

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 2022 to 2023 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 | 324 |
| Proportion (%) of pupil premium eligible pupils | 12.04% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| 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 | £59,315 |
| Recovery premium funding allocation this academic year | £5219 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | |
| Covid Catch up funding this academic year | |
| Covid Catch up carried forward | |
| Tutoring Grant | £4931 |
| Total budget for this academic year | £69,465 |

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 may 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 vital 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 worst 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 aim to 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 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident in EYFS. Baseline assessments and observations indicate that this is 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. |
| 2 | Assessment and observations indicate that disadvantaged pupils have greater difficulties in physical development specifically fine motor in the EYFS than their peers. This can impact on writing skills. |

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| 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/pre-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. Of all pupils currently requiring additional support with social and emotional needs, some receiving ELSA support interventions of these children are disadvantaged. |
| 4 | Internal assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils compounded by dual/multiple vulnerability e.g. SEND, EAL and Summer Born |
| 5 | Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils compounded by dual/multiple vulnerability e.g. SEND, EAL and Summer Born |
| 6 | Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils compounded by dual/multiple vulnerability e.g. SEND, EAL and Summer Born |
| 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. |

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| | In EYFS and KS 1 children working below ARE in Physical Development specifically fine motor 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 2022-2023 demonstrated by: <ul style="list-style-type: none"> • Leuven's scales • Elsa assessment • A high participation in enrichment activities particularly among our disadvantaged pupils |
| Improved reading attainment among disadvantaged children to meet ARE by the end of the year. | To demonstrate an increase of pupils eligible for Pupil Premium meeting or exceeding age-related expectations compared to on entry to year group. |
| Improved writing attainment among disadvantaged children to meet ARE by the end of the year. | To demonstrate an increase of pupils eligible for Pupil Premium meeting or exceeding age-related expectations compared to on entry to year group. |
| Improved maths attainment among disadvantaged children to meet ARE by the end of the year. | To demonstrate an increase of pupils eligible for Pupil Premium meeting or exceeding age-related expectations compared to on entry to year group. |
| Meeting the standard of the phonics screener in Year 2 | To demonstrate an increase of pupils eligible for Pupil Premium meeting the phonics screener standard from entry to exit of the year group i.e. 93%+ of the cohort; 100% of Pupils eligible for PP with no other vulnerability; 88% of all pupils eligible for PP including those with other/multiple vulnerabilities eg SEN, EAL |
| Meeting the standard of the phonics screener in Year 1 | To demonstrate an increase of pupils eligible for Pupil Premium meeting the phonics screener standard from entry to exit of the year group i.e. 85%+ of the cohort passing the Phonics screening check; 90% of pupils eligible for PP meeting the standard of the screening check. |
| To achieve and sustain improved attendance for our disadvantaged children | Sustained high attendance for 2022/2023 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% |

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: £56,370

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>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</p> | <p>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</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>4,5</p> |
| <p>Additional TA Support/ Academic Mentor in English in KS1 to enhance phonics teaching</p> | | <p>6</p> |
| <p>NCETM Developing Number Sense</p> | | |
| <p>White Rose Maths scheme to support cognitive skills and to support cognitive load in early number acquisition and mastery of number.</p> | <p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> | <p>6</p> |
| <p>Additional TA support/ Academic Mentor in Mathematics in KS 1 to support teachers</p> | | |
| <p>Spot on with Number intervention to provide additional support to targeted pupils in Year 1 and 2</p> | | |

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| delivered by Academic Mentor. | | |
| Termly Parent Workshops in phonics to support parental engagement in children's learning. Personal invitations to parents of pupils eligible for PP. | 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: Phonics Toolkit Strand Education Endowment Foundation EEF | 4,5 |

Targeted academic support

Budgeted cost: £ 3780

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| School Private SALT to focus support linked to assessment and monitoring of individual SALT programmes | 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: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1 |
| Systematic and synthetic approach to phonics including the deployment of TA's Additional weekly 1:1 reading with a mentor for pupils eligible for PP | 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: Phonics Toolkit Strand Education Endowment Foundation EEF | 4,5 |
| Additional intervention linked to gross | There is evidence that physical activity has benefits in terms of physical development, health and wellbeing. | 2 |

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| and fine motor via intervention in Early Years | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity | |
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Wider strategies related to emotional wellbeing and attendance

Budgeted cost: £9,315

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>PESC 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>PESC 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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | 3 |
| <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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> | 2,3,7 |

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| | | |
| Funding for enrichment opportunities for pupils eligible for PP i.e. trips, visits and visitors | Enrichment opportunities will support the promotion of Cultural Capital and development of vocabulary. | 1,3,7 |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 7 |

Total budgeted cost: £ 69,465

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Desired Outcome:

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 can be seen in EYFS children working below ARE on entry to EYFS in communication and language make good progress relative to their starting point. This can be seen in the school's data collection and WellComm data. There is on-going need to narrow the vocabulary gap and ensure that pupils eligible for Pupil Premium develop their language skills in order to access the whole of the curriculum. 77.8% of pupils eligible for Pupil Premium achieved GLD in Listening and Attention and in Speaking 88.9% achieved GLD.

Improved physical development among disadvantaged pupils.

An emphasis on intervention to support fine motor within Early Years. This can be seen in the school's data collection throughout the year and the end of EYFS achievement in Physical Development. In Gross Motor 88.9% of pupils eligible for Pupil Premium achieved GLD with 85.6% of pupils achieving GLD in Fine Motor

To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils

Sustained high levels of well-being from 2022-2023 demonstrated by: Elsa assessment, a high participation in enrichment activities particularly among our disadvantaged pupils.

In Reception of those Pupils eligible for Pupil Premium who were assessed, 100% attended Elsa Intervention. In Key Stage 1 of those Pupils eligible for Pupil Premium who were assessed, 100% attended ELSA Intervention.

In Key Stage 1 100% of Pupils eligible for Pupil Premium participated in enrichment activities.

Improved reading writing and maths attainment among disadvantaged children to meet ARE from entry and on exit of year group.

This was monitored throughout the year by the school's internal data recording system. Evidence of impact can be seen in the school's data collection each term. The focus on the use of a systematic and synthetic approach to phonics including the deployment of Support Staff for daily phonics lessons demonstrated impact in those children meeting the standard of the phonics screener check by the end of Key Stage 1, with teachers teaching children with the lowest starting point. The use of additional support staff during English Lessons to support children eligible for PP with writing and to accelerate progress. In Mathematics targeted intervention supported pupil's eligible for Pupil Premium to make good progress relative to their respective starting points.

Emotional well-being support.

PESC offered support to pupils and families linked to attendance and wellbeing. The effort to achieve and sustain improved attendance by the end of year was a key priority. By the end of year attendance was 92% for pupils eligible for Pupil Premium and 91% for pupils eligible for Free School Meals. This is compared to 94% attendance for all other pupils. The support offered ensured that Pupils eligible for PP and their families were supported to attend school in times of challenge through welfare visits and support to and from school.

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. These were arranged at the start, middle or end of the school day so as to maximise participation. The number of pupils eligible for Pupil Premium who graduated from Children's University was 78% compared to 77% of all other pupils.

Externally provided programmes

| Programme | Provider |
|------------------|------------------------|
| Lexplore | L'Explore Analytics UK |
| Wellcomm | GL Assessment |

