

## Forefield Community Infant and Nursery School Pupil Premium/Covid Catch Up Strategy Statement

This statement details Forefield Community Infant and Nursery's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Forefield Community Infant and Nursery School
Number of pupils in school	325
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	30 <sup>th</sup> December 2021
Date on which it will be reviewed	10/1/2022
Statement authorised by	Elaine Haney
Pupil Premium lead	Vanessa Buckley
Governor lead	Lesley Hollinshead

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 57449
Recovery premium funding allocation this academic year	£2393
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Covid Catch up funding this academic year	£8,999
Covid Catch up carried forward	£11,905
<b>Total budget for this academic year</b>	<b>£80,746</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

- At Forefield Community Infant and Nursery School we have high aspirations and ambition for all children. We feel that it is integral to our teaching and learning that all children should reach their full potential.
- In order to reach full potential, it is important that the necessary skills and values are embedded, in order to achieve and succeed in life.
- Our pupils eligible for Pupil Premium face barriers specific to reaching their full potential. Forefield Community Infant and Nursery School strives to support and guide our pupils to overcome these barriers.
- Our curriculum is rich, varied and designed specifically to offer enhanced opportunities which enrich the experiences of our pupils
- We believe that it is the right of all children to have the very best start to their educational journey no matter what their circumstances and starting point.
- Being a nursery and infant school, we acknowledge the importance of the Early Years in promoting the education and well-being of the whole child and hold this in high regard.
- Our strategy is integral to wider school plans for educational recovery, notably in its targeted support through the school led tutoring programme for pupils whose education has been worse affected, including non - disadvantaged pupils.
- Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment.
- The approaches that we have chosen ensure that all pupils fulfil their potential.
- We will ensure disadvantaged pupils are challenged in the work that they are set.
- We act early to intervene at the point that need is identified

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident in EYFS and in Year One and in general, are more prevalent among our disadvantaged pupils than their peers. A high percentage of children eligible for PP were assessed as below age-related expectation by the end of Nursery in Communication and Language.</p> <p>There has been limited access to Speech and Language services due to COVID 19 epidemic.</p>

2	Assessment and observations indicate that disadvantaged pupils have greater difficulties in Physical Development in the EYFS than their peers. This can impact on writing skills.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of socialization and enrichment opportunities during periods of school closure. These challenges particularly affect disadvantaged pupils, impacting on their wider attainment and progress across the curriculum. Teacher referrals for ELSA support have markedly increased during the pandemic. 15% of all pupils currently require additional support with social and emotional needs, some receiving ELSA support interventions 2% of these children are disadvantaged.
4	Internal assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils
5	Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils
6	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils
7	Attendance of disadvantaged pupils is lower than non-pupil premium pupils

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Expressive and receptive language will improve for children in Early Years and Year One eligible for EYPP and PP Children requiring speech and language intervention and support will have access to in school speech and language assessment via school's private Speech and Language Therapist in Early Years and Year One.	Assessments and observations in EYFS and Year 1 indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence linked to the school's robust and timely monitored intervention.  In EYFS children working below ARE in communication and language make good progress relative to their starting point.
Improved physical development among disadvantaged pupils	Assessments and observations indicate significantly improved physical development among disadvantaged pupils. This is evident when triangulated with other sources of

	evidence linked to the school's robust and timely monitored intervention.	
	In EYFS children working below ARE in Physical Development make good progress relative to their starting point.	
To achieve and sustain improved well-being for all pupils in our school particularly our disadvantaged pupils	Sustained high levels of well being from 2022-2025 demonstrated by: <ul style="list-style-type: none"> <li>• Leuven's scales</li> <li>• Elsa assessment</li> <li>• An high participation in enrichment activities particularly among our disadvantaged pupils</li> </ul>	
Improved reading attainment among disadvantaged children to meet ARE in Year 1	Current ARE	28%
	End of Year 1	44%
	End of Year 2	72%
Improved writing attainment among disadvantaged children to meet ARE in Year 1	Current ARE	28%
	End of Year 1	44%
	End of Year 2	72%
Improved maths attainment among disadvantaged children to meet ARE in Year 1	Current ARE	22%
	End of Year 1	50%
	End of Year 2	78%
Improved reading attainment among disadvantaged children to meet ARE in Year 2	Current ARE	29%
	End of Year 2	65%
Improved writing attainment among disadvantaged children to meet ARE in Year 2	Current ARE	29%
	End of Year 2	65%
Improved maths attainment among disadvantaged children to meet ARE in Year 2	Current ARE	12%
	End of Year 2	65%
Meeting the requirement of the phonics screener in Year 2	ARE at baseline	29%
	Dec 2021	85%
	June 2022	100%
Meeting the requirement of the phonics screener in Year 1	ARE Baseline	28%
	End of Year 1	85%
	End of Year 2	100%
To achieve and sustain improved attendance for our disadvantaged children	Sustained high attendance for 2021/2022 demonstrated by: The overall attendance of disadvantaged pupils will be in line with the attendance of	

	non-disadvantaged pupils and close to the school's ambitious target of 97%
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### Activity in this academic year

This details how we intend to spend our pupil premium, catch up (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching – High Quality Teaching for all

Budgeted cost: £62,274

Activity	Evidence that supports this approach	Challenge number(s) addressed
Systematic and synthetic approach to phonics including the deployment of TA's for daily phonics lessons. Teachers teaching PP children at lowest starting point in KS 1	Phonics approaches have a strong evidence base indicating a positive impact on pupil's language skills particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	4,5
NCETM Developing Number Sense and Big Maths scheme to support cognitive skills and to support cognitive load in early number acquisition and mastery of number. PP children with the lowest starting points taught by teachers.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	6
Additional TA's to support Mathematics		6

<p>in KS 1 to support teachers</p> <p>Spot on with Number intervention to provide additional support to targeted pupils in Year 1</p> <p>Parent Workshops in Maths to support parental engagement in children's learning</p> <p>Additional TA Support in English in KS1 to enhance phonics teaching</p> <p>Parent Workshops in phonics to support parental engagement in children's learning</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4,5</p>
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### Targeted academic support

Budgeted cost: £ 12,216

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Private SALT to focus support linked to assessment	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	1

<p>and monitoring of individual SALT programmes</p> <p>Parent Workshops in communication to support parental engagement in children's learning</p>	<p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Catch up Tuition by Teachers</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>School Lead Tutoring funding</p>	<p>4,5,6</p>
<p>Systematic and synthetic approach to phonics including the deployment of TA's</p> <p>Additional reading for pupils eligible for PP</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4,5</p>
<p>Additional intervention linked to gross and fine motor via intervention in Early Years</p>	<p>There is evidence that physical activity has benefits in terms of physical development, health and wellbeing.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	<p>2</p>

## Wider strategies related to emotional wellbeing and attendance

Budgeted cost: £ 6,256

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PSCo will support families to engage with school and support using approaches and programmes which aim to develop parenting skills, encourage parents to support their children with, for example reading or homework and provide a listening ear for parents who are in crisis.</p> <p>PSCo will support pp/disadvantaged children via 'time to talk' sessions in the Rainbow Room</p> <p>ELSA TA'S to deliver social groups and provide individual social and emotional support as identified through assessments.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-emotional-learning/">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
<p>Funding of extra curricular activities for pupils eligible for PP from Reception to Year 2</p>	<p>Engagement with extra-curricular activities will raise aspirations through graduation from Children's University</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	<p>2,3,7</p>
<p>Funding for enrichment opportunities for pupils eligible for PP i.e. trips, visits and visitors</p>	<p>Enrichment opportunities will support the promotion of Cultural Capital and development of vocabulary.</p>	<p>1,3,7</p>



<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>7</p>

**Total budgeted cost: £ £80,746**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

As noted there is no available national data to evidence improvements in outcomes for 2020 and 2021

Past SATs papers were used to inform teacher judgements and plot pupil progress. These assessments have also been used to analyse gaps in pupil's knowledge and skills in order to adjust curriculum planning and plan effective targeted interventions.

Our assessment of the impact of the Pupil Premium strategic plan is outlined below:

#### **Desired Outcome:**

#### **To raise the attainment in reading writing and Maths linked to COVID 19.**

Progress was affected by COVID disruption. Ongoing assessment has identified key areas that have informed this year's expenditure to support ongoing progress.

#### **In writing the number of children eligible for PP working at expected or above across school will increase.**

As above, progress was affected by COVID disruption. Ongoing assessment has identified key areas that have informed this year's expenditure to support ongoing progress.

#### **In reading the number of children eligible for PP working at expected or above across school will increase.**

As above, progress was affected by COVID disruption. Ongoing assessment has identified key areas that have informed this year's expenditure to support ongoing progress.

#### **In Mathematics the number of children eligible for PP working at expected or above across school will increase.**

As above, progress was affected by COVID disruption. Ongoing assessment has identified key areas that have informed this year's expenditure to support ongoing progress. Spot on Number will support this area this next academic year

### **Attendance will improve.**

This was impacted by COVID. Consistent effort was made to keep in touch with all disadvantaged pupils and some attended school throughout the period of lockdown. Pupils and their families were offered practical support to sustain physical and mental wellbeing via our Pastoral Support Team.

### **Emotional well-being support.**

Communication between school and families was maintained during the COVID Pandemic. Emotional support via keeping in touch calls was provided for all disadvantaged pupils and their families

### **Attendance at extra-curricular clubs will improve wider experiences**

Every effort was made to ensure that disadvantaged pupils were able to access wider experiences linked to attendance at extra-curricular clubs held at school within appropriate guidelines. This continues to be a priority this next year.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Lexplore Visual Tracking Assessment	Lexplore

