



Pupil premium strategy statement 2020-2021 Ashbrook Infant and Nursery School

The Pupil Premium is additional funding for schools in England and it is intended that this funding is used to raise the attainment of disadvantaged pupils, closing the gap between them and their peers. Funding is allocated to schools for children from Reception to Year 11 who have registered for free school meals in the last six years, are in the care of the Local Authority (Looked After) or have parents in the Armed Forces. In 2020/21 the funding allocation is £1345 per pupil, £300 for Forces children and £2300 for Looked After Children to be applied for by school as needs arise). The level of Pupil Premium Funding in Nursery is £382 per pupil.

Strategy Statement

In line with the EEFs recommendations, Ashbrook Infant and Nursery takes a tiered approach to spending funding. Teaching is the top priority. However, we recognise that children also need support in non-academic factors to support behaviour, social and emotional needs (given the current climate as well as home life for some children) and to raise aspiration.

1. Summary information			
Academic Year 2020-21	Total Pupil Premium Budget (Reception to Y2)	£36,990	
	Early Years Pupil Premium Budget	£382	
	Looked After Child (1)	£2300	380 was claimed by school
	Armed Forces (4)	£1200	
		£40,872	
	Internal review of this strategy due	Sept 2021	

No data for 2019-2020 academic year due to COVID-19, so below is the data for 2018-2019 along with the numbers and percentages. However, the numbers and percentages of pupils eligible for Pupil Premium for 2021 are in red.

2. Attainment – End of Early Years Foundation Stage (2018-19)		FS2	
	Pupils eligible for PP (13 Pupils = 30%) (8 pupils) (4 in FS1 = 11%)	1 pupil = 2.3% 1 pupil = 2.7%	Pupils not eligible for PP (30 pupils = 70%) (30 pupils = 73%) 1 pupil = 3.3%
% achieving Good Level of Development	NO DATA TO REPORT 2019-20	NO DATA TO REPORT 2019-20	NO DATA TO REPORT 2019-20
Gap -25%	38% (3 pupils)		63% (19 pupils)



	NB 50% (4 pupils) of PP group also had identified or emerging additional SEND					
Attainment – End of Key Stage 1 (2018-19)						
Y2						
	Pupils eligible for PP (12 pupils = 30%) (8 pupils)			Pupils not eligible for PP (28 pupils = 70%) (41 pupils)		
	Reading	Writing	Maths	Reading	Writing	Maths
% achieving national or above in reading, writing and maths KS1 Gap -35%, -23%, -33%	50% (4 pupils)	50% (4 pupils)	50% (4 pupils)	85% (35 pupils)	73% (30 pupils)	83% (34 pupils)
	NB 50 % (4 pupils) of PP group also had identified additional SEND					
Attainment - Phonics Screening outcomes (2018-19)						
Y1						
	Pupils eligible for PP (7 pupils = 14%) (8 pupils)			Pupils not eligible for PP (43 pupils – 86%) (25 pupils)		
% achieving expected standard Gap -50%	38% (3 pupils)			88% (22 pupils)		
	NB 63 % (5 pupils) of PP group also had identified additional SEND					



3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A	Early oral language skills are significantly below National Average on entry into FS1 (Inc. PP)
B	Early Reading Skills are below National average on entry into FS2
C	Communication and language skills are still being developed
External barriers	
D	Family circumstances for some of our disadvantaged pupils include parents who experience financial hardship; families experiencing domestic abuse; adults who have poor mental health and social well-being (due to the current situation and lockdown in March 2020 and January 2021). This results in some of our disadvantaged pupils having reduced access to life experiences
E	Pupils having low social and emotional well-being (due to the current situation and lockdown in March 2020 and January 2021).
F	Parental engagement is an issue with regard to supporting the learning out of school e.g. homework, reading, spellings and dealing with behaviours.
G	School closure or bubble isolation (which could be numerous) due to current climate COVID-19



4. Desired Outcomes for 2020-21		
	Desired outcomes and how they will be measured	Success Criteria
A	Early oral language skills	<ul style="list-style-type: none"> • Language expert in school to support staff • Groups of children are identified for language and communication support/intervention • Some children will have individual support plans in place from SALT • Language is modelled and corrected as and when • Language rich environment • Tracking of assessments demonstrates that children are making progress • Monitoring demonstrates that children are engaged with multiple opportunities to support talk • Use of Word Aware Project promotes the use of new vocabulary
B	Early Reading Skills	<ul style="list-style-type: none"> • Staff deliver the 4-part phonics session daily • Children have the opportunity to read and write daily in a phonics session • Tracking of assessments demonstrates that children are making progress • Assessments are collated half termly to quickly identify children falling behind • Intervention groups are set up once the assessments have been completed • Phonemes are relayed to parents so they can support their child at home • Phonics workshop for parents (This may not happen due to COVID-19 regulations) • Monitoring demonstrates that children are engaged with the 4-part phonics session
C	Communication and language skills	<ul style="list-style-type: none"> • Rich and inviting reading areas in FS1 and FS2 (currently no soft furnishing around due to COVID-19) • Increased writing/mark making opportunities for the children in FS1 and FS2 • Pedagogy stamps to be used in FS1 and FS2 (as well as throughout school) • Various writing implements to be on offer to the children daily • Various writing frames to be on offer to the children daily (inside and outside) • High quality texts/stories read to the children daily



		<ul style="list-style-type: none"> Tracking of assessments (reading, writing, fine motor skills, comprehension skills and word reading – Early adopters) demonstrates that children are making progress Intervention groups are set up once the assessments have been completed Monitoring demonstrates that children are engaged with multiple opportunities to support the development areas around English
D	To be aware of family circumstances for disadvantaged children and deliver an engaging, broad and varied curriculum relevant to our community context.	<ul style="list-style-type: none"> Our half termly themes will be shaped by our current cohort, class context and be responsive to the children’s interest Knowledge, skills and key vocabulary will be identified and form part of ‘knowledge planners’ Pupils will experience a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day (when COVID allows)
E	To understand and support pupils who have low social and emotional well being	<ul style="list-style-type: none"> Recovery curriculum in place for the smooth transition back into school in September 2020 (after lockdown) Circle time activities Time to be given to certain children to talk Family support worker to support individual pupils who have been identified as struggling with their social and emotional well being Positive praise and rewards to boost children’s self esteem
F	Parents will engage with school initiative, including learning at home, and will be making a positive contribution to their child’s learning	<ul style="list-style-type: none"> Learning Workshops will have highlighted how parents can support learning at home (COVID-19 restriction) Reading at home is celebrated with rewards and visibly promoted in classes via class Dojo Expectations in reading are shared with parents e.g. 3 times per week minimal Home learning set is monitored (to see who is returning) COVID restrictions Family support worker to also support and advise parents

Planned expenditure
Academic year 2020-21
1. Quality of teaching for all



Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well.	Staff Lead	Timescale
<p>A. Early oral language skills</p>	<p>PP lead teacher and Language Lead to support staff to facilitate delivery of specific interventions EYFS; Every Child A Talker, Word Aware KS1: Precision teaching for Phonics, Rapid Phonics, Action Words, Word Aware, Social Skills programme and high quality modelled of the correct pronunciation of words/sounds</p> <p>Cost of Tas (KS1&Rec) £13,021</p>	<p>Research Evidence/Rationale Sutton Trust found that “The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils can gain 1.5 years’ worth of learning with very effective teachers’</p> <p>EEF Toolkit <u>Oral Language Interventions (+5 months) – emphasise the importance of spoken language and verbal interaction in the classroom. Oral language approaches include: targeted reading aloud and book discussion with young children; explicitly extending pupils’ spoken vocabulary</u> <u>Teaching Assistants (+1 month)</u> <i>There is evidence that working with TAs can lead to improvements in pupils’ attitudes. Research which focuses on TAs who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average).</i> <u>Special Educational Needs and Disabilities (The Big Picture)</u> <i>The impact of SEND on academic attainment is closely related to the EEFs focus on economic disadvantage. 27% of pupils with SEND are eligible for FSM compared to 12% of pupils without SEND</i></p> <p>In school Evidence/Rationale</p> <ul style="list-style-type: none"> Data shows that overall, PP pupils are not yet attaining in line with their peers in school or nationally (although PP pupils with no 	<ul style="list-style-type: none"> Discussions and analysis of performance with class teachers at pupil progress meetings. Learning walks Pupil interviews Summative assessments in November, April and July – where pupils are in relation to end of year expectations. HT/SENDCo and TA support to ensure those delivering all interventions have sufficient time for planning, preparation, delivery and assessments Reviews of programmes/interventions reviewed as part of pupil progress meetings – TA support to contribute where required PP lead will ensure all PP pupils have an up to date tracker including a pen portrait to alert all staff to possible contributing factors which may influence performance. Trackers regularly reviewed and discussed as part of pupil progress meetings. Pupils with SEND are discussed at pupil progress meetings and specific interventions are planned. 	<p>SENDCo/HT/PP Lead/Teachers/TAs</p>	<p>Ongoing Data collation - termly</p>



		<p>additional SEND do attain in line with their non- PP peers)</p> <ul style="list-style-type: none"> Historically, PP pupils with SEND do not achieve in line with non-PP peers – we conclude that it is the SEND that is a contributing factor. Therefore, we present two sets of data for our PP pupil outcomes. SALT guidance and training opportunities 	<ul style="list-style-type: none"> SENCo will ensure effective deployment of TAs across the school to support pupils. School will work closely with external agencies seeking advice and support for pupils with SEND, planning interventions and ensuring provision mapping is responsive and time-limited. Observation of children 		
B. Early Reading Skills	<p>Phonics/Eng Lead to support staff with the delivery of high quality phonics sessions, support staff with identifying interventions groups</p> <p>SENCo to support staff with sen pupils and their phonics</p> <p>All staff to be following L&S Reading for Pleasure and high quality continuous provision</p> <p>Cost of Tas (KS1&Rec) £13,021</p>	<p>Research Evidence/Rationale EEF Toolkit - Phonics In school Evidence/Rationale</p> <ul style="list-style-type: none"> Phonics data collated and analysed termly – after the impact of COVID and school lockdown Consultation with English Hub regarding decodable reading books <p>Research Evidence/Rationale Sutton Trust (as above) <i>Feedback (+8 months for some elements e.g. writing) if supported by effective professional development for staff.</i></p> <p>In school Evidence/Rationale</p> <ul style="list-style-type: none"> Work scrutiny shows that feedback and verbal feedback is effective in helping children improve their work. Majority of pupils make good progress in all classes as a result of targeted interventions Pedagogy stamps are being used so children develop their self-assessments and self-regulating skills 	<ul style="list-style-type: none"> Learning walks Tracking of data Planning Book scrutiny – to ensure phonological knowledge is being applied in writing Progress meetings (termly) 	Phonics/Eng Lead SENCo/HT/ Teachers	Daily/Termly



<p>C. Communication and language skills</p>	<p>Pupils with SEND access interventions as with support from external agencies as necessary Cost of SEND TAs (KS1&Rec) £14,580</p>	<p>Research Evidence/Rationale EEF Toolkit – Social and Emotional learning EEF Toolkit - Parental Engagement (+3 months) Recognises that developing effective parental engagement to improve children’s attainment is challenging and needs careful monitoring and evaluation. Studies in USA suggest that increasing engagement had on average 2/3 months’ positive impact.</p>	<ul style="list-style-type: none"> • Learning walks • Tracking of data • Planning • Book scrutiny – to ensure phonological knowledge is being applied in writing • English Lead to monitor implementation of new strategies 	<p>Phonics/Eng Lead SENDCo/HT/ Teachers</p>	<p>Termly</p>
<p>D. To be aware of family circumstances for disadvantaged children E. To develop children’s low social skills and well being</p>	<p>Pupils who are vulnerable because of their circumstances (including disadvantaged) and need support have access to high quality intervention to contribute to good social and emotional development.</p> <p>Use of ‘Be the Jellyfish’ scheme and Social Skills in Primary programme</p> <p>Family resource worker to engage with pupils with SEMH and their families to ensure all needs are being addressed</p> <p>Family resource worker £7,397</p>	<p>In school Evidence/Rationale</p> <ul style="list-style-type: none"> • Information on children’s home life • How the children present on a daily basis • Behaviour • New behaviour and home school communication system implemented (Class Dojo) 	<ul style="list-style-type: none"> • Learning walks • Tracking of data (social and emotional wellbeing) • Family support worker to support family and children • Visitors/trips (COVID restrictions) • Establishing positive relationships with parents/carers/families to ensure pupils’ SEMH is addressed both in and out of school. 	<p>PP lead/HT/SENCo/ Social & Emotional wellbeing lead</p>	<p>Termly/as and when situations arise</p>
<p>F. Parental engagement</p>	<p>2 weekly newsletter Class Dojo Parent surveys</p>	<ul style="list-style-type: none"> • To keep parents up-to-date with school life • Quick communication between home and school. 	<ul style="list-style-type: none"> • Improved communication between school and home 	<p>HT, business manager, Class teacher</p>	<p>Daily, fortnightly</p>



	<p>Parents evening Staff stood at the exits mornings and afternoons</p>	<ul style="list-style-type: none"> • School knows that parents are happy • School can respond to any feedback that could need improvement • To keep parents up-to-date about how their child is doing in school <p>Staff high profile to support or answer any questions parents may have</p>			
<p>Total Budgeted Cost</p>		<p>£48,019</p>			



4. Evaluation of spend 2020-21			
	Desired outcomes	Success Criteria	Outcomes and Impact (including evidence)
A	Early oral language skills	<ul style="list-style-type: none"> • Language expert in school to support staff • Groups of children are identified for language and communication support/intervention • Some children will have individual support plans in place from SALT • Language is modelled and corrected as and when • Language rich environment • Tracking of assessments demonstrates that children are making progress • Monitoring demonstrates that children are engaged with multiple opportunities to support talk • Use of Word Aware Project promotes the use of new vocabulary 	<ul style="list-style-type: none"> • 7 children have accessed a 6 week block of speech therapy from a SALT practitioner. • 10 children have a SALT plan which has been regularly reviewed by the speech therapist. • Teachers are well versed in modelling the correct language. • Topic related vocabulary is displayed in classes depending on the topic or available on word mats. • Talking partners, shared discussions and any opportunities for children to speak in front of an audience. <p>Impact -Currently (Dec 2021) 63% and 76% (in two different classes) of children are at ARE for communication and Language in FS2. 69% of FS1 are at ARE.</p>
B	Early Reading Skills	<ul style="list-style-type: none"> • Staff deliver the 4 part phonics session daily • Children have the opportunity to read and write daily in a phonics session • Tracking of assessments demonstrates that children are making progress • Assessments are collated half termly to quickly identify children falling behind • Intervention groups are set up once the assessments have been completed • Phonemes are relayed to parents so they can support their child at home • Phonics workshop for parents • Monitoring demonstrates that children are engaged with the 4 part phonics session 	<ul style="list-style-type: none"> • Monitoring shows staff use the 4 part session and all children are engaged with the different parts. • Tracking of assessments demonstrates that children are making progress with 59% of Y2 passed the phonics screen in December 2020 despite the disruption to their education (COVID). In December 2021 63% of Y2 passed the phonics screen check. • Staff quickly identify children who are falling behind and set up intervention groups. • Most classes share the phonemes learnt for the week which is relayed to parents. • Phonics workshop for parent wk com 13.12.21 <p>Impact -59% of Y2 passed the phonics screen in December 2020 despite the disruption to their education (COVID). In December 2021 63% of Y2 passed the phonics screen check. -Currently (December 2021) 56% of Y1 are on track to pass the phonics screen check. Our target is 80% and we will continue to strive for this.</p>



C	Communication and language skills	<ul style="list-style-type: none"> Rich and inviting reading areas in FS1 and FS2 Increased writing/mark making opportunities for the children in FS1 and FS2 Various writing implements to be on offer to the children daily Various writing frames to be on offer to the children daily (inside and outside) High quality texts/stories read to the children daily Tracking of assessments (reading, writing, fine motor skills, comprehension skills and word reading) demonstrates that children are making progress Intervention groups are set up once the assessments have been completed Monitoring demonstrates that children are engaged with multiple opportunities to support the development areas around English 	<ul style="list-style-type: none"> We have rich and inviting reading areas in FS1 and FS2. FS2 children now write daily as well as having other writing opportunities in the environment. Outdoor areas (in EY) have well stocked writing sheds and children actively engage in these. We continue to develop a list of high quality texts to be used in the year groups. Staff quickly set up intervention groups from a result of any writing or reading assessments. <p>Impact -Tracking of assessments shows children are making progress from their starting points. Where children's progress falls short of our expectations they are quickly identified for additional support.</p>
D	To be aware of family circumstances for disadvantaged children and deliver an engaging, broad and varied curriculum relevant to our community context.	<ul style="list-style-type: none"> Our half termly themes will be shaped by our current cohort, class context and be responsive to the children's interest Knowledge, skills and key vocabulary will be identified and form part of 'knowledge planners' Pupils will experience a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day 	<ul style="list-style-type: none"> Children respond well to an engaging curriculum. All KS1 knowledge planners have specific language and skills for the subject area. <p>Impact -KS1 children have visited the Derby Museum of Making, had a dinosaur visit school and attended a Pantomime at Derby arena. -Early Years had an animal workshop in school, a Diwali themed day and reception attended the Snowman – an orchestral performance. -The whole school experienced an African drumming workshop and also had a visitor from a farmer with a tractor to talk about food and farming vehicles. The impact is that children have had a wider range of opportunities outside of school so far this year.</p>
E	To understand and support pupils who have low social and emotional well being	<ul style="list-style-type: none"> Circle time activities Time to be given to certain children to talk Family support worker to support individual pupils who have been identified as struggling with their social and emotional well being Positive praise and rewards to boost children's self esteem 	<ul style="list-style-type: none"> 4 days a week of TA time has been devoted to nurture with teaching staff identifying those most in need of support. All KS1 children have accessed a half termly cooking session. Family support has worked with key children and families but has now moved on to an external new role. The HT is



			<p>supporting these children and families until a new family resources worker is appointed.</p> <p>Impact -Children and families identified have been sign posted to certain agencies and have received the support that they require. -Boxall profile assessments are completed prior and after a half termly block of nurture. These show that children make progress in their social and emotional well-being. Some children are further identified for another block of support.</p>
F	<p>Parents will engage with school initiative, including learning at home, and will be making a positive contribution to their child's learning</p>	<ul style="list-style-type: none"> • Learning Workshops will have highlighted how parents can support learning at home • Reading at home is celebrated with rewards • Expectations in reading are shared with parents e.g. 3 times per week minimal • Home learning set is monitored (to see who is returning) • Family support worker to also support and advise parents 	<ul style="list-style-type: none"> • Expectations of reading at home is that all children should read at least 3 times a week. Reading newsletters are promoting the profile of reading amongst the school community. • Children are rewarded with a new book (to keep) when they achieve a certain amount of Dojo points. Y2 are gifted a book as they leave our school. • Reading/phonics learning workshop was conducted over Teams wk commencing 13.12.21 <p>Impact -Throughout remote learning there were a high number of children accessing the reading books on Bug Club.</p>