun agreement.</p> <p>Children can write simple sentences at the end of Reception.</p> <p>Children can write at age related expectations at the end of Year 2.</p> <p>The gap between PPG writers and non PPG writers is closed</p>
Monitoring (leadership and Governance)		Evaluation/Impact (termly updates)		Next Steps
Talk Boost began slowly during the middle of the Spring term after we returned from lockdown – 7 th March 2021 Monitor how this is now being delivered by support staff and where appropriate teaching staff. (Anthea Jones to monitor with John Finney governor)		PPG governor evidenced PPG teaching and learning and noted high quality support for this group of children in Year 2		<p>Use end of year data – attainment and progress to plan learning for children who did not attain top scores.</p> <p>All classes still have experienced teachers in except Wren class that has</p>

Identify the key children this was targeted at and discuss any impact to date.	<p>Talk boost seen in action when we returned from lockdown in March 2021. Reception aged children seen more focused during carpet time as a result of this program.</p> <p>Data shows that there was a good to excellent rate of progress from entry to exit data. (see chart for SEND leader) 8 children took part in Talk Boost during the summer term 2021</p>	<p>an ECT. Deputy Head is the mentor and induction tutor.</p> <p>Talk boost will continue to be used to support language development. Train 5 more TAs to deliver this program.</p>
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<p>Sample of children who underwent this program in the Reception Year 2020 – 2021</p> <p>5 areas of learning – highest score achievable is 15. This program is highly successful for identified children</p>								
	Test	Date	Understanding spoken language	Understanding and using vocabulary	Sentences	Storytelling and Narrative	Social Interaction	Total
Child A	1	16.12.20	10	12	4	5	5	36
Child B	2	1.7.21	13 +3	15 +3	15 +11	9 +4	11 +6	63 +27
Child C	1	2.12.20	15	15	7	9	11	57
Child D	2	5.7.21	15	15	15 +8	13 +4	15 +4	73 +16
Child E	1	25.11.20	13	11	7	3	5	39
Child F	2	29.6.21	15 +2	15 +4	7	11 +8	15 +10	63 +24
Child G	1	25.11.20	15	15	11	11	4	56
Child H	2	29.6.21	15	15	15 +4	15 +4	13 +9	73 +17

Priority 2:
2 – Accelerate progress in phonics, reading, writing and maths

Key Objectives	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
Children will meet challenging targets set by each class teacher in				

phonics, reading, writing and maths				
Phonics Nursery Reception Year 1 Year 2	Every teacher to identify the level of attainment for each child in their class and then set a clear target that can be met by July 2021. (Part of target setting process and Performance management expectations) Nursery – Daily sounds discrimination activities in the environment. Daily robot talk d – o –g enable every PPG children to blend CVCs. Reception – Daily as for nursery discrimination and robot talk. Daily sound games. Daily teacher input initial code. Year 1 and Year 2 Daily games and direct teaching to meet national standard. Termly summary of progress and attainment for PPG children.	Nursery and Reception general TAs, (20% of salary x 2) £8000 Year 1 and Year 2 UPS salary of 3 teachers £15,000	Oct 2020 Daily – summarised Jan 2021 and July 2021	Children have met expected targets set by the class teacher in Oct 2020. School was closed during Spring Term 2021 All PPG children can blend sounds relevant to their age and expectations. Overall gap has diminished for all PPG and Non PPG children. Good progress from starting points – at least 3 terms for every PPG child (usually 4 but Covid means lower starting point and a very slow start on return due to social and emotional needs)
1	21	Lexia £4000	Daily – summarised Jan 2021 and July 2021	Parent evaluations state high level of satisfaction as a result of teacher support on a half termly basis.
Writing Nursery Reception Year 1 Year 2	Small group or 1-1 teaching to meet target set on personalised learning documentation. Nursery and Reception – follow steps of progression in writing document. Record kept for each PPG child. Annotations at least half termly or more if appropriate. Clear targets set to be achieved.	Experienced teacher salaries in all classes £2,000 per teacher = £16,000	Daily – summarised Jan 2021 and July 2021	
Maths Nursery Reception Year 1 Year 2	Basic skills of counting and calculating for every PPG child. Clear plan to show what is intended for each PPG child PPG children undertake 5 minute maths activities every day. Clear record of achievement	20% of TA salary across 4 year groups	Daily – summarised Jan 2021 and July 2021	

Monitoring (leadership and Governance)	Evaluation/Impact (termly updates)	Next Steps
<p>Children are taught phonics, reading, writing and maths, by a skilled practitioner.</p> <p>Need to observe/speak with a child who has been supported to accelerate progress.</p> <p>Measure impact from starting points.</p> <p>Share findings with Governor for PPG (John Finney)</p>	<p>Nursery PPG children Phonics 10 PPG children – 7 children met expectations for end of Year, 2 children have SEND.</p> <p>Reception PPG children</p> <p>Phonics 21% of the cohort were PPG. 23% (3 children) of the PPG cohort reached expectations for the Covid year (i.e. they met attainment expected based on two terms in school)</p> <p>7 children made a terms progress 2 children made two terms progress 4 children made a whole years progress</p> <p>All PPG children were supported to attend during the closures not all children attended though nor engaged in on line learning. Due to closures we have measured progress from March 2020 to March 2021. In spite of closures progress was made. Reading March 2020 6.3% expected. March 2021 25%. Writing March 2020 25%, expected March 2021 37.5% Maths March 2020 18.8% expected March 2021 37.5%</p> <p>Year 1 we had 16 PPG children Phonics Expected standard is 32. No tests were taken teacher assessment identified 3 children scored above 32 10 children scored between 20 and 36</p>	<p>Identify which PPG children In Nursery, Reception and Year 1 (now YR, Y1 and Y2) who did not make expected progress and set targets to accelerate progress.</p> <p>These targets will be added to the PM documents for every teacher.</p> <p>Meet PPG governor to share outcomes and discuss next steps for groups.</p> <p>Monitor outcomes on a termly basis with the PPG governor.</p>

6 children scored between 0 and 19. Out of the 6 children 4 have an identified SEND, 1 had very low attendance and 1 did not join until Y1.

Reading March 2020 18.8% March 2021 18.8%

Writing March 2020 18.8% March 2021 21.5%

Maths March 2020 31.3% March 31.3%

These children are now in Year 2 and we know that standards of attainment across the year group are low

Reading we have 59% at expected

Writing we have 54% at expected

Maths we have 55% at expected

Year 2 PPG 14 children

All PPG children were supported to attend during the closures not all children attended though nor engaged in on line learning.

Due to closures we have measured progress from March 2020 to March 2021. In spite of closures progress was made.

Phonics – 6 met the expected standard.

Reading March 2020 42.9% expected. March 2021 43%.

Writing March 2020 28.6%, expected March 2021 21.4%

Maths March 2020 35.7% expected March 2021 21.4%

The average progress was 4.0 steps PPG and 5.6 steps not PPG.

The 8 children who did not meet the phonics standard have been clearly identified to St Marys staff and will continue to develop their phonic attainment.

Priority 3:

3 – Social, emotional and mental health: To enable all members of staff to fully understand the importance of mental wellbeing in school. Focus support for identified PPG children.

Key Objective				
Children have the skills to manage their feelings so they are able to make good progress across the curriculum	Actions and by whom To continue our therapeutic approach to behaviour - Steps approach for all children: X2 Mental Health champions to be oversee the social, emotional and mental health of pupils. PSHE lead to develop plans to enable PPG children (all children) to manage their emotional needs. This is even more critical at this time due to the Covid pandemic. Identified children to work with scale 3 TA on a weekly basis. Scale 3 TA to share outcomes with teacher and parent to support next steps learning	Cost implications (with budgetary references) Within budget for scale 3 TAs	Timescale Academic year 2020- 2021	Success Criteria Progress and attainment is in line with targets set. Pupil questionnaires/interviews demonstrate a growth in confidence to ask for help and to express what they already know and what they need to learn next.
Monitoring (leadership and Governance)		Evaluation/Impact (termly updates)		Next Steps
We now only have one champion – Alice Carter. She provides support as part of the SEND provision for children who have been identified as needing support in this area specifically. All children in the school are currently receiving support for SEMH following the closure of the school re Covid in January 2021.		The training for the above was cancelled due to Covid and as a result HS training was not completed until the summer of 2021. We now have one member of staff trained as an ELSA. She has used this newly acquired skill to support children within the Infant Assessment Unit.		Identify which children need to access support from the ELSA in school and put a plan in place for identified children. Include another member of staff so that the training knowledge is developed.
Priority 4:				
4 – PPG children receive greater opportunity to reach greater depth across the curriculum				
Key Objective	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
Increase the number of PPG children who reach GD at the end of KS1	Each teacher from Nursery to Y2 to identify the PPG children with the potential to achieve GD at the end of KS1. Provide good models for the PPG children to follow even if they are not yet ready to work at this level.	Within the teaching budget.	Half termly focus and evaluation of pupil outcomes	Statistics show that PPG child is beginning to achieve at the Higher greater depth levels. Children are confident to say what they are learning, what they are getting better at.

	Identify which areas of the curriculum a child excels in, e.g. writing or art or P.E. Planning to identify these children.			Children show high levels of enjoyment and motivation to engage with the learning.
Monitoring (leadership and Governance)		Evaluation/Impact (termly updates)		Next Steps
This is a key area for us to develop. This is now being led by Alice Carter our SEND leader. Data analysis is problematic due to Covid. Focus is now on current Y2 children and aiming to move GD PPG children in Year 2 who reached greater Depth when in Reception. John to study the outcomes to see what is different for these children.		Reached greater Depth 4 children in reading, 3 children in writing 4 children in maths.		Continue to target PPG children who have the potential to reach greater depth in all subjects.

Spending Summary

Costing summary	
1.To use Talk Boost to develop communication and language YR and Y1)	£20,000 which includes staffing and training costs
2.Leadership time (Deputy Head) to plan for key interventions across the school in reading, writing and maths. UPS staff to plan Wave 2 and 3 interventions for children to accelerate progress in reading, writing and maths.	£23,000 -Teaching £4,000 – Lexia license £16,000 - Teaching
3.(Scale 3 TAs) Provide social and emotional support for the PPG children. Early Years – general TA time to support those children with EAL; speech and language needs and social and emotional needs (Talk Boost)	Within the above
4. UPS staff to plan Greater Depth tasks for the more able PPG children to extend their learning and challenge them to achieve deeper understanding in identified subjects.	Within the above
Total PPG budget	£62,500 PPG funds + £500 from main budget