

# Shinfield Infant and Nursery School - Pupil premium strategy statement 2020-21

1. Summary information					
<b>School</b>	Shinfield Infant and Nursery School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£39,828	<b>Date of most recent PP Review</b>	March 2021
<b>Total number of pupils</b>	313	<b>Number of pupils eligible for PP</b>	33	<b>Date for next internal review of this strategy</b>	July 2021

2. Current attainment (Summer 2019 data due to COVID-19)		
	<i>Pupils eligible for PP</i>	<i>All pupils</i>
% of pupils achieving a GLD at end of Foundation Stage	60%	83%
% of pupils achieving the expected standard in <b>Reading at end of KS1</b>	83%	78%
% of pupils achieving the expected standard in <b>Writing at end of KS1</b>	67%	68%
% of pupils passing the <b>Phonics screening check at end of Year 1</b>	33% (2 of 6 children)	88%
% of pupils passing the <b>Phonics screening check at end of Year 2</b>	50% (1 of 2 children)	57%
% of pupils achieving the expected standard in <b>Maths at end of KS1</b>	50%	76%
% of pupils achieving the expected standard in <b>Science at end of KS1</b>	83%	93%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Expressive language skills – access to a language rich environment to develop vocabulary in speaking, reading and writing skills
<b>B.</b>	Social and emotional issues of children having a negative impact on their confidence, behaviour and academic progress
<b>C.</b>	Complex needs of some children eligible for PPG who are also supported for SEND

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance and punctuality	
<b>E.</b>	Parental support for children eg: for reading at home, provision of basic equipment for school and for toileting	
<b>F.</b>	Impact of COVID-19	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improved vocabulary and spoken and written skills – confidence in communicating effectively with others understand	Improved progress in speaking measured through oracy skills table in PiXL and progress in writing measured through EYFS and KS1 tracking.
<b>B.</b>	Improved attendance, punctuality	At least 80% of all PPG children have over 95% attendance and arrive at school on time every day.
<b>C.</b>	Greater parental engagement – attendance at school parent information meetings and Triple P Parenting courses run by school PSA	Higher % attendance at parent meetings, Positive feedback from PSA, improved support for children from home. Parents report they feel well supported too and have positive expectations for their children’s progress.
<b>D.</b>	Academic progress improves as does understanding of basic concepts	Making at least expected progress and achieving higher combined scores in reading, writing, maths and science
<b>E.</b>	Confidence of children and engagement with a range of activities in and out of school	Children are attending school clubs and engaging with positive activities out of school. Their well-being has improved and they are ready to learn and achieve. Evidence from pupil/teacher meetings using scoring scale and parent feedback.
<b>F.</b>	Children catch up from missed learning due to COVID-19	All PPG children are attending school as much as possible in keyworker and vulnerable children bubbles or accessing remote learning on a regular basis, with devices and printed resources provided as needed. Parents are supported by school and PSA.

## 5. Planned expenditure

**Academic year**

**2020-21 £39,828**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Develop children's vocabulary for writing	Mrs Wordsmith throughout school	It enables the children to learn and use a wider vocabulary for writing, this helping to raise standards.	Whole school strategy. Regular monitoring/feedback: book scrutiny, lesson observations, discussions with pupils, pupil progress and planning reviews.	Writing subject leader	Termly
	Greater range of stories read to children.	Increasing range of understood and used vocabulary will lend greater depth to writing	Purchase of 'Literacy Spine' selection of quality story books that will be shared with each year group to enrich children's experience of a wide range of stories.	Reading subject leader	Termly
	Oracy approach used in teaching	Staff will develop children's skills in different curriculum areas through discussion and more practical interactive activities to aid understanding.	Through a focus on the development of vocabulary and expressive language in school.	FS and KS1 leaders	Termly
	In the moment (ITM) planning used in F1	Planning is more closely matched to pupils' needs and interests, and vocabulary is built on through high quality verbal interactions between Nursery staff and children	Training for Nursery staff on implementation of ITM planning for continuous provision that includes vocabulary to be taught and modelled by staff.	F1 lead teacher	Ongoing – review progress termly

Further develop children's understanding of texts	Book Talk	It enables the children to develop key inference skills and to articulate their ideas more clearly and expressively.	Staff training and regular updates	Reading lead teacher	Termly
Greater progress in all curriculum areas and closing of gap between PPG and non PPG children	Development of intent, implementation and impact of school curriculum	EEF research on planning the school curriculum highlights the importance of an enriched curriculum for disadvantaged children in particular as it provides experiences that they may not have been able to access.	Review curriculum themes and SOW to ensure greater equity of access for all children, relevant, interesting learning opportunities and first hand/practical experiences to inspire them.	Subject leader teams	Termly
<b>Total budgeted cost</b>					£15,830
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attendance and punctuality for all children, especially PPG children	Appointment of Attendance Officer in admin team, who has half a day a week to monitor attendance and action support for this	The role of the EWO has diminished and the school has been given increased responsibility for ensuring good attendance for all pupils, especially disadvantaged pupils whose overall attendance was lower than all pupils in 2019-20 due to home circumstances, including parental difficulties, poor housing conditions and homelessness as well as impact of COVID. This has had a marked impact on progress for some children.	Fortnightly meetings between the Head and Attendance Officer to monitor and follow up upon persistent absence (below 90%). AO to attend training led by EWO and SIMS. Joint meetings with parents to support improvement from poor attendance. Promotion of good attendance in communications with parents. Local Advisors to be kept informed and to review impact in termly reports.	Headteacher Attendance Officer	Fortnightly. Termly report for Attendance Governor
With support of parents, identify the social, emotional and academic needs of each child	Discussion with parents about activities that support their child's individual needs	The individualised approach works well with parents and children in this school and has led to more sustained parental engagement and better understanding of their child's needs	Parental responses to letters Meetings with parents Progress towards achieving child's ISP targets	SLT and class teachers	Termly

<p>Close the gap between PPG and non PPG children in writing</p>	<p>Sound Linkage</p> <p>Precision monitoring</p> <p>Booster groups in writing</p> <p>Additional Level 3 TA in Year 2 for small group work in writing, based on RWI and Talk for Writing (Blossom Group)</p> <p>PiXL therapies</p>	<p>Class TAs work on 1:1 interventions and PiXL therapies with children in their classes, and before school.</p> <p>The teachers work with the Level 3 TA to deliver a programme that meets the needs of each child in a small group.</p>	<p>Monitor progress in writing for PPG children and support for parents in helping their child at home – encourage them to attend parent workshops</p> <p>Staff training in key intervention strategies and TA involvement in pupil progress reviews.</p> <p>Teachers to oversee planning and marking and to liaise with Level 3 TA to plan next steps in learning</p> <p>Children will move between the group and classes depending on the areas that need to be taught.</p> <p>.</p>	<p>SLT</p> <p>SENCo</p> <p>Key Stage Team Leader</p>	<p>Half termly</p>
<p>Improved progress in phonics</p>	<p>Start phonics groups earlier in F2</p> <p>Additional Phonics booster groups in Year 1</p> <p>Phonics taught as part of English in Year 2 Blossom Group</p>	<p>Small group work on targeted areas has worked well as an intervention strategy and effectively trained staff are able to move the children on more quickly</p> <p>Year 2 phonic work early in the morning session to aid better concentration on this important skill</p>	<p>Ensure that gaps are closely monitored and sounds not covered in RWI are taught alongside.</p> <p>Staff training and TA involvement in pupil progress reviews.</p>	<p>Phonics lead</p> <p>SLT</p>	<p>Half termly</p>

PPG children to make faster progress in maths	Additional Level 3 TA in Year 2 for small group work in Maths  Additional 1:1 support for PPG children in practising Maths targets in school	Small group work including PiXL therapies on targeted areas has worked well as an intervention strategy and effectively trained staff are able to move the children on more quickly  Additional 1:1 support has enabled children to progress at an accelerated pace.	Monitor progress and adjust groups once children have caught up. Staff training and teacher monitoring of small group work undertaken by TAs. TA involvement in pupil progress reviews.	SLT and class teachers	Half termly
Targeted PSA support for families who would benefit from more support	Offer free parenting courses at different times of the day and evening. Offer 1:1 strategic support as needed. Pay for TA to support PSA in Triple P workshops	This approach has successfully supported many families struggling to cope. The PSA has had time to engage with families who are struggling with a number of issues. The effects have been life changing for many families and have helped links between home and school for the benefit of the children.	Feedback from parents after workshops. Scaling process with PSA. Monitoring of children's progress and confidence	PSA SLT	Termly
Greater access to clubs and activities for PPG children	Offer a free after school activity club and pay for the class trip out each year Offer free music instrumental lessons	We have found that many of the PPG children have limited access to extra - curricular activities due to financial or family circumstances	Take up of clubs is high. Positive feedback from parents and children. Child can describe an activity they enjoy.	SLT	Termly
Intensive support for children with behaviour and attachment disorder issues, especially LAC pupils.	1:1 support, and application for ENIF to get early support.  Training on attachment disorder for all staff to understand and more effectively support children.	Early intervention, often 1:1 support, has been successful for children with very complex issues preventing them from learning and participating safely with other children in class. It enables children to manage anxiety better and to regulate their emotions for more effective learning.	Progress through ISP/PEP targets Reduction in recorded incidents of any poor behaviour Regular feedback on progress from the team working with the child/ren.	SENCo LAC Coordinator	Half termly

<b>Total budgeted cost</b>					£23,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children to be ready for school and learning	Friday Breakfast Club	The children will be better prepared for school having had a good breakfast. Research from EEF shows that progress can be boosted by up to 2 months over a year. The PPG lead (Deputy Head) will get to know each child better as an individual and work more closely with their needs.	Regular attendance at Breakfast Club. Children's feedback each week. Teacher feedback on how each child settles in to class afterwards. Impact on progress	Deputy Head	After the club – will run once to start with
Increased confidence and improved social skills when starting school – F2	Cosmic Yoga sessions Fingers and Thumbs activities	This strategy has worked effectively in calming children, reducing anxiety and improving behaviour as well as developing fine and gross motor skills.	Children's confidence measured in simple scaling terms of 1-10 with each child	FS Lead	Half termly
Additional transition programme for move to Junior School – Year 2	Extra visits on own with 1:1 support or in small groups, discussions with parents and children, close liaison with Junior School	This programme has been developed over a number of years and has resulted in successful transitions with reduced anxiety for the children.	Children's confidence measured in simple scaling terms of 1-10 with each child. Parent feedback is positive. Review meeting in Autumn term – Year 3 team report positive start for the child/ren and good progress is maintained.	SENCo	In Autumn term following transition
<b>Total budgeted cost</b>					£1000

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2019-20 £35,900</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
Improved progress for PPG children	<p>Class based Maths</p> <p>Supported small group work</p> <p>Additional 1:1 support for reading</p> <p>Phonics booster groups</p>	<p>For the time that we were in school before lockdown in March 2020 this was successful in closing the gap for the most able disadvantaged children in Maths, reading and writing, but the least able disadvantaged made slower progress in Maths because they needed more time to revisit areas of learning. The additional support for daily readers had a positive impact on the progress of all PPG children in reading.</p> <p>During lockdown, the 1:1 support for PPG and vulnerable non PPG children was maintained through weekly online TEAMS meetings between the TAs and the children. The focus was on phonics, reading and Maths targets.</p>	<p>The small group and 1:1 work has the most positive impact on children's progress.</p> <p>In order to help children catch up after lockdown, as well as using COVID Catch Up funding we will continue with additional booster groups in phonics.</p> <p>We will put PiXL tracking and 1:1 interventions in to place for children who are borderline in order to help close gaps more quickly and accelerate progress.</p>	£20,000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
Targeted PSA support for families who would benefit from more support, thus improving support for children at home	Offer free parenting courses at different times of the day and evening. Offer 1:1 strategic support as needed	This approach has worked very well for a number of years and has been developed through more training for the PSA in Triple P parenting, and more hours allocated to her role between the Infant and Junior schools. The PSA has had time to engage with families who are struggling with a number of issues during the lockdown. The effects have been life changing for many families and have helped links between home and school.	This will continue next year as this had a hugely positive impact on children's happiness and well-being during this unprecedented time . It will also be beneficial for families recovering from the financial and social impact of lockdown.	£7000



Improve learning behaviours for children with attachment disorders and behavioural issues so that they can focus better on learning and achieve at least expected standards	1:1 support for behaviour especially at times of transition  Additional adult support for lunchtimes	Additional lunchtime supervision ensures that pupils are able to play safely and learn new games and social skills.  Time was allocated for teachers and SENCo to meet with parents within school hours to discuss their child's behaviour and agree on shared strategies that would support improvement.  During lockdown, parents and carers were supported by teachers and TAs through TEAMS calls, phone calls and emails. 80% of the disadvantaged children attended bubble classes in school, and the rest were supported at home.	Additional lunchtime supervision will continue. This reduced the number of behaviour incidents at lunchtime and ensured a more settled start to the afternoon's learning.  SENCO intervention to support behaviour is highly effective in reducing incidents of poor behaviour and will continue.  Not many of the disadvantaged children had access to devices that they could use for remote learning. The school has since acquired some through donations and we will continue to offer the loan of these for home learning where required.	£5255
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### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Greater access to clubs and activities for PPG children	Offer a free after school activity club and pay for the class trip out each year	We have found that many of the PPG children have limited access to extra - curricular activities due to financial or family circumstances. Having these in school provides enriched life experiences that they might not otherwise have had.  Due to lockdown children were unable to access the clubs we usually run at school.	The children really enjoyed these in the first two terms of the year before lockdown. This will continue and the school will review the range of clubs on offer to provide a wider variety to meet the needs and aspirations of the children. Following lockdown, we will also look at providing instrumental music and singing lessons for children as research has proved the benefits of this for mental health and well-being	£3,645

## 7. Additional detail

We liaise closely with our linked Junior School Shinfield St Mary's as well as other Trust schools to collaborate on learning opportunities such as sharing workshops for children and shared good practice to support PPG children. The PSA is employed by both schools, which provides continuity of support for families. The two schools share a joint attendance policy to ensure that there is a consistent and robust approach to improving attendance and outcomes for disadvantaged children.