



Overview of Pupil Premium Strategy 2020-2023 – IMPACT STATEMENT

First Year 2020-21

St James C of E Infant and Nursery School

School Information			
Total Pupil Premium Budget	£ 13,551.70	Total Number Free School Meals	7
Total number on roll	133	Total Ever 6	7
		Total Armed Forces	0
Date for review	July 2021	Total Child Looked After	2

Barriers to learning

There are several barriers to learning and attainment which affect our disadvantaged pupils. We use this information to alongside their personal data to identify the needs that are specific to each child. These may include language barriers, aspirational barriers, parental engagement barriers and barriers caused through life experiences or lack of life experiences. Our strategies are designed to help to minimise some of the effects of these barriers. We value the use of up to date research strategies such as those provided from the NFER and The Education Endowment Foundation (Teaching and Learning Toolkit and its Early Years equivalent) to help us plan our spending of the pupil premium.

However, this year the obvious barrier to the children's learning was the loss of schooling they have had due to the COVID 19 Pandemic. This brought with it a new set of barriers which are detailed below.

In School Barriers – specific to the children in receipt of the pupil premium at St James'.	
1.	Previous low attainments against starting points
2.	Children have entered the EYFS Nursery and Reception)with lower than expected communication and language skills, heightened further by the recent COVID 19 national lockdown
3.	Reading – Comprehension, usually due to lack of language development
4.	Writing – Sentence and spelling structure
5.	Ensuring more able disadvantaged children reach their full potential

External Barriers – issues which also require action out of school	
6.	Attendance – levels of absence against a small number of PP children, , heightened further by the recent COVID 19 national lockdown
7.	Self Esteem and emotional difficulties , heightened further by the recent COVID 19 national lockdown
8.	Children have entered Nursery and Reception from other settings with low attainment, compared to those in our school nursery.
9.	Children have missed many weeks of school due to the COVID 19 pandemic which has impacted on their wellbeing, as well as academic progress

	Priorities	How?
1.	<p>To increase the proportion of pupils in the EYFS making expected progress in Communication and Language.</p> <p>Rationale: The school are working on advice taken from the EEF publication 'Preparing for Literacy – Improving communication, language and literacy in the early years'. This year we have noticed children entering both our nursery and reception classes with underdeveloped language skills which we would like to focus on. We agree with the EEF when they state that 'Language provides the foundation of thinking and learning and should be prioritised'. Our overarching aim as a school is to identify the needs of our disadvantaged children and help them to overcome any barriers to their learning. By providing support in these crucial early stages will give them skills to help them overcome any issues they may have in reading and writing in the future.</p>	<ul style="list-style-type: none"> • Children quickly identified from transition visits and information to target them early and identify futures strategies for them. • Disadvantaged children will attain as high as or higher than other non-disadvantaged children nationally. • Pupil progress is at least in line with other non-PP children nationally. • Use of COVID catch up funding to purchase further speech interventions and train staff in their delivery • Use of national speech and language initiatives such as the NELI programme and local initiatives such as the WELL programme and I CAN Talk Boost
2.	<p>To increase the proportion of children making expected progress in reading and writing from their starting points.</p> <p>Rationale: When discussing the spending of Pupil Premium, the Sutton Trust stated that 'it's not what you spend, it's the way you spend it.....that's what gets results'. Our aim as a school is to carefully identify the needs of our disadvantaged children and help them overcome any barriers to their learning in relation to specific areas of learning such as reading and writing. When doing this staff are going to use the 8 key principles from the EEF guidance 'Improving Literacy in Key Stage 1'.</p>	<ul style="list-style-type: none"> • Any barriers to learning are identified early and strategies specific to each pupil are put in place to reduce them. • Disadvantaged children will attain as high or higher than other non-disadvantaged children nationally. • Pupil progress is at least in line with other non-PP children nationally. • Follow recommendations from the EEF 'Improving Literacy in Key Stage 1'. • Use of COVID catch up funding to target key children • Use of EEF COVID guidance to support staff and management in how to plan for 'catch up'

		<ul style="list-style-type: none"> Review online learning policy to ensure that children receive a high quality education, if there were to be another national lockdown
3.	<p>To raise self-confidence and self-esteem of the pupils in receipt of Pupil Premium, ensuring their mental wellbeing.</p> <p>Rationale: SENDco and Safeguarding Team have identified a number of pupils will benefit from additional support in this area, either through in school interventions or using outside agencies such as play therapists.</p> <p><i>The EEF states that 'SEL programmes appear to be particularly beneficial for disadvantaged or lower attaining pupils'.</i></p>	<ul style="list-style-type: none"> Children demonstrate a more confident attitudes towards school and have a more positive opinion about themselves. Children will demonstrate improved self-esteem and self-worth. Invest in quality program for delivery of PSHE in school and train staff in its delivery. Again follow recommendations from the EEF Social and Emotional Toolkit and 'Improving Social and Emotional Learning' in Primary Schools, alongside guidance from DFE 'Supporting Pupil Wellbeing'.
4.	<p>The attendance of pupils receiving the pupil premium improves and is in line with the national average (when not in COVID lockdown)</p> <p>Rationale: A specific barrier to learning for a small proportion of our disadvantaged pupils was lack of attendance. It is our duty to support them with this as well as supporting their progress and attainment.</p>	<ul style="list-style-type: none"> Attendance target of 96.1% set for the academic year 2020-2021. Autumn 2020 attendance figures will show continued improvement. Attendance of all vulnerable groups will be tracked by the SLT. Importance of good attendance at school promoted throughout the year through assemblies, attendance challenge/cup, RAG letters etc. There will be increased involvement of outside agencies such as the Inclusion and Attendance Officer for the county. Any children whose attendance falls below or fails to improve will be identified early and action taken.
5.	<p>All pupils, regardless of background will have access to high quality online learning, in the case of a National Lockdown due to the COVID 19 pandemic,</p>	<ul style="list-style-type: none"> There will be comprehensive online learning policy written for the school to ensure a consistent approach between all stakeholders School to ensure that children have access to broadband, tablets etc. for them to complete home learning Training for parents in use of online platforms being used Live sessions for children to talk to staff and interact with peers

Planned Expenditure for academic year 2020-2021

Priority	Aims	Why?	Actions	Success Criteria	Cost
To develop communication, language and vocabulary development in the EYFS.	<p>To increase the proportion of pupils leaving the EYFS at expected in Communication and Language, based on their starting points in Nursery and Reception.</p> <p>To broaden the use of vocabulary and understanding of words.</p> <p>To increase the vocabulary of all pupils</p> <p>To ensure that any gaps or delays are addressed after National Lockdown, through personalised interventions</p>	<p>After transition meetings with local pre-schools and nurseries we have been made aware of the language needs of many of our pupils in the EYFS.</p> <p>Our initial baseline assessments show many children, including those in receipt of the Pupil Premium are entering the setting with under developed language skills, which is typical, but has been exacerbated by the COVID 19 national lockdown.</p>	<p>Assess children's use of language as they enter the setting and work with feeder nurseries to ascertain the pupil's current language levels.</p> <p>Weekly small group reading sessions in Nursery and additional guided reading session in Reception</p> <p>Additional stories/books to be given to pupils receiving PP</p> <p>Circle time and story time to be provided daily to focus on rhyme, nursery rhymes etc.</p> <p>Time to Talk group to run twice weekly for small groups</p> <p>Use of Black Sheep Reception Narrative programme as recommended by our link speech therapist who works with many of or pupils for Nursery and Reception</p> <p>Speech Therapist to train staff in the above programme, who will then deliver in each class 1-2 times per week.</p> <p>Introduce 'Helicopter Stories' to reception pupils to encourage greater vocabulary and storytelling skills (in addition to Talk for Writing).</p> <p>At the Nursery and Reception information evenings, staff will discuss the importance of language and how parents can support at home.</p> <p>PP coordinator/Assistant Head and Early Years Lead to use the EEF guidance 'Preparing for Literacy – Improving</p>	<p>Communication and Language will be embedded in all areas learning through high quality adult-child interactions.</p> <p>A wide range of approaches to communication and language will be evident throughout the EYFS; evidenced in planning, teaching, observations.</p> <p>Children will leave the EYFS at the expected ELG for speaking and those in receipt of the PP are developing in line with their expected age.</p> <p>Children will speak clearly and with increasing vocabulary.</p>	<p>Cost of Black Sheep Reception Narrative – £68</p> <p>2 STAs to deliver 4 20 minutes session of Black Sheep Narrative each week - £932</p> <p>Purchase of Helicopter stories and resources - £40</p> <p>Release time for STA to scribe and help children perform their Helicopter stories in small groups twice a week (1.5 hours)- £ 1050</p> <p>Release time for PP/EYFS coordinator to meet to discuss communication and language development</p>

			<p>Communication and literacy in the Early Years’.</p> <p>http://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/</p> <p>Two STAs have signed up to train in the delivery of the government NELI speech programme which will be delivered to key children</p> <p>Two STAS receiving training for I CAN Talk Boost Programme which will target individual pupils</p> <p>Speech and language activities, alongside suggestions for ‘talk’ activities provided on online learning platform Seesaw as homework, but also as a priority in the likelihood of another National Lockdown</p>	<p>Children can speak in simple sentences that can be understood.</p> <p>In case of National Lockdown, parents will be reminded of importance of ‘talk’ and be provided with ideas and key activities to support at home</p>	<p>in the EYFS £944</p> <p>Release time for two STAS to complete NELI training and deliver in school</p> <p>Release time for two STAS to complete ICAN training and complete with children 3 times per week</p>
Priority	Aims	Why?	Actions	Success Criteria	Cost
<p>To increase the proportion of children making expected progress in reading and writing from their starting points.</p>	<p>To raise the attainment of disadvantaged pupils in phonics and ensure that our approach to the teaching of phonics is effective for all pupils.</p> <p>To ensure that any gaps or delays are addressed after National Lockdown, through personalised interventions</p>	<p>Previous year groups have not all passed the phonics screening test.</p> <p>Progress of our disadvantaged pupils has been slower in Read, Write, Inc than other children, which is typical, but has been exacerbated by the COVID 19 national lockdown.</p> <p>Children have not had face to face daily RWI sessions, as they would in school due to National Lockdown.</p>	<p>Ensure all staff are up to date with RWI training.</p> <p>Ensure that NQT and RQT have opportunities for additional training and visits to other schools, alongside meetings with RWI lead.</p> <p>Daily Read, Write, Inc sessions in small groups.</p> <p>Parental support and training in phonics.</p> <p>Have training for STAs to ensure more can deliver RWI one to one training</p> <p>Early identification of children for RWI one to one training by RWI lead and in Pupil Progress meetings. This fits with the EEF model of Developing Literacy in KS1 and ensures that the teaching is responsive; accelerating learning wherever possible.</p>	<p>Phonics screening test passed by our disadvantaged pupils in both Year 1 and Year 2 resit.</p> <p>Phonics screening test passed by Y2 children in Autumn term after National lockdown</p> <p>Half termly RWI assessments will ensure that all vulnerable groups are making</p>	<p>Peer to peer training for one to one RWI £100</p> <p>Time for STAs to visit other schools to watch delivery of RWI one to one support. £457</p> <p>Cost of STA to cover 1-1 catch up 3 times per week - £2100</p> <p>One to one RWI resources to be sent</p>

			http://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/ In case of another National Lockdown or self-isolation, ensure that RWI sessions continue to be provided daily by staff and assessed in the same way. A coherent and rigorous online learning policy will be written using government guidelines and ensure consistency of approach between staff In a lockdown or if children are isolating, staff will give feedback, listen to readers, mark work as they would in class using the online platform Seesaw Reading interventions provided during lockdown to key children	appropriate progress. KS1 reading results will be in line or higher than the national average. Give RWI lead time to observe and monitor progress across each group; advising and acting if necessary. RWI leads/English lead to monitor work provided by staff on Seesaw	home (cards and booklets)- £250 Release time for NQT and RQT to meet with RWI lead and visit other local schools such as Orgill. £280
Priorities	Aims	Why?	Actions	Success Criteria	Cost
To increase the proportion of children making expected progress in reading and writing from their starting points.	To ensure that all pupils reach expected standard in reading and writing or greater depth if they are more able. To ensure that any gaps or delays are addressed after National Lockdown, through	Sutton Trust research states the benefits of small group work for disadvantaged pupils. Past data shows that our disadvantaged pupils have arrived at school below ARE. Pupil data shows that our disadvantaged children are still attaining slightly lower than their peers with only 25% (1 pupil) reaching the expected level Reading and Writing in 2020 using teacher assessments Data from Year 2 2020	2 STAs employed across 3 classes to ensure that the children work in small groups or have additional support through interventions or mastery sessions. STAs to have training in small group interventions according to needs of the pupils, priority being given to one to one RWI and Black Sheep Narratives. Pupil progress meetings will ensure that interventions specific to the children receiving pupil premium. Pupil premium coordinator to observe interventions used and measure impact termly.	Children make appropriate steps of progress each half term, that is in line (if not higher) than non-pupil premium children. Termly attainment summary will ensure that all vulnerable groups are	STA Group Work based on 3 interventions of 20 mins during the week - £700 STA Training - £700 Training and release time for PP Coordinator- £245

	personalised interventions	show one child in receipt of PP came close to achieving greater depth. Children have missed a considerable amount of face to face learning during the National Lockdown	<p>School Improvement Plan details key areas for development in relation to increasing the percentage of disadvantaged pupils making expected progress from their starting points and increasing the percentage of those reaching greater depth.</p> <p>New reading spines offering a vast range of texts to be written to accompany teaching books in school.</p> <p>Children given access to Oxford Owl library to access a greater range of books, in addition to ones provided already</p> <p>Use of COVID catch up funding to employ STAs for 2 afternoons per week to target key children through re teach and personalised intervention</p> <p>English coordinator to attend 'Role of the reading leader' training at Orgill School</p>	making appropriate progress.	<p>KS1 Literacy Shed training - £200</p> <p>Cost of reading leader training - £200</p> <p>-</p>
Priority	Aims	Why?	Actions	Success Criteria	Cost
To raise self-confidence and self-esteem of the pupils in receipt of Pupil Premium, ensuring their mental wellbeing.	<p>To embed social and emotional group in the EYFS and KS1).</p> <p>To ensure that there is a systematic and consistent approach to the teaching of PHSE across the school and ensure that it fully caters for the needs of our pupils receiving PP.</p>	<p>Safeguarding team have identified several children that would benefit from this group.</p> <p>Increase in early Help referrals over the last year.</p> <p>Several pupils present as having low self-esteem.</p> <p>Increased focus and guidance available on the teaching of PHSE in schools or staff to use and review our correct provision.</p> <p>http://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.PDF</p>	<p>Time to Talk group ran for 12 weeks by STA.</p> <p>Purchase Boxall Profile to establish key areas that children are having difficulties with and plan suitable interventions based on outcomes</p> <p>Nurture group ran within each class</p> <p>Peer to peer support in school where STA from EYFS will watch the Nurture Group provided in KS1.</p> <p>Kidsafe STA to attend refresher training which will have increased focus on Child Metal Health. This will then be shared with staff so that there is a universal approach across the school.</p>	<p>Children will become more confident in whole class and small group situations – evidenced by teachers and during observations by SS of the group.</p> <p>Questionnaire will demonstrate pupils understanding of how they can</p>	<p>Cost of Kidsafe Refresher for one staff member - £284</p> <p>STA Cover 20 mins x2 £466</p> <p>Cost of food/resources for Nurture Group - £50</p> <p>Resources from programme to go home - £100</p>

	To ensure that the children have strategies to support them and help them deal with the COVID 19 pandemic	Covid 19 pandemic and lockdown has meant that pupils have had less time to socialise in school which would normally teach skills to support wellbeing and resilience	<p>Purchase whole KidSafe training with PHSCE lead to deliver to full school</p> <p>Heart Smart PHSE programme to be used throughout the school as lessons and in Collective Worship.</p> <p>PHSE Coordinator to observe teaching of Heart Smart and ensure consistent approach.</p> <p>Use of COVID catch up funding to employ STAs for 2 afternoons per week to target key children trough re teach and personalised interventions</p>	<p>manage own mental health and wellbeing and how they feel about themselves</p> <p>Kidsafe Evaluation will demonstrate children's understanding of how to seek help if needed</p> <p>Early Help minutes and reviews will be positive and proactive</p> <p>Learning walks and lesson observations of staff fusing Heart Smart and Kidsafe</p>	<p>Release time for PHSE coordinator for up to date training and release tie to work with staff £164</p> <p>Cost of whole school KidSafe Training –£700</p> <p>STAs have two afternoons a week back – £2,846</p> <p>Boxall Profile online - £560</p>
	Continue to support access to extracurricular opportunities such as residential.	Positive impact of last years residential for children with SEND and FSM on confidence and general enthusiasm.	<p>Cost of trip to Hawes End.</p> <p>Any trips where children would benefit and are unable to find the funds.</p>	<p>Pupil feedback via questionnaires and school council</p> <p>Parental questionnaire</p>	<p>Cost of Hawes End x2 £200</p>
Enable all children to access online learning	To ensure that all children and parents have the resources and basic skills to complete home learning	During the first COVID National Lockdown, parents contacted school to say that they had limited technology and were not able to access online learning.	<p>New iPads to be purchased to aid online leaning both in school and at home</p> <p>WIFI dongles purchased for pupils who do not have WIFI in houses</p> <p>Source laptops from Sellafield – old stock</p>	<p>All children will be able to access online learning during future lockdowns or if they are self-isolating</p>	<p>Cost of ipads (30) £8,895</p> <p>Cost of dongles (7) - £350</p>

			<p>Training guides written for parents to show them pictures of how to use ZOOM and Seesaw</p> <p>School staff target vulnerable pupils and those who are not accessing work on seesaw</p> <p>One to one training sessions with parents of needed</p>			
					Total	£27,151

Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021.

Our internal, school based, assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum. The outcomes we aimed to achieve in the first year of this strategy by the end of 2020/21 were therefore not fully realised in all age groups. At the end of KS1 0% (3) of our disadvantaged pupils reached the end of year expectations in core areas, despite targeted interventions used by the school. In the EYFS 50% of our disadvantaged pupils reached a good level of development. This based on 2 pupils and the only area one of them did not reach age related expectation was Numerical Patterns (we were an Early Adopter School). Both children reached the expected standards for comprehension, word reading, writing and number. 100% of our disadvantaged pupils achieved 100% on the phonics screening check, which due to COVID, was taken in the Autumn of 2020.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and our online learning platform Seesaw. Many of our disadvantaged pupils were given access to school tablets and two were given dongles to support internet connection. For children in receipt of the Pupil Premium in the Early Years, this had a massive impact on social understanding, as well as language and communication. This will continue to be a focus into the coming year.

Our overall attendance in 2020/21 was similar to previous years at 98.57% with our children in receipt of pupil premium being at 98.58%. This was higher than the national average.

Our assessments (Boxall Profile etc.) and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils and we have observed this more in the Early Years where behaviours such as turn taking and sharing has been a cause for concern for many children due to social interaction. Speech issues have become more prominent and the amount of speech referrals to the NHS has increased in all age ranges, Again, vocabulary and language development will continue to be a whole school focus. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan for the next academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Boxall Profile	Nurture UK
Read, Write, Inc (additional resources)	Ruth Miskin / Oxford Owl
Oxford Owl RWI online library	Ruth Miskin/Oxford Owl
Seesaw Online Learning Platform	Seesaw Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

This academic year we have been part of the WELL Funded 'Making a difference to disadvantaged students' programme which worked alongside the EEF. We continue to be part of the WELL project into the academic year 2021-22. We are also working with the Orgill English Hub to support our teaching of reading and phonics. This will be written into the next academic year of this plan.

For information about use of the COVID Catch up Funding for this academic year, please see our separate plan on our school website. However, all information from now can be found within our Pupil Premium Statement.