



### 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 up to £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 teird 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)	Of which, £380 was claimed by school through a PEP
	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. 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
	<b>Pupils eligible for PP (8 pupils 2019)</b> <b>(13 Pupils = 30%)    1 pupil = 2.3%</b> <b>(4 in FS1 = 11%)    1 pupil = 2.7%</b>	<b>Pupils not eligible for PP (30 pupils = 73% 2019)</b> <b>Pupils not eligible for PP (30 pupils = 70%)</b>	
% achieving Good Level of Development	NO DATA TO REPORT 2019-20	NO DATA TO REPORT 2019-20	
<b>Gap -25%</b>	38% (3 pupils)	63% (19 pupils)	



	NB 50% (4 pupils) of PP group also had identified or emerging additional SEND					
<b>Attainment – End of Key Stage 1 (2018-19)</b>		<b>Y2</b>				
	<b>Pupils eligible for PP (8 pupils 2019)</b> <b>(12 pupils = 30%)      1 pupil = 2.6%</b>			<b>Pupils not eligible for PP (41 pupils 2019)</b> <b>(28 pupils =70%)</b>		
	Reading	Writing	Maths	Reading	Writing	Maths
<b>% achieving national or above in reading, writing and maths KS1</b> <b>Gap -35%, -23%, -33%</b>	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					
<b>Attainment - Phonics Screening outcomes (2018-19)</b>		<b>Y1</b>				
	<b>Pupils eligible for PP (8 pupils 2019)</b> <b>(7 pupils = 14%)      1 pupil =2%</b>			<b>Pupils not eligible for PP (25 pupils 2019)</b> <b>(43 pupils – 86%)</b>		
<b>% achieving expected standard</b> <b>Gap -50%</b>	38% (3 pupils)			88% (22 pupils)		
	NB 63 % (5 pupils) of PP group also had identified additional SEND					



<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b>	
<b>A</b>	Early oral language skills are significantly below National Average on entry into FS1 (inc PP)
<b>B</b>	Early Reading Skills are below National average on entry into FS2
<b>C</b>	Communication and language skills are still being developed across all ages
<b>External barriers</b>	
<b>D</b>	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 and lockdown in March 2020 and January 2021). This results in some of our disadvantaged pupils having reduced access to life experiences
<b>E</b>	Pupils having low social and emotional well being (due to the current situation and and lockdown in March 2020 and January 2021).
<b>F</b>	Parental engagement is an issue with regard to supporting the learning out of school e.g. homework, reading, spellings and dealing with behaviours.
<b>G</b>	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"> <li>• ECAT trained member of staff in school to support other staff</li> <li>• Groups of children are identified for language and communication support/intervention</li> <li>• Some children will have individual support plans in place from SALT</li> <li>• Language is modelled and corrected as and when</li> <li>• Language rich environment</li> <li>• Tracking of assessments demonstrates that children are making progress</li> <li>• Monitoring demonstrates that children are engaged with multiple opportunities to support talk</li> <li>• Use of Word Aware Project promotes the use of new vocabulary</li> </ul>
B	Early Reading Skills	<ul style="list-style-type: none"> <li>• Staff deliver the 4 part phonics session daily</li> <li>• Children have the opportunity to read and write daily in a phonics session</li> <li>• Tracking of assessments demonstrates that children are making progress</li> <li>• Phonic assessments are collated at 5 data points to quickly identify children falling behind</li> <li>• Intervention groups are set up once the assessments have been completed</li> <li>• Phonemes are relayed to parents so they can support their child at home</li> <li>• Phonics workshop for parents (This may not happen due to COVID-19 regulations)</li> <li>• Monitoring demonstrates that children are engaged with the 4 part phonics session</li> </ul>
C	Communication and language skills	<ul style="list-style-type: none"> <li>• Rich and inviting reading areas in FS1 and FS2 (currently no soft furnishings due to COVID-19)</li> <li>• Increased writing/mark making opportunities for the children in FS1 and FS2</li> <li>• Pedagogy stamps to be used in FS1 and FS2 (as well as throughout school)</li> <li>• Various writing implements to be on offer to the children daily</li> <li>• Various writing frames to be on offer to the children daily (inside and outside)</li> <li>• High quality texts/stories read to the children daily</li> <li>• Tracking of assessments (reading, writing, fine motor skills, comprehension skills and word reading – Early adopters) demonstrates that children are making progress</li> <li>• Intervention groups are set up once the assessments have been completed</li> <li>• Monitoring demonstrates that children are engaged with multiple opportunities to support their development in English</li> </ul>
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"> <li>• Our half termly themes will be shaped by our current cohort, class context and be responsive to the children's interest</li> <li>• Knowledge, skills and key vocabulary will be identified and form part of 'knowledge planners'</li> <li>• Pupils will experience a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day (when COVID allows)</li> </ul>



E	To understand and support pupils who have low social and emotional well being	<ul style="list-style-type: none"> <li>Well-being and recovery curriculum in place for the smooth transition back into school in September 2020 (after lockdown)</li> <li>Circle time activities</li> <li>Time to be given to certain children to talk</li> <li>Family support worker to support individual pupils who have been identified as struggling with their social and emotional well being</li> <li>Positive praise and rewards to boost children's self esteem</li> </ul>
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"> <li>Learning Workshops will have highlighted how parents can support learning at home (COVID-19 restriction)</li> <li>Reading at home is celebrated with rewards and visibly promoted in classes via class Dojo</li> <li>Expectations in reading are shared with parents e.g. 3 times per week minimal</li> <li>Homework is set and all are encouraged to complete it- low engagement is monitored.</li> <li>Family support worker in post to support and advise parents</li> </ul>

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
A.. Early oral language skills	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  Cost of TAs (KS1&Rec) £13,021	<b>Research Evidence/Rationale</b> <b>Sutton Trust</b> 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'  <b>EEF Toolkit</b> <u>Oral Language Interventions</u> (+5 months) – <i>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</i> <u>Teaching Assistants</u> (+1 month) <i>There is evidence that working with TAs can lead to improvements in pupils' attitudes. Research</i>	<ul style="list-style-type: none"> <li>Discussions and analysis of performance with class teachers at pupil progress meetings.</li> <li>Learning walks</li> <li>Pupil interviews</li> <li>Summative assessments in November, April and July – where pupils are in relation to end of year expectations.</li> <li>HT/SENDCo and TA support to ensure those delivering all interventions have sufficient time for planning, preparation, delivery and assessments</li> <li>Reviews of programmes/interventions reviewed as part of pupil</li> </ul>	SENDCo/HT/PP Lead/Teachers/TAs	Ongoing Data collation



		<p>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).</p> <p><u>Special Educational Needs and Disabilities (The Big Picture)</u></p> <p><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><b>In school Evidence/Rationale</b></p> <ul style="list-style-type: none"> <li>Data shows that overall, PP pupils are not yet attaining in line with their peers in school or nationally (although PP pupils with no additional SEND do attain in line with their non- PP peers)</li> <li>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.</li> <li>SALT guidance and training opportunities</li> </ul>	<p>progress meetings – TA support to contribute where required</p> <ul style="list-style-type: none"> <li>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.</li> <li>Trackers regularly reviewed and discussed as part of pupil progress meetings.</li> <li>Pupils with SEND are discussed at pupil progress meetings and specific interventions are planned.</li> <li>SENCo will ensure effective deployment of TAs across the school to support pupils.</li> <li>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.</li> <li>Observation of children</li> </ul>		
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&amp;S</p>	<p><b>Research Evidence/Rationale</b></p> <p><b>EEF Toolkit - Phonics</b></p> <p><b>In school Evidence/Rationale</b></p> <ul style="list-style-type: none"> <li>Phonics data collated and analysed termly – after the impact of COVID and school lockdown</li> <li>Consultation with English Hub regarding decodable reading books</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks</li> <li>Tracking of data</li> <li>Planning</li> <li>Book scrutiny – to ensure phonological knowledge is being applied in writing</li> <li>Progress meetings (termly)</li> </ul>	Phonics/Eng Lead SENCo/HT/ Teachers	Daily/Termly



	<p>Reading for Pleasure and high quality continuous provision</p> <p><b>Cost of Tas (KS1&amp;Rec)</b> £13,021</p>	<p><b>Research Evidence/Rationale</b> <b>Sutton Trust (as above)</b> <i>Feedback</i> (+8 months for some elements e.g. writing) <i>if supported by effective professional development for staff.</i></p> <p><b>In school Evidence/Rationale</b></p> <ul style="list-style-type: none"> <li>• Work scrutiny shows that feedback and verbal feedback is effective in helping children improve their work.</li> <li>• Majority of pupils make good progress in all classes as a result of targeted interventions</li> <li>• Pedagogy stamps are being used so children develop their self-assessments and self-regulating skills</li> </ul>			
C. Communication and language skills	<p>Pupils with SEND access interventions as with support from external agencies as necessary</p> <p><b>Cost of SEND TAs (KS1&amp;Rec)</b> £14,580</p>		<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Tracking of data</li> <li>• Planning</li> <li>• Book scrutiny – to ensure phonological knowledge is being applied in writing</li> <li>• English Lead to monitor implementation of new strategies</li> </ul>	Phonics/Eng Lead SENDCo/HT/ Teachers	Termly
<p>D. To be aware of family circumstances for disadvantaged children</p> <p>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</p>	<p><b>Research Evidence/Rationale</b> <b>EEF Toolkit – Social and Emotional learning</b> <b>EEF Toolkit - Parental Engagement (+3 months)</b> 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> <p><b>In school Evidence/Rationale</b></p> <ul style="list-style-type: none"> <li>• Information on children’s home life</li> <li>• How the children present on a daily basis</li> <li>• Behaviour</li> <li>• New behaviour and home school communication system implemented (Class Dojo)</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Tracking of data (social and emotional wellbeing)</li> <li>• Family support worker to support family and children</li> <li>• Visitors/trips (COVID restrictions)</li> <li>• Establishing positive relationships with parents/carers/families to ensure pupils’ SEMH is addressed both in and out of school.</li> </ul>	PP lead/HT/SENCo/ Social & Emotional wellbeing lead	Termly/as and when situations arise



	<p>ensure all needs are being addressed</p> <p>Family resource worker £7,397</p>				
F. Parental engagement	<p>2 weekly newsletter Class Dojo Parent surveys Parents evening Staff stood at the exits mornings and afternoons</p>	<ul style="list-style-type: none"> <li>To keep parents up-to-date with school life</li> <li>Quick communication between home and school.</li> <li>School knows that parents are happy</li> <li>School can respond to any feedback that could need improvement</li> <li>To keep parents up-to-date about how their child is doing in school</li> </ul> <p>Staff high profile to support or answer any questions parents may have</p>	<ul style="list-style-type: none"> <li>Improved communication between school and home</li> </ul>	HT, business manager, Class teacher	Daily, fortnightly
<b>Total Budgeted Cost</b>	<b>£48,019</b>				





4. Evaluation of spend 2019-20			
	Desired outcomes	Success Criteria	Outcomes and Impact (including evidence)
A	Early oral language skills	<ul style="list-style-type: none"> <li>Language expert in school to support staff</li> <li>Groups of children are identified for language and communication support/intervention</li> <li>Some children will have individual support plans in place from SALT</li> <li>Language is modelled and corrected as and when</li> <li>Language rich environment</li> <li>Tracking of assessments demonstrates that children are making progress</li> <li>Monitoring demonstrates that children are engaged with multiple opportunities to support talk</li> <li>Use of Word Aware Project promotes the use of new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Emphasis on developing talk and communication skills through quality first teaching.</li> <li>CLL Data for EYFS not recorded in the usual way due to covid but predictions made. Starting points (for all children) registered that 45% of children in reception would achieve expected in CLL, whilst starting points in nursery showed 22%. Predictions for June 2020 showed that 63.5% of reception children and 38% of nursery children should have achieved expected.</li> <li>4 children in nursery had SaLT plans of whom, 2 receive PP</li> <li>Drop ins show quality interactions between pupils and staff in planning in the moment.</li> <li>Talk for writing is evident at all stages across the school and helicopter stories are used in EYFS.</li> </ul>
B	Early Reading Skills	<ul style="list-style-type: none"> <li>Staff deliver the 4 part phonics session daily</li> <li>Children have the opportunity to read and write daily in a phonics session</li> <li>Tracking of assessments demonstrates that children are making progress</li> <li>Assessments are collated half termly to quickly identify children falling behind</li> <li>Intervention groups are set up once the assessments have been completed</li> <li>Phonemes are relayed to parents so they can support their child at home</li> <li>Phonics workshop for parents</li> <li>Monitoring demonstrates that children are engaged with the 4 part phonics session</li> </ul>	<ul style="list-style-type: none"> <li>Learning walk showed that phonics lessons are well-paced and taught using letters and sounds. The prescribed format is used.</li> <li>Collation of data proved a challenge due to covid and partial closure, however, 59% of year 2 children passed the phonics check in December 2020.</li> <li>Phonics workshop was not held due to Covid but information given to parents over Class Dojo.</li> </ul>
C	Communication and language skills	<ul style="list-style-type: none"> <li>Rich and inviting reading areas in FS1 and FS2</li> <li>Increased writing/mark making opportunities for the children in FS1 and FS2</li> <li>Various writing impliments to be on offer to the children daily</li> </ul>	<ul style="list-style-type: none"> <li>Soft furnishings removed due to covid but rading areas still present.</li> <li>ECERS used to support development of reading environment in EYFS.</li> </ul>



		<ul style="list-style-type: none"> <li>• Various writing frames to be on offer to the children daily (inside and outside)</li> <li>• High quality texts/stories read to the children daily</li> <li>• Tracking of assessments (reading, writing, fine motor skills, comprehension skills and word reading) demonstrates that children are making progress</li> <li>• Intervention groups are set up once the assessments have been completed</li> <li>• Monitoring demonstrates that children are engaged with multiple opportunities to support the development areas around English</li> </ul>	<ul style="list-style-type: none"> <li>• Writing opportunities are present in all areas of EYFS supported by ECERS audit.</li> <li>• Story of the week used in EYFS</li> <li>• Topic related stories used in KS1</li> <li>• Intervention groups are set up appropriately and regularly reviewed for progress and purpose by class teachers.</li> </ul>
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"> <li>• Our half termly themes will be shaped by our current cohort, class context and be responsive to the children's interest</li> <li>• Knowledge, skills and key vocabulary will be identified and form part of 'knowledge planners'</li> <li>• Pupils will experience a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day</li> </ul>	<ul style="list-style-type: none"> <li>• During lockdown 1, vulnerable families received weekly phone calls from HT.</li> <li>• Food hampers and then supermarket vouchers were distributed to families in receipt of free school meals.</li> <li>• Art projects were run for those at home and those in school to provide enrichment opportunities for all.</li> </ul>
E	To understand and support pupils who have low social and emotional well being	<ul style="list-style-type: none"> <li>• Circle time activities</li> <li>• Time to be given to certain children to talk</li> <li>• Family support worker to support individual pupils who have been identified as struggling with their social and emotional well being</li> <li>• Positive praise and rewards to boost children's self esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Leuven scales were used across the school to establish nurture needs.</li> <li>• Nurture group provided for those identified- a mix of PP and non-PP- but cut short by lockdown 1.</li> </ul>
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"> <li>• Learning Workshops will have highlighted how parents can support learning at home</li> <li>• Reading at home is celebrated with rewards</li> <li>• Expectations in reading are shared with parents e.g. 3 times per week minimal</li> <li>• Homework set is monitored (to see who is returning)</li> <li>• Family support worker to also support and advise parents</li> </ul>	<ul style="list-style-type: none"> <li>• The school planned spend from January to July on the Family Resource Worker was £7,252, but due to COVID only spent £3,016.</li> <li>• Implementation of Class Dojo in line with wider opening in June 2020 supported engagement of those remaining at home.</li> </ul>