

Wrockwardine Wood Infant School & Oakengates Nursery Federation
Wrockwardine Wood Infant School & Nursery Pupil Premium Strategy 2020-2021

| 1. Summary Information | | | | | | | | | | | |
|--|-----------------|---------------|----------|--|---------------|------------------------------------|--|------------------------------|--|------------------|--|
| Total Pupil Premium Grant * | | £66,115 | | Early Years Pupil Premium Grant | | 6 Children | | Strategy Review Dates | | Dec, March, June | |
| Disadvantaged | £60,525 (45) | Ever 6 | £ (0) | Looked After or previously LAC | £4,690 (2) | Service Pupil Premium (SPP) | | £900 (3) | | | |
| <small>*£1,345 per PP child; Looked After Child (LAC) or previously LAC (adopted) £2,345; Service pupils £310 Dis=Disadvantaged PP=Pupil Premium (LAC or Service) SPP=Service Pupil Premium, Pupil premium is available for previously disadvantaged, adopted or service pupils</small> | | | | | | | | | | | |

| 2. Key Stage 1 Attainment | | | | | | | | | | | | | | |
|--------------------------------|--------------------|----|-------------|----|----------|----|----------|----|---------------------------------|----|----------------------------|----|-----------------------|----|
| | Disadvantaged 2021 | | Ever 6 2021 | | LAC 2021 | | SPP 2021 | | Disadvantaged Pupils WWI 2019 % | | All pupils National 2019 % | | All Pupils WWI 2019 % | |
| | ARE | GD | ARE | GD | ARE | GD | ARE | GD | ARE | GD | ARE | GD | ARE | GD |
| % achieving ARE in reading | | | | | | | | | 68 | 11 | 75 | 25 | 77 | 27 |
| % achieving ARE in writing | | | | | | | | | 63 | 0 | 70 | 15 | 73 | 17 |
| % achieving ARE in mathematics | | | | | | | | | 58 | 5 | 76 | 22 | 73 | 23 |

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| 3. Early Years Attainment | | | | | | | | | |
|---------------------------|------|----|----|----|----------------|------|----|----|----|
| Prime Areas | Base | A | Sp | Su | Specific Areas | Base | A | Sp | Su |
| | 48 | 62 | | | | 49 | 60 | | |


| 4. Barriers to future attainment pupils eligible for pupil premium | | |
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| In-school barriers e.g. poor oral language | | |
| A. | Poor oral language skills on entry to Nursery/Reception | |
| B. | Engagement and motivation for disadvantaged pupils across all year groups | |
| C. | Low literacy and numeracy skills on entry to school | |
| External Barriers e.g. poor attendance | | |
| D. | Lack of parental engagement | |
| E. | Lack of opportunity for cultural capital to develop confidence, life and social skills | |
| 5. Desired Outcomes and Success Criteria | | |
| | Desired Outcome | Success Criteria |
| A. | <p>Home visits and Baseline assessments identify pupils with poor oral communication and language skills. Swift interventions ensure these pupils are able to attain in line with their peers.</p> <p>These includes:</p> <ul style="list-style-type: none"> Using the <i>Language and Communication Progression Tool (Communication Trust) in Nursery</i> <i>Implementing the Nuffield Early Language Intervention (NELI) Programme in Reception</i> to secure a baseline, which will identify specific difficulties, and intervention needed. An ELKLAN trained teaching assistant will work collaboratively with the Speech & Language therapist, to plan and deliver a tailored programme, for specific speech difficulties. Listen with Lucy will be delivered in small groups to improve Listening and Attention | <p><i>Early Years Outcomes for Communication & Language show disadvantaged pupils are acquiring a wide vocabulary and are able to communicate effectively with their peers.</i></p> <p><i>The Language and Communication Progression Tool shows clear progress from baseline for individual pupils.</i></p> <p><i>Speech and Language reports show pupils with specific speech difficulties improve rapidly so they are catching up with their peers.</i></p> <p><i>Disadvantaged pupils to achieve a Good Level of Development Prime areas (Personal, Social and Emotional Development, Communication and Language, Physical) plus Reading, Writing and Mathematics at the end of Reception.</i></p> |

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| | <ul style="list-style-type: none"> • Phase 1 <i>Letters and Sounds</i> used to develop vocabulary through music, nursery rhymes and stories • Pre-teaching subject specific vocabulary | |
| B. | <p>Disadvantaged pupils have good attitudes and engage with learning so they make good progress. This will be achieved through:</p> <ul style="list-style-type: none"> • Learning Mentor intervention, the Friends, programme to build self-esteem and confidence • Teaching Assistant support for individuals • <i>Cool Kids</i> programme to improve skills for learning • JIGSAW personal programme which helps pupils to: <ul style="list-style-type: none"> ➤ <i>be highly motivated and eager to join in</i> ➤ <i>share and cooperate well</i> ➤ <i>demonstrate high levels of self-belief, self-control and respect for others</i> ➤ <i>consistently keep on trying hard, particularly if they encounter difficulties</i> | <p><i>Pupils engage well with learning and books show they are making good progress. Pupils can demonstrate that they have gained the appropriate knowledge and skills for their age by talking about the learning in their books or portfolios.</i></p> |
| C. | <p>Quality First Teaching (QFT), learning is planned in a sequential way so pupils are building on what they already know and can do. Identification of pupils falling behind happens quickly and appropriate intervention takes place swiftly so they achieve. Interventions such as:</p> <ul style="list-style-type: none"> • Quality feedback so misconceptions are addressed swiftly • <i>Time to Talk</i>-oral communication and language programme • <i>Talking Maths</i>- to develop mathematical vocabulary • <i>Precision Teaching</i> so pupils quickly increase the words they can read • Comprehension activities so pupils learn the meaning of new words and build vocabulary • Home/School links homework club • Pre teaching subject specific vocabulary | <p><i>22% gap closes between disadvantaged and non-disadvantaged pupils who achieve the Year 1 Phonic Screening Check.</i></p> <p><i>To improve the standards for reading, writing and mathematics in Year 1 and 2 so disadvantaged pupils attain in line with their peers.</i></p> <p><i>2019 Age Related Expectations (ARE) Gaps between attainment of disadvantaged pupils and all pupils</i></p> <p><i>Y1 Reading 17% Writing 17% Mathematics 19%</i></p> <p><i>Y2 Reading 9% Writing 10% Mathematics 15%</i></p> <p><i>Parents are able to support pupils so they continue learning at home</i></p> |

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| D. | <p>Parents of disadvantaged pupils engage by:</p> <ul style="list-style-type: none"> • working with the school and other professionals to improve attendance and punctuality through Early Help Support Plans (EHSP) if necessary • attending Family Learning courses • attending Emotional Health and Well Being programmes for parents led by the Educational Psychologist • attending Incredible Years Parenting programmes • supporting Healthy Movers (Youth Sports Trust) in Early Years (Nursery and Reception) | <p><i>Punctuality and Attendance of disadvantaged pupils improves. School target for attendance 96.5% Punctuality 100%</i></p> <p><i>EHSP evaluations show parents have engaged and targets met.</i></p> <p><i>Evaluations from IYP and FL demonstrate that parents feel more confident to support their child.</i></p> <p><i>The emotional health and well-being of pupils improves so pupils are motivated and engage with learning. Standards in R W M improve for these pupils.</i></p> <p><i>Pupils will be school ready and will have developed a good level of physical literacy. This will give them the foundations and confidence they need for lifelong participation in physical activity.</i></p> |
| E. | All pupils have access to after school clubs and Educational Visits including Y2 residential. | Pupils gain the knowledge, self-belief and cultural capital they need to succeed. |

| 6. Planned expenditure | | | | | |
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| The three headings below enable the school to demonstrate how it is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | |
| 6.1 Quality First Teaching | | | | | |
| Desired outcome | Chosen action or approach | What is the evidence and rationale for this choice? | How will the school evaluate implementation? | Who will lead? | When will the school review actions? |
| C. Disadvantaged pupils, who are falling behind, are identified quickly and appropriate teaching | Revise the curriculum planning to ensure it is coherently planned and differentiated appropriately | <p>Mastery Learning</p> <p>Moderate impact based on moderate evidence</p> <p></p> | Planning is sequential and builds on what pupils already know and can do | DHT EYFS lead SENDCo Governor for PP | Oct Dec Feb April June |




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| <p>is put into place swiftly so they achieve</p> | <p>TA's support pre teaching of subject specific vocabulary Phonics Intervention</p> <p>Max's Marvellous Maths/Talking Maths</p> | <p>Education Endowment Foundation</p> | <p>Pupils will be able to talk about what they have remembered using the appropriate vocabulary using English, Maths, Science and Topic books.</p> <p>Pupils achieve Y1 Phonic Screening check</p> | | |
| <p>C. As above</p> | <p>Senior leaders support less experienced teachers and teaching assistants in the classroom through peer/peer mentoring or study lessons</p> | <p>Feedback High impact based on Moderate evidence</p> <p></p> <p>Education Endowment Foundation</p> | <p>Teachers are able to identify pupils' misconceptions and provide effective feedback so pupils make good progress.</p> <p>Teaching assistants give effective feedback to individuals during phonics and other small group work.</p> | <p>DHT EYFS lead SENDCo Governor for PP</p> | <p>Oct Dec Feb April June</p> |
| <p>A. Virtual home visits and Baseline assessments identify pupils with poor oral communication and language skills. Swift interventions ensure these pupils are able to attain in line with their peers</p> | <p>Using the <i>Language and Communication Progression Tool (Communication Trust)</i> to secure a baseline, which will identify specific difficulties, and intervention needed.</p> <p>An ELKLAN trained teaching assistant will</p> | <p>Communication and Language approach High impact based on extensive evidence</p> <p></p> <p>Education Endowment Foundation</p> | <p>Early Years lead will meet regularly with the Nursery teacher and support staff to implement the strategy and use the Progression Tool effectively</p> <p><i>Early Years Outcomes for Communication &</i></p> | <p>DHT EYFS lead SENDCo Governor for PP</p> | <p>Oct Dec Feb April June</p> |




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| | <p>work collaboratively with the Speech & Language therapist, to plan and deliver a tailored programme, for specific speech difficulties.</p> <p><i>Listen with Lucy</i> will be delivered in small groups to improve Listening and Attention</p> <p>Phase 1 <i>Letters and Sounds</i> used to develop vocabulary through music, nursery rhymes and stories</p> | | <p><i>Language show disadvantaged pupils are acquiring a wide vocabulary and are able to communicate effectively with their peers.</i></p> | | |
| <p>Total Budgeted Costs:</p> <p>CPD and peer mentoring release= £3,500</p> <p>Nursery TA Speech & Language Programme= 10hrs per week £3,659</p> <p>Class TA = 7 x 2 hour per week £6,000</p> <p>Reception TA <i>Listen with Lucy</i>= £1,226</p> <p>DHT/SLT monitoring and support = £8,862</p> <p>Total =£23,247</p> | | | | | |
| <p>Evaluation and Impact</p> | | | | | |
| <p>5.2 Targeted academic support (small group or 1:1 tuition)</p> | | | | | |
| <p>Desired outcome</p> | <p>Chosen action or approach</p> | <p>What is the evidence and rationale for this choice?</p> | <p>How will the school evaluate implementation?</p> | <p>Who will lead?</p> | <p>When will the school review actions?</p> |


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| <p>C. To implement Professional Development on how to support early reading for pupils who are at risk of falling behind and below age related expectations</p> | <p>Precision teaching All staff attend CPD with Educational Psychologist</p> | <p><u>Early Years Interventions</u> Moderate impact based on extensive evidence  <u>Education Endowment Foundation</u></p> | <p>Staff questionnaires after CPD with Educational Psychologist Allocate Professional Development meetings to evaluate implementation and impact on pupils reading</p> | <p>DHT EYFS lead SENDCo Governor for PP</p> | <p>Oct Dec Feb April June</p> |
| <p>B. Disadvantaged pupils have good attitudes and engage with learning so they make good progress.</p> | <p>Learning Mentor intervention, the Friends, programme Teaching Assistant provide effective feedback for individuals <i>Cool Kids</i> programme JIGSAW personal programme</p> | <p><u>Metacognition and self-regulation</u> High Impact based on extensive evidence  <u>Education Endowment Foundation</u> <u>Feedback</u> High impact based on Moderate evidence  <u>Education Endowment Foundation</u></p> | <p>Intervention impact data shows pupils have made progress in knowledge and skills due to intervention. TA's identify misconceptions quickly during the interventions and provide effective feedback so pupils make good progress.</p> | <p>DHT EYFS lead SENDCo Governor for PP</p> | <p>Oct Dec Feb April June</p> |
| <p>Total Budgeted Costs: CPD & Peer Mentoring £500 peer mentoring Class TA x 7 - 2 hour/week £6,000 Learning Mentor Costs = £10,000</p> | | | | | |

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| DHT monitoring and support = £3,000 | | | | | |
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| Total =£19,500 | | | | | |
| Evaluation and Impact | | | | | |
| 5.2 Whole school Strategies (e.g. behaviour approaches, breakfast club, increasing attendance) | | | | | |
| Desired outcome | Chosen action or approach | What is the evidence and rationale for this choice? | How will the school evaluate implementation? | Who will lead? | When will the school review actions? |
| <p>D. Parents of disadvantaged pupils engage</p> | <p>Parents work with the school and other professionals to improve attendance and punctuality through Early Help Support Plans (EHSP) if necessary</p> <p>Parents attend</p> <ul style="list-style-type: none"> • Family Learning courses on line • Emotional Health and Well Being programmes for parents led by the Educational Psychologist • Incredible Years Parenting programmes on line | <p>Parent Engagement Moderate impact based on moderate evidence</p> <p style="text-align: center;"></p> <p>Education Endowment Foundation</p> <p>Metacognition and self-regulation High Impact based on extensive evidence</p> <p style="text-align: center;"></p> <p>Education Endowment Foundation</p> <p>Communication and Language approach High impact based on extensive evidence</p> <p style="text-align: center;"></p> | <p>Pupils will be school ready and will have developed a good level of physical literacy. This will give them the foundations and confidence they need for lifelong participation in physical activity.</p> <p>Barriers to learning are removed so pupils make excellent progress.</p> <p>Parents are able to support learning at home.</p> | <p>DHT EYFS lead SENDCo Governor for PP</p> | <p>Oct Dec Feb April June</p> |

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| | | Education Endowment Foundation | | | |
| <p>E. All pupils have access to after school clubs, remote learning and Educational Visits including Y2 residential.</p> <p>(some suspended during COVID19)</p> | <p>Parents support Remote learning</p> <p>Laptops for home learning</p> <p>EYFS Healthy Movers Home/School link</p> <p>PPG used to fund kit, clubs and visits</p> | <p>Early Years Interventions</p> <p>Moderate impact based on extensive evidence</p> <p></p> <p>Education Endowment Foundation</p> | <p>Pupils' reading/phonic assessments so they are catching up with their peers</p> <p>Children's development in the prime areas are similar to their peers in EY</p> | <p>DHT</p> <p>EYFS lead</p> <p>SENDCo</p> <p>Governor for PP</p> | <p>Oct</p> <p>Dec</p> <p>Feb</p> <p>April</p> <p>June</p> |
| <p>Total Budgeted Costs</p> <p>Learning Mentor Costs= £2,500</p> <p>Uniform= 200</p> <p>Breakfast Club= £300</p> <p>After school Club= 630</p> <p>Piano Lessons= £208</p> <p>Laptops to support Homework = £1,175</p> <p>Educational Visits= £300</p> <p>DHT monitoring and support = £3,000</p> <p>Total= £8,313</p> | | | | | |
| <p>Evaluation and Impact</p> | | | | | |