

Meadowhead Community Infant School and Nursery



Pupil Premium Strategy Statement 2020-2021

School Overview

| Metric | Data |
|---|--|
| School name | Meadowhead Community Infant School and Nursery |
| Pupils in school | 136 (plus 11 full time nursery children and 18 part time nursery children) |
| Proportion of disadvantaged pupils | 64% |
| Pupil premium allocation this academic year | £117,015 |
| Academic year or years covered by statement | 2020-2021 |
| Publish date | 01 December 2020 |
| Review date | 01 November 2021 |
| Pupil premium lead | James Waddington |
| Governor lead | Natalie Young |

Disadvantaged Pupil Attainment 2019 (last validated data)

| Measure | Pupil Premium | Non-Pupil Premium | National |
|---|---------------|-------------------|----------|
| Achieving expected standard in KS1 Reading | 73% | 76% | 78% |
| Reading GDS | 24% | 28% | 29% |
| Achieving expected standard in KS1 Writing | 70% | 76% | 73% |
| Writing GDS | 9% | 12% | 17% |
| Achieving expected standard in KS1 Maths | 73% | 94% | 79% |
| Maths GDS | 18% | 35% | 24% |
| Achieving expected standard in Year 1 Phonics | 68% | 75% | 84% |
| Good Level of Development in EYFS | 50% | 70% | 74% |

Strategy Aims for Disadvantaged Pupils

| Measure | Activity |
|--|--|
| <p>Priority 1 To provide quality first phonics teaching to ensure children become fluent and confident readers. (SDP 1)</p> | <ul style="list-style-type: none"> • Letters and Sounds Phonics CPD for all staff. • Staff implement the high quality CPD and master class training in everyday practice • Work with English Hub and LLE to monitor and support quality phonics teaching • Phased teaching groups based on regular phonics assessments • Additional phonics lessons using Phonics Blast for letters and sounds re-enforcement |
| <p>Priority 2 To improve levels of speech and language throughout EYFS</p> | <ul style="list-style-type: none"> • EYFS staff to work with the EEF supported Nuffield Early Language Intervention • Nursery staff to work with the Hanah Language project |
| <p>Priority 3 To raise attainment in writing to move towards national expectations.</p> | <ul style="list-style-type: none"> • Work with the English Hub and LLE to monitor and support teaching of writing • To teach specific word and sentence level skills. |
| <p>Priority 4 To improve attendance of pupil premium children.</p> | <ul style="list-style-type: none"> • Pupil Well Bing Co-ordinator to monitor and support improvement of attendance • Work closely with families of children who are not of statutory school age |
| <p>Priority 5 To support children with emotional, social, health and well-being needs.</p> | <ul style="list-style-type: none"> • Pupil Well Bing Co-ordinator providing support for families • Needs identified through Boxhall assessments • PSHE curriculum • School ethos and values • Access support from external agencies |
| <p>Priority 6 Parental engagement</p> | <ul style="list-style-type: none"> • Transition meetings • Phonics and reading sessions for parents • Stay and play sessions • Class assemblies • Encouragement to support home reading and homework |
| <p>Priority 7 Access remote learning from home including engaging parents/carers in supporting learning at home.</p> | <ul style="list-style-type: none"> • Develop a remote learning policy • Access to devices and internet • Monitor access to remote learning lessons and completion of learning tasks |

| | |
|--|---|
| Barriers to learning these priorities address / rationale for targeting of funding. | <p>Low attainment on entry to school</p> <p>Low speech and language skills</p> <p>Parental engagement and aspiration</p> <p>Achieving GDS</p> <p>Attendance</p> <p>Social and emotional</p> <p>Lack of first hand experiences</p> <p>Access to learning at home</p> |
|--|---|

Teaching priorities for current academic year

| Aim | Target | Target date |
|--|---|-----------------------------------|
| <p>Priority 1 Reading and Phonics</p> | <p>For Year 2 children to achieve Autumn Phonics Screening Check</p> <p>For Year 1 children to achieve end of Year 1 Phonics Screening Check</p> <p>Children to achieve end of year phonics phase in EYFS and Nursery</p> | <p>December 20</p> <p>July 21</p> |
| <p>Priority 2 Oracy</p> | <p>For Nursery children to be working at 4 word level (ROSCOE assessment)</p> <p>For reception children to achieve the early learning goal for Communication and Language</p> | |
| <p>Priority 3 Writing</p> | <p>For children to make accelerated progress and achieve national expectations and above in KS1 writing assessments and EYFS</p> | <p>July 21</p> |

Targeted academic support for current academic year

| Measure | Activity |
|--|---|
| <p>Priority 1 Children achieve Age Related Expectations or above in reading or good progress has</p> | <ul style="list-style-type: none"> • All pupils receive high quality first daily phonics lessons. • Additional phonics lesson daily - Phonics Blast |

| | |
|---|---|
| <p>been made to closing the gap to national and achieving individual targets.</p> | <ul style="list-style-type: none"> • Small group Letters and Sounds phonics intervention 3 times a week • 1-1 reading with targeted pupils x3 or 4 times weekly • Focussed guided reading x 3 weekly |
| <p>Priority 2 Children to achieve age appropriate language and communication skills</p> | <ul style="list-style-type: none"> • Following the Hanah project developing different conversational styles. • Nursery rhyme of the week to be learnt by heart • Speech and Language activities working on next word level • Individual speech and language programs for targeted children • Small group language intervention for tall children through the Nuffield Early Language Intervention project. • Oral rehearsing of sentences • Vocab collecting |
| <p>Priority 3 Children achieve Age Related Expectations or above in writing or good progress has been made to closing the gap to national and achieving individual targets.</p> | <ul style="list-style-type: none"> • Phonics knowledge transferred into writing in class support / focussed phonics groups • 20 mins word and sentence level work x4 weekly • Big Write opportunities • Opportunities to transfer writing across the curriculum • Support for spelling programme • Daily handwriting practice |
| <p>Barriers to learning these priorities address / rationale for targeting of funding.</p> | <ul style="list-style-type: none"> • Learning gap widened further though Covid absence • Levels of attainment which need to move nearer to national and above • Low levels on entry to school • Lack of reading practice during partial closure leading to widening of the gap and lack of reading stamina • Lack of writing stamina and reading through to writing • Underdeveloped speaking skills and vocabulary |
| <p>Projected spending</p> | <p>£82,000</p> |

Wider strategies for current academic year

| Measure | Activity |
|---|--|
| <p>Priority 4 Decrease in absence and persistent absence for identified children.</p> | <ul style="list-style-type: none"> • Pupil Well Being Co-ordinator, Acting Head and Office Manger to monitor attendance. • Pupil Well Being Co-ordinator to support for families with a focus on improving attendance. • Persistent absence challenged by school and the LA Inclusion Officer. • Breakfast Club to improve attendance, punctuality and a calm and settled start to the school day, well-nourished and ready to learn. • Monitor the impact of COVID on attendance |
| <p>Priority 5 Emotional and social health and well-being is supported</p> | <ul style="list-style-type: none"> • Boxhall Assessment and following targeted intervention • 1 hour nurture provision for targeted children every afternoon 1hour x4 weekly • PSHE lessons using Jigsaw |
| <p>Priority 6 Parental Engagement is evident and supporting attendance, remote learning and homework leading to an improvement in outcomes.</p> | <ul style="list-style-type: none"> • Covid restrictions will make this a challenge as normal parental engagement events are restricted • Engaging with parents to support better attendance • Teachers keeping regular contact with parents through Class Dojo • Pupil Well-being Co-coordinator works closely with families to provide early help with academic and social concerns • 1:1 reading in school for those less supported at home |
| <p>Priority 7 Remote Learning is ensuring that children are accessing learning if isolating and or class bubbles are closed. The learning gap doesn't widen.</p> | <ul style="list-style-type: none"> • Providing laptops / IT resources for identified children • Learning tasks set through Class Dojo • Hard copies of work delivered to families • Record of remote learning and uptake is monitored • Tasks are set at appropriate level for individual children and monitored |
| <p>Barriers to learning these priorities address / rationale for targeting of funding.</p> | <p>Poor attendance. Emotional and social needs. Lack of access to remote learning and or quiet spaces to access learning at home. Lack of parental engagement with school and learning.</p> |
| <p>Projected Spend</p> | <p>£35,000</p> |

Review: last year's aims and outcomes (See Impact Statement for 2020-2021)

| Aim | Outcome | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------------------|---------|-----|------------------|-----|-----|-----------------|-----|-----|--|---------|-----|--------|--------------------|-------------------|--------|--------------------|-------------------|--|---------|-----|----------|-----|-----|----------|-----|-----|
| <p>Priority 1 To provide quality first phonics teaching to ensure children become fluent and confident readers. (SDP 1)</p> | <p>Phonics outcomes</p> <table border="1" data-bbox="730 416 1337 580"> <thead> <tr> <th></th> <th>Non-PPG</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Year 1 – June 21</td> <td>52%</td> <td>53%</td> </tr> <tr> <td>Year 2 – Nov 20</td> <td>83%</td> <td>76%</td> </tr> </tbody> </table> <p>End of Year 2 Reading Outcomes</p> <table border="1" data-bbox="735 721 1332 965"> <thead> <tr> <th></th> <th>Non-PPG</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>58% exp+ 19% GD</td> <td>38%exp+ 13% GD</td> </tr> <tr> <td>Year 2</td> <td>84% exp+ 21% GD</td> <td>65% exp+ 6% GD</td> </tr> </tbody> </table> <p>End of EYFS Phonics Phase Outcomes</p> <table border="1" data-bbox="724 1108 1343 1288"> <thead> <tr> <th></th> <th>Non-PPG</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Phase 3+</td> <td>94%</td> <td>96%</td> </tr> <tr> <td>Phase 4+</td> <td>61%</td> <td>31%</td> </tr> </tbody> </table> <p>All activities were actioned. Work is on-going with the English Hub. Phonics remains a priority in 2021-2022. All staff have had intensive CPD and the quality of teaching has improved. COVID-19 has had a negative impact on the data as children were subjected to school closures. This created gaps in learning that needed to be consolidated and was addressed through additional phonics lessons and interventions.</p> | | Non-PPG | PPG | Year 1 – June 21 | 52% | 53% | Year 2 – Nov 20 | 83% | 76% | | Non-PPG | PPG | Year 1 | 58% exp+ 19% GD | 38%exp+ 13% GD | Year 2 | 84% exp+ 21% GD | 65% exp+ 6% GD | | Non-PPG | PPG | Phase 3+ | 94% | 96% | Phase 4+ | 61% | 31% |
| | Non-PPG | PPG | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 – June 21 | 52% | 53% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 – Nov 20 | 83% | 76% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Non-PPG | PPG | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 58% exp+ 19% GD | 38%exp+ 13% GD | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 84% exp+ 21% GD | 65% exp+ 6% GD | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Non-PPG | PPG | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Phase 3+ | 94% | 96% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Phase 4+ | 61% | 31% | | | | | | | | | | | | | | | | | | | | | | | | | | |

Priority 2

To improve levels of speech and language throughout EYFS

End Of Nursery – 4+ word level

| | Non-PPG | PPG |
|---------------|---------|------|
| 4+ word level | 90% | 100% |

End of EYFS assessment

| | Non-PPG | PPG |
|--|---------|-----|
| Listening, Attention and Understanding | 75% | 58% |
| Speaking | 75% | 58% |

NELI project was undertaken. Out of the 12 children who accessed the program all 12 were PPG.

They all made good overall progress in their Language Total, this is made up of an expressive vocabulary score, receptive vocabulary score, sentence repetition score and listening comprehension score.

Green is a score of 90+

Amber is a score of 82-89

Red is a score below 81

5 children moved from Red to Amber

2 children have stayed on Red but have made progress within their overall score.

1 child has gone from Amber to Green

1 child has gone from Red to nearly Green, their overall score was 78 in the beginning to 89

1 child has stayed in Amber, made progress but only marginal but this child has SEMH issues which affect their daily life.

| <p>Priority 3 To raise attainment in writing to move towards national expectations.</p> | <p>End of Year outcomes</p> <table border="1" data-bbox="659 248 1406 465"> <thead> <tr> <th></th> <th>Non-PPG</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>69%</td> <td>42%</td> </tr> <tr> <td>Year 1</td> <td>67%</td> <td>44%</td> </tr> <tr> <td>Year 2</td> <td>71%</td> <td>53%</td> </tr> </tbody> </table> <p>Talk4writing was introduced after the March lockdown and it is showing a good impact. This is being continued this year to embed practice. Word and sentence level work is continuing being embedded with extra sessions. With the work being continued this year we are hopeful the gap will narrow and we will continue this as a whole school target.</p> | | | | Non-PPG | PPG | EYFS | 69% | 42% | Year 1 | 67% | 44% | Year 2 | 71% | 53% |
|---|--|---------------------|-----------------------|--|------------|---------------------|-----------------------|---------|-------|--------|------|-----|--------|------|------|
| | Non-PPG | PPG | | | | | | | | | | | | | |
| EYFS | 69% | 42% | | | | | | | | | | | | | |
| Year 1 | 67% | 44% | | | | | | | | | | | | | |
| Year 2 | 71% | 53% | | | | | | | | | | | | | |
| <p>Priority 4 To improve attendance of pupil premium children.</p> | <table border="1" data-bbox="667 1055 1406 1294"> <thead> <tr> <th></th> <th>Attendance</th> <th>Authorised absences</th> <th>Unauthorised absences</th> </tr> </thead> <tbody> <tr> <td>Non-PPG</td> <td>96.06</td> <td>4.67</td> <td>2.64</td> </tr> <tr> <td>PPG</td> <td>92.69</td> <td>2.61</td> <td>1.32</td> </tr> </tbody> </table> <p>Worked closely with the LA Inclusion officer with persistent absence pupils. Pupil Well-being co-ordinator monitored attendance closely and worked with families.</p> | | | | Attendance | Authorised absences | Unauthorised absences | Non-PPG | 96.06 | 4.67 | 2.64 | PPG | 92.69 | 2.61 | 1.32 |
| | Attendance | Authorised absences | Unauthorised absences | | | | | | | | | | | | |
| Non-PPG | 96.06 | 4.67 | 2.64 | | | | | | | | | | | | |
| PPG | 92.69 | 2.61 | 1.32 | | | | | | | | | | | | |
| <p>Priority 5 To support children with emotional, social, health and well-being needs.</p> | <p>Year 2 children who needed extra support had a daily 1hr nurture session. Out of the 10 children who accessed Nurture 7 were Pupil Premium.</p> <p>The Boxhall assessments showed an improvement in</p> <ul style="list-style-type: none"> • attention and listening skills • improved self esteem • greater ability to accept disappointments • more emotionally secure | | | | | | | | | | | | | | |

| | |
|---|---|
| | <ul style="list-style-type: none"> • ability to form attachments and friendships and work co-operatively with others |
| <p>Priority 6 Parental engagement</p> | <p>Due to COVID-19 this limited as parents were not allowed in the building. However we put additional measures in place to ensure our parental engagement continued.</p> <ul style="list-style-type: none"> • Parents evening were conducted over the phones • Close communication between parents and teachers over class dojo • Increase use of Facebook to share news • Celebration zoom assemblies • Parental CPD on strategies to encourage and improve reading at home • 1-1 reading over zoom • Parental questionnaires were used to gather the views of parents • Christmas performance was shown over facebook |
| <p>Priority 7 Access remote learning from home including engaging parents/carers in supporting learning at home.</p> | <p>Most children have either been in school or have had good engagement with remote learning – this is a much better position than the previous lockdown. 87% of children engaged.</p> <p>We carried out a range of activities to support and encourage those that did not engage or only partly.</p> <ul style="list-style-type: none"> ○ Daily zoom sessions ○ Regular phone calls each week and daily if necessary ○ Pupil Well Being Co-ordinator knocking on doors ○ Communication with outside agencies e.g FSW if necessary ○ Paper packs were collected and delivered to all children weekly ○ 14 Laptops distributed ○ Free Wi-Fi dongles distributed |

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| | <ul style="list-style-type: none">○ A detailed spreadsheet of communication with each family has been kept on a weekly basis |
|--|--|

