

Pupil premium strategy statement

1. Summary information					
School	Horndale County Infant and Nursery School				
Academic Year	20-21	Total PP budget	£76,665	Date of most recent PP Review	May 2019
Total number of pupils	80 + 22	Number of pupils eligible for PP	57 = 71%	Date for next internal review of this strategy	January 2020

1. Current attainment - 2018-19 cohort		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (2018 national average)</i>
% pupils achieving the expected standard or above in reading	56%	90%
% pupils achieving the expected standard or above in writing	56%	85%
% pupils achieving the expected standard or above in maths	72%	90%
% pupils achieving the expected standard in Y1 Phonics Screening	43%	89%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils Speaking and Listening skills On Entry to Foundation Stage leading to vocabulary difficulties in Key Stage 1.
B.	Disadvantaged children in Y1 achieve low attainment in the Y1 phonics test
C.	Quality of teaching needs to continue to improve in order to ensure pupils' needs are met.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Inconsistent levels of parental engagement.
E.	Attendance and punctuality/lateness – children missing sessions or inputs to sessions, resulting in an unsettled start to the day.
3. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	<p>Improve oral language skills for pupils eligible for PP in EYFS</p> <p>Measured through proportion of pupils making good progress through Dev. Matters bands</p> <p>Early Talk Boost sessions will increase pupil progress measures by +6 months</p> <p>Launchpad for Literacy will further develop pupils use of vocabulary across the school</p>	<p>Pupils Vocabulary and language skills in EYFS will develop through High expectations of staff linked to high quality texts and range of vocabulary. Speaking and listening intervention for identified pupils in Autumn Term.</p> <p>By end of EYFS 75% will achieve ELG in S&L</p>
B.	<p>An increase in the proportion of children who are eligible for the Pupil Premium and are achieving at age related expectations in phonics.</p> <p>Milestones along the way in. proportion of pupils meeting milestones - end of year phonics check</p>	<p>80% of pupils achieve Year 1 phonics check 60% Y2 re-check</p>
C.	<p>Improve % of good teaching across school through Observations, learning reviews, data analysis and moderation</p>	<p>100% of teaching to be good or better practice in all teaching</p>
D.	<p>Improve parent/carer engagement.</p>	<p>Increase in % parents attending virtual parents evening, EYFS new starters, Curriculum workshops</p> <p>Remote learning opportunities supported effectively by parents</p> <p>Homework, including reading is completed more readily by pupils alongside parents</p>
E.	<p>Attendance rates for disadvantaged pupils will significantly reduce meaning they are in school for longer periods. – weekly attendance meetings</p>	<p>Reduction in late arrivals and persistent absentees among PP pupils so that attendance is at least in line with non-PP pupils (96%).</p> <p>Persistent absentees will be below national rate for all pupils – 8.9%</p>

4. Planned expenditure

Academic year

2020-21

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?
<p>A. Improve oral language skills for pupils eligible for PP in EYFS</p>	<p>Speaking and listening focused sessions planned into the curriculum developing collaborative learning approaches where children of a mixed ability work together to focus on a shared task (EEF teaching and Learning Toolkit)</p> <p>High quality teaching of initial Set 1 Speed Sounds to ensure pupils are ready for phonics by the end of Nursery.</p>	<p>Children do not speak in full sentences missing pro nouns and determiners and often use non-standard language. By working in mixed ability groups for Specific speaking and listening activities they will hear structured language and can model their language with other children's.</p> <p>Evidence and past experience tell us that pupils are working below on entry to Nursery. Although some pupils are ready by the end of Nursery we need to increase the % of pupils at ARE at this stage.</p> <p>The impact of Covid-19 has shown that 100% of pupils on entry to Reception this year are working below ARE in Speaking.</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Showing a good evidence strength of +6.</p>	<p>Monitoring to support TA's in developing language skills and speaking clearly in full sentences, questioning</p> <p>Modelling speaking and listening with the children. Opportunities for collaborative learning through the pupil led learning opportunities.</p> <p>Paired observations of practice (internal and external) Monitor impact through pupil progress meetings and analyses of data.</p> <p>Catch-Up programme – Nuffield Early Language Intervention – funded via Catch-Up funding to run alongside all other early language interventions</p> <p>Regular data analysis and pupil progress meetings will ensure raise in expectations to hold staff to account re: progress of pupils</p> <p>Cost: £7500</p>	<p>JC</p> <p>MMcD</p> <p>MA</p>	<p>Nov. 2020</p> <p>Feb. 2021</p> <p>May 2021</p> <p>July 2021</p>

<p>B. To improve attainment for Y1 pupils in the Y1 phonics test through high quality teaching and learning of an agreed Phonics Programme</p>	<p>Implement a highly effective & evidence based phonics programme (RWI)</p> <p>Lead to monitor effectiveness of phonics programme</p> <p>New and well organised books will accurately link to pupil's phonics knowledge and understanding</p>	<p>EEF states there is a consistent body of evidence demonstrating the benefits of using structured programmes for the teaching of phonics.</p> <p>The evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. Showing a good evidence strength of +4.</p>	<p>Train and keep all staff up to date in an agreed approach to teaching phonics (RWI)– learning walks, lesson obs. Monitoring of books, assessments at least twice per term – weekly mentoring sessions to provide additional monitoring, weekly support CPD for staff</p> <p>RWI leader to use tracking and assessment data to monitor progress and identify vulnerable learners. Training for TAs to ensure effective delivery. Progress reviewed half-termly.</p> <p>Closely work alongside the English Hub through development days to further improve practice</p> <p>Cost: £10,000</p>	<p>JC</p>	<p>4.10.20</p> <p>11.12.20</p> <p>10.02.21</p> <p>30.03.21</p> <p>18.05.21</p> <p>13.07.21</p>
<p>B. To improve comprehension skills in reading for all pupils within Year 2</p>	<p>Further develop the use of the Accelerated Reader programme</p> <p>Clear structure for the teaching of comprehension skills to be established particularly for Y2 pupils</p> <p>Dedicated comprehension teaching session planned into the timetable to support all learners with key comprehension skills.</p>	<p>According to the EEF there is extensive evidence in this area from a range of studies over the last 30 years that on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Evidence and past experience tell us that pupils books linked accurately to their phonics knowledge and reading and comprehension skills. Pupils who accessed the AR programme made accelerated progress in reading in 2018/19.</p> <p>Showing a good evidence strength of +6.</p>	<p>English leader to use tracking and assessment data to support pupil progress meetings to monitor impact of AR programme for those pupils who access this.</p> <p>Comprehension skills sessions to be monitored for their impact in improving pupils' skills.</p> <p>Cost: £3500</p>	<p>JC</p> <p>CB</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>

<p>C. Improve % of good teaching across school through Observations, learning reviews, data analysis and moderation</p>	<p>Planning, marking, teaching and learning are consistent and meet the needs of all learners.</p> <p>All pupils make at least expected or better than expected levels of progress in learning through careful planning and teaching.</p> <p>Books show good progress over time.</p> <p>Staff are able to identify areas for development and can work in partnership with others to further improve performance.</p> <p>TA's are more responsive and pro-active in supporting learning</p>	<p>Evidence shows that quality first teaching for all has the greatest benefit for disadvantaged pupils</p>	<p>Learning reviews, Learning walks, lesson obs. Monitoring of books, assessments at least twice per term – weekly mentoring sessions to provide additional monitoring.</p> <p>Governors to monitor through committee groups, reports by subject leaders, HT reports Cost: £5000</p>	<p>CB SLT</p>	<p>October 2020 December 2020 February 2021 May 2021 July 2021</p>
Total budgeted cost					£26,000
ii. Targeted support					
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?
<p>A. Improved oral language skills in EYFS leading pupils to speak in full sentences</p>	<p>Designated Speaking and listening focused sessions for identified pupils feed into daily learning opportunities using designated programmes Talk Boost/ Early Talk Boost/NELI</p>	<p>On entry some children do not speak in full sentences, by working in focused small groups they will be exposed to a wider range of vocabulary on a daily basis to enrich their speaking and listening skills.</p>	<p>CPD in supporting staff questioning skills and model talking to pupils. Cost: £2000</p>	<p>MMcD</p>	<p>Termly</p>

<p>C. Vulnerable children eligible for PP to make rapid progress by the end of the year in phonics so that they meet age related expectations.</p> <p>Vulnerable children eligible for PP to make rapid progress by the end of the year writing so that they reach age related expectations</p>	<p>Daily 1:1 targeted intervention support for individual and small groups of pupils planned to cater for specific needs as identified in half termly monitoring and daily lessons</p>	<p>EEF states there is a consistent body of evidence demonstrating the benefits of using structured programmes for targeted interventions. Using RWI to deliver 1:1 and small group tuition for identified pupils would be consistent with the school's approach to the delivery of phonics.</p> <p>Identified Pupils receive additional focused writing interventions daily to support them in based on their phonetical development linked to the long term English planning.</p> <p>Phonics intervention have been proven to raise literacy attainment in KS1. The evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. Showing a good evidence strength of +4</p>	<p>Monitoring via observation, work scrutiny and pupil progress meetings</p> <p>Regular review of interventions. Regular communication between all teachers and TA's review of selected groups and children and then these may change dependent on impact and progress made towards children's individual targets and next steps.</p> <p>Cost: £30,000</p>	<p>JC</p> <p>JF</p>	<p>Termly</p>
Total budgeted cost					<p>£22,000</p>
<p>iii. Other approaches</p>					
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?
<p>E. Improved attendance rates for pupils eligible for PP</p> <p>Attendance rates for disadvantaged pupils will significantly reduce meaning they are in school for longer periods.</p>	<p>Office staff will ensure that there is an increased emphasis on preventing children (especially those in disadvantaged group) from being at risk of poor attendance.</p> <p>Weekly monitoring of persistently absentees through systems that ensure parents /carers are fully aware of implications before it becomes an issue.</p> <p>School support getting disadvantaged pupils into</p>	<p>Attendance Improvement admin role allows us to provide additional support for parents which in turns allows for a settled child in school.</p> <p>After reviewing EEF guidance 'Research into Improving Attendance in Schools serving deprived area's', it is clear that strong pastoral support leads to improved attendance as strengthening links between parents and school as well as the wider community promotes and emphasises the importance of education and attendance. The role of the attendance admin would be to bridge these links between home and school.</p>	<p>Restructured admin role to be responsible as part of her duties in reducing absences and improving attendance especially for disadvantaged children.</p> <p>Monitoring of attendance awards – Covid related absences not included.</p> <p>Half termly feedback reports (anonymous) to Governing Body about the types of work being undertaken and the levels of support being delivered.</p> <p>Monitoring of remote learning completed by pupils half termly.</p> <p>Cost: £10,000</p>	<p>AC</p> <p>MO</p> <p>CB</p>	<p>Weekly reviews</p> <p>Half-termly reports to governors</p>

	<p>school and to access their learning.</p> <p>School ensure all PP pupils have access to remote learning opportunities in the event of them needing to self-isolate.</p>				
D. Parental engagement	<p>Regular virtual parenting workshops to help parents with understanding how to support their children at home in phonics, reading, writing, maths & EYFS.</p> <p>Entice parents to attend workshops/parents evening/ return letters and forms with incentives e.g. £50 Tesco voucher raffle etc.</p> <p>Increase regular promotion of events through social media, school app, text message system etc.</p> <p>Continue to support 'Tips by text' programme to support parents in the EYFS.</p>	<p>Evidence from EEF suggests that the association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. Showing a good evidence strength of +3</p>	<p>Tips by Text assessment to be completed at the start and end of the programme to measure pupils progress.</p> <p>Track the number of downloads/views/comments of online presentations following parents' meetings</p> <p>Compare number of parents attending virtual events in comparison to last year and share this with governors.</p> <p>Governors to monitor parents' views at events.</p> <p>Provide electronic resources so parents can access 'Parent View' and other online surveys</p> <p>Cost: £4000</p>	<p>MMcD</p> <p>CB</p> <p>MO</p>	<p>30.09.20</p> <p>July 2021</p>
Total budgeted cost					£46,000

5. Review of expenditure

Previous Academic Year – 2019-20

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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There are no formal data outcomes available for comparison from Summer 2020 due to the on-going COVID-19 pandemic. Achievement was monitored across school with one data collection point in December 2019. The government announced full school closures before the Spring term data collection was made, as such a further teacher assessment was completed in March 2020.

Across the Autumn Term 2019 and early Spring Term 2020, we continued to provide additional experiences for our children through our extended provision, day visits and visitors to school which were tracked through participation registers.

Governors were updated regarding the achievement of children in receipt of the pupil premium grant via governing body meetings and the HT report to governors.

March to August 2020

- Throughout the first period of 'lockdown', school remained open to children of key workers and vulnerable children. We had an average of 4 children attending school childcare sessions each fortnight as we shared childcare with the Junior School next door. All of these children were children of key workers. Vulnerable children remained at home in line with their individual risk assessments and were contacted at least weekly by DSLs.
- During the period of school closure, teachers set weekly tasks to consolidate learning in Maths and English as well as other subject related tasks across the week. These were posted via our online platform 'Seesaw', on our social media channels as well as through the post for those families that requested this. For younger children instructions and basic teaching points were recorded by the teacher to assist with independent learning and access to tasks. Children responding regularly received feedback from their teacher and teachers were able to regularly prompt those children they received limited work back from.
- An analysis of the tasks completed by children identified that 20% of children overall responded regularly, completing almost all of the home learning which was set. A further 70% of children across school completed some tasks across the 'lockdown' period but this was not all tasks and not all subjects were tackled; children chose their preferred activities and ignored others. Despite prompting from teachers via Seesaw and SLT via emails and phone calls, 10% of children across school did not respond to any home learning.
- More detailed analysis indicates that it was children from R and Y2 who responded more regularly to home learning and that children in Y1 were less likely to respond to all tasks set.
- Our wider opening of school in June was successful, despite high levels of anxiety among our parents and staff, with children from EYFS and Y1 being offered their school place. All children in these year groups chose to return to school on a part time basis, x2 days per week. To provide some closure and support transition for our Year 2 pupils, we invited children them into school for one morning/afternoon session for a picnic and inflatable fun sessions with their class teachers.
- Across the summer holiday period, all children were provided with a pack of activities which they could access. Children in Y2 transitioning to their new school were provided with a number of home learning tasks to complete in preparation for the new school year.

A number of additional costs associated with teaching, learning and achievement were incurred as a result of the lockdown. This included purchasing the full subscription to the online learning platform Seesaw and subscriptions to a number of websites providing teaching and learning activities for children.

<p>A. Improve oral language skills for pupils eligible for PP in EYFS</p> <p>A. Improved oral language skills in EYFS leading pupils to speak in full sentences</p>	<p>Speaking and listening focused sessions planned into the curriculum developing collaborative learning approaches where children of a mixed ability work together to focus on a shared task (EEF teaching and Learning Toolkit)</p> <p>Designated Speaking and listening focused sessions for identified pupils feed into daily learning opportunities using designated programmes Talk Boost/ Early Talk Boost</p> <p>High quality teaching of initial Set 1 Speed Sounds to ensure pupils are ready for phonics by the end of Nursery.</p>	<p>Prior to school closing in March 2020, there had been a significant increase in pupils achieving ARE from On entry 23% to 50%.</p> <p>The focused sessions were beginning to feed into classroom practice however school closure meant that we were unable to track this approach further.</p>	<p>Evidence showed that this was a worthwhile action and as such we plan to continue with this approach for the next academic year as the impact of Covid-19 on pupil's oral language skills is unknown however it is likely that knowing our pupils starting points historically that the impact of not attending school for 6 months will have a significant impact on pupils oral language development.</p>	<p>£1500</p>
<p>B. To improve attainment for Y1 pupils in the Y1 phonics test through high quality teaching and learning of an agreed Phonics Programme</p> <p>B. Vulnerable children eligible for PP in make rapid progress by the end of the year in phonics so that they meet age related expectations.</p>	<p>Implement a highly effective & evidence-based phonics programme (RWI)</p> <p>Appoint a Lead to monitor RWI</p> <p>New and well organised books will accurately link to pupil's phonics knowledge and understanding</p> <p>Daily 1:1 targeted intervention support for individual and small groups of pupils planned to cater for specific needs as identified in half termly monitoring and daily RWI sessions</p>	<p>The impact of the new phonics programme in Year 1 was such that we anticipated that 80% of the cohort would pass the phonics test.</p> <p>On their return to school in September 2020, only 24% met the pass mark. Regular ongoing support in Autumn Term will be required to ensure this grows to approx. 60% - with a further 60% passing in June 2021 at the re-test.</p> <p>In-house, phonics tracking data was positive prior to school closing in March 2020. Daily support ensured that the lowest 20% were able to catch-up.</p>	<p>The impact of the new phonics programme ensured consistency in teaching. Pupils began to making rapid progress and it is anticipated that with the skills and knowledge that staff are more confident in delivering the programme which will be more effective in 20-21 to support pupils following school closures due to Covid-19.</p>	<p>£15,000</p>

<p>B. To improve comprehension skills in reading for all pupils within Year 2</p>	<p>Continue to develop the use of the Accelerated Reader programme</p> <p>Clear structure for the teaching of comprehension skills to be established particularly for Y2 pupils</p> <p>Dedicated comprehension teaching session planned into the timetable to support all learners with key comprehension skills.</p>	<p>The impact of Covid-19 on this particular area was significant. By Spring 2020 only a small number of pupils were beginning to access the Accelerated Reader programme. Therefore there is limited evidence of the impact that this had on pupils.</p>	<p>Continue to develop comprehension skills using Accelerated Reader in the next academic year. Pupils to be tested each half term to show progression even if they are not using the scheme.</p>	<p>£3000</p>
<p>C. Improve % of good teaching across school through Observations, learning reviews, data analysis and moderation</p>	<p>Planning, marking, teaching and learning are consistent and meet the needs of all learners.</p> <p>All pupils make at least expected or better than expected levels of progress in learning through careful planning and teaching.</p> <p>Books show good progress over time.</p> <p>Staff are able to identify areas for development and can work in partnership with others to further improve performance.</p> <p>TA's are more responsive and pro-active in supporting learning</p>	<p>Increased monitoring in Autumn and beginning of the Spring Term showed rapid improvements in teaching and learning.</p> <p>Regular monitoring highlighted key areas for improvement, areas to be developed were improved on rapidly by teaching staff.</p> <p>New long term planning for maths and English ensured that progress over time was clearly evident.</p> <p>Use of TA's was highly effective to support the needs of individuals and small groups to make rapid progress.</p>	<p>The impact of Covid-19 will mean that TA's will be predominantly used to support pupil's emotional wellbeing in Autumn Term 2020. However, from the Spring Term 20201, TA's will use the skills gained this year to support pupils to make rapid progress once again.</p>	<p>£5000</p>

School attendance for all children across 2019-2020 is very difficult to map for comparison data due to the impact of COVID-19, full and partial school closures and the choice regarding school attendance given to parents in the summer term.

Our school Attendance Officer continued to work with our most vulnerable families up to and following the enforced lockdown period and where appropriate worked alongside the LA's Attendance Improvement Team.

Attendance (data from Autumn 2020)

28 pupils were in isolation totalling 280 missed school days – despite this figure, school attendance remained 96%, higher than the LA and National for the autumn term.

- From 1st September to 18th December, school attendance overall is 96%. For comparison, the same period in 2019 it was 92.2%.
- We have one two families in receipt of significant support and intervention regarding attendance.

<p>E. Improved attendance rates for pupils eligible for PP</p> <p>Attendance rates for disadvantaged pupils will significantly reduce meaning they are in school for longer periods.</p> <p>D. Parental engagement</p>	<p>Office staff will ensure that there is an increased emphasis on preventing children (especially those in disadvantaged group) from being at risk of poor attendance.</p> <p>Weekly monitoring of persistently absentees through systems that ensure parents /carers are fully aware of implications before it becomes an issue.</p> <p>Regular parenting workshops to help parents with understanding how to support their children at home in phonics, reading, writing, maths & EYFS.</p> <p>Entice parents to attend workshops/parents evening/ return letters and forms with incentives e.g. £50 Tesco voucher.</p> <p>Increase regular promotion of events through social media, school app, text message system etc.</p> <p>Lead pilot 'Tips by text' programme to support parents in the EYFS.</p> <p>School to employ a Parent Support Adviser ½ day per week to monitor attendance and to hold parents to account.</p> <p>School support getting disadvantaged pupils into school and to access their learning.</p>	<p>Attendance Autumn Term 19/20 was lower than planned at 92.2%.</p> <p>Attendance improvement meetings had an impact on some individual pupils attendance, mainly punctuality. A large number of families continued to take unauthorised holidays in term time. Attendance Improvement team informed and formal notices sent to regular poor attendance pupils following LA procedure.</p> <p>LA attendance improvement support requested for Spring Term 2020 took place. Guidance to be used to support future developments.</p> <p>Parents attending some events increased. Maths – 18 parents attended (increase of 16) Phonics/Reading – 14 parents attended (increase of 8) EYFS – 8 parents attended (same as previous year).</p> <p>During school closure due to covid, parents responded well to links on social media/school website to inform them of updates, share videos etc. This has been improved as part of the school remote learning policy for 20/21.</p>	<p>Weekly monitoring to be closely followed so parents can be informed of punctuality/ poor attendance before it escalates. Evidence in first Autumn Term 2020 shows an improvement due to this as attendance is currently 97.8% vs the LA at 78% despite Covid related absences.</p>	<p>£2000</p>
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