

# Forefield Community Infant and Nursery School

## Pupil Premium/Catch Up Review

2020-2021

1. Summary information				
<b>School</b>	Forefield Community Infant and Nursery School			
<b>Academic Year</b>	20-21	<b>Total PP budget</b> £53900	<b>Number of children eligible for catch up funding</b>	270
<b>Total number of pupils</b>	331		<b>Date of most recent PP Review</b>	March 2021
<b>Number of pupils eligible for PP</b>	41	<b>Total Catch up budget</b> £21,600	<b>Date for next internal review of this strategy</b>	August 2021

### Attainment at the end of year (meeting age related expectations or above)

Year Group	Year 1		Year 2	
	All Pupils	PP	All Pupils	PP
<b>Reading</b>	73%	38%	71%	57%
<b>Writing</b>	64%	25%	69%	44%
<b>Maths</b>	75%	57%	65%	50%

## Review of Expenditure

Previous Academic Year

2020 - 2021

### i Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost																								
<p>Systematic and synthetic approach to phonics including the deployment of TA's In class support in KS 1 classes by TA's LEXPLORE Big Maths Forest School Memory interventions Oral Language interventions Positive Reward via Class Dojo's iPADS Purchased for remote learning for Pupils Eligible for PP Orthoptist to assess reading and eye tracking linked to Lexplore training for a further 2 TA's Increased TA capacity in Year 1</p>	<p>To raise the attainment in reading writing and maths linked to COVID 19</p>	<p style="text-align: center;"><b>Year 1</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>PP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>73%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>64%</td> </tr> <tr> <td>Maths</td> <td>57%</td> <td>75%</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Year 2</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>PP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>57%</td> <td>71%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>69%</td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>65%</td> </tr> </tbody> </table>		PP	All	Reading	38%	73%	Writing	25%	64%	Maths	57%	75%		PP	All	Reading	57%	71%	Writing	44%	69%	Maths	50%	65%	<p>All of the approaches have secured positive outcomes as is seen in the attainment data. All of the approaches will continue.</p>	<p>£26,409</p>
	PP	All																										
Reading	38%	73%																										
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## ii Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost									
<p>High Quality Teaching for all Deployment of TA's to compliment high quality teaching with carefully selected group and one to one intervention Gross and fine motor intervention daily in KS 1 Additional TA support in Year 1</p>	<p>In writing, the number of children eligible for PP working at expected or above across school will increase</p>	<p><b>Baseline against end of year attainment in writing:</b></p> <table border="1" data-bbox="1081 632 1350 762"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> </tr> </thead> <tbody> <tr> <td>Sept</td> <td>21%</td> <td>15%</td> </tr> <tr> <td>July</td> <td>25%</td> <td>44%</td> </tr> </tbody> </table>		Year 1	Year 2	Sept	21%	15%	July	25%	44%	<p>The effectiveness of High-Quality Teaching for all complimented by deployment of support staff ensured that pupils made progress from their September baseline. This will approach will continue</p>	<p>£27,197</p>
	Year 1	Year 2											
Sept	21%	15%											
July	25%	44%											
<p>Systematic and synthetic approach to phonics including the deployment of TA's Additional reading books purchased</p>	<p>In reading, the number of children eligible for PP working at expected or above across school will increase</p>	<p><b>Baseline against end of year attainment in reading:</b></p> <table border="1" data-bbox="1070 1018 1339 1149"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> </tr> </thead> <tbody> <tr> <td>Sept</td> <td>21%</td> <td>31%</td> </tr> <tr> <td>July</td> <td>38%</td> <td>57%</td> </tr> </tbody> </table>		Year 1	Year 2	Sept	21%	31%	July	38%	57%	<p>This approach continues to be an effective approach for all children and will continue next year. Strength is in the synthetic and systematic approach to learning meaning that children move on to each phonics phase when they are ready</p>	
	Year 1	Year 2											
Sept	21%	31%											
July	38%	57%											

Big Maths scheme to support gaps to be narrowed Additional TA's to support Mathematics in KS 1	In mathematics, the number of children eligible for PP working at expected or above across school will increase	<b>Baseline against end of year attainment in maths:</b> <table border="1" data-bbox="1050 317 1341 448"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> </tr> </thead> <tbody> <tr> <td>Sept</td> <td>28%</td> <td>0%</td> </tr> <tr> <td>July</td> <td>57%</td> <td>50%</td> </tr> </tbody> </table>		Year 1	Year 2	Sept	28%	0%	July	57%	50%	This approach has been highly effective and has supported learning linked to metacognition and will be continued next year	
	Year 1	Year 2											
Sept	28%	0%											
July	57%	50%											

### iii Other Approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
PESCo will support families	Attendance will improve	PESCo supported families and offered support and advice around attendance during COVID 19 Pandemic	This approach will continue next year	£21,894
Children will be assessed via Leuven scales and support from ELSA trained staff will be given to children eligible for PP through Rainbow Room Adverse Childhood Experiences Training Jan 2021 Forest School	Emotional well-being support	ACE'S training completed Jan 2021 Children identified by Leuven Scale data supported via ELSA trained team. This provided "Time to Talk" around experiences during School closure and re-opening  Forest School provided the youngest children in school with experiences to support both emotional well-being and experiences post and pre "lockdown"	This approach will continue next year. This approach has supported the emotional well being of all pupils during such an unprecedented pandemic	

<p>PESCO will offer a listening ear and provide support around parental engagement via KIT calls presently due to COVID 19 restrictions</p>	<p>Support for Families of children eligible for PP</p>	<p>Support was given to families in line with COVID 19 restrictions. Support around engagement via KIT Calls and delivery of "Remote Learning Packs"  FSM delivered to families on a weekly basis</p>	<p>This approach has been integral to the support of families in terms of education and well-being and will continue next year</p>															
<p>After school and Forest school will include those children eligible for PP</p> <p>Lunchtime Clubs that focus on physical activity</p>	<p>Attendance of clubs will improve wider experiences</p>	<p>Forest School supported pupils eligible for EYPP in Nursery linked to CL.</p> <table border="1" data-bbox="987 564 1581 691"> <tr> <td>In line/above</td> <td>On Entry</td> <td>July 2021</td> </tr> <tr> <td>CL</td> <td>44%</td> <td>67%</td> </tr> </table> <p>Clubs provided activities that supported gross motor support which supported those children eligible for PP to make progress in writing.</p> <p>Year 1- in line or above</p> <table border="1" data-bbox="987 1062 1581 1150"> <tr> <td>On Entry</td> <td>July 2021</td> </tr> <tr> <td>21%</td> <td>25%</td> </tr> </table> <p>Year 2 - in line or above</p> <table border="1" data-bbox="987 1230 1581 1318"> <tr> <td>On Entry</td> <td>July 2021</td> </tr> <tr> <td>15%</td> <td>44%</td> </tr> </table>	In line/above	On Entry	July 2021	CL	44%	67%	On Entry	July 2021	21%	25%	On Entry	July 2021	15%	44%	<p>These approaches will continue next year.</p>	
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