

Pupil premium strategy statement 2021 - 2022

School overview

Metric	Data
School name	Westacre Infant School
Pupils in school	271 YR to Y2
Proportion of disadvantaged pupils	19%
Pupil premium allocation this academic year	£53,813.60
Academic year or years covered by statement	2021-2022
Publish date	September 2021
Review date	July 2022
Statement authorised by	Mr A. Edmunds.
Pupil premium lead	Mrs E. Guest
Governor lead	Mrs J. Wright

Disadvantaged pupil attainment for the last academic year results were available. Children achieving the expected standard or above (last standardised KS1 results Summer 2019)

Measure – EXS, GDS	Score
Reading	52%
Writing	33%
Maths	48%

Disadvantaged pupil Teacher assessment Summer term 2021

Measure – % achieving age related expectations or above	Score
Reading	64%
Writing	29%
Maths	50%

Strategy aims for disadvantaged pupils

Measure	Activity	Evidence
Priority 1	To ensure disadvantaged children are given quality first teaching through pre-teaching activities delivered by teachers to prepare them and give scaffolding for whole class lessons.	<p>Rationale for this approach comes from research from the Pre-teaching Autism hub and Reading Centre: 'Pre-teaching is a strategy that involves teaching students concepts or skills prior to a lesson or subject ... Pre-teaching can provide students with more knowledge and confidence when approaching a new topic. This can help to increase engagement and reduce frustration.'</p> <p>The Education Endowment Foundation also promotes the use of and effectiveness of small group and 1:1 teaching and recommends this in supporting the aims of the Tutoring Programme.</p>
Priority 2	Continue to embed RWI phonics reading scheme, including Book Bag books for home readers linked to current in-class phonics teaching sessions to support children in becoming fluent readers. Y2 children who have met the standard in the Phonics Screening check will move onto reading a range of Book Banded books.	<p>The rationale for this is outlined by the Education Endowment Foundation which states that 'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.'</p>

Barriers to learning these priorities address	<p>Children have experienced inconsistency in teaching and a disrupted year of schooling during 2020 -2021 and therefore coverage of subject areas was not as comprehensive as it should have been. The curriculum will be adapted to support the children and fill gaps in learning that were missed.</p> <p>Children's attendance was affected by continuing Covid-19 outbreaks during the previous year. Uptake of blended learning by those children who did not come to school as part of isolated class 'bubbles' may not have been consistent.</p> <p>Parents will need training/support to become familiar with the books and how they complement RWI phonics lessons in class.</p>	<p>'School closures have serious effects on the education, development and well-being of children and adolescents. In addition to depriving them of the necessary social interactions that support and promote their mental well-being, school closures led to remote learning arrangements that did not offer the same educational outcomes. In addition, even in the best settings, socially disadvantaged children and those in greater need of educational support have fallen behind, increasing social inequity between and within countries. World Health Organisation (2/7/2021)</p> <p>The Education Endowment Foundation published interim finding on the impact of Covid 19 attainment gap on 28.1.2021:</p> <p>'The findings suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning. In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils'...Overall performance in both reading and mathematics in autumn 2020 was found to be significantly lower compared to the 2017 cohort, with pupils, on average, making two months less progress in both subject areas compared to the standardisation sample. Worryingly, the study finds that "a very large number of pupils were unable to engage effectively with the tests".</p>
Projected spending	£4,600	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Vast majority of PP pupils to make expected progress with children identified at the end of the Autumn term to make better than expected progress.	July 2022
Progress in Writing	Vast majority of PP pupils to make expected progress with children identified at the end of the Autumn term to make better than expected progress.	July 2022
Phonics	Percentage of Year 1 children passing the phonics screening test to be in-line with national figures, with disadvantaged pupils to be in-line with the whole cohort figure.	July 2022

Other	Maintain the attendance of disadvantaged pupils to be in-line with whole school figure 95%	July 2022
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Targeted academic support for current academic year

Measure	Activity
Priority 1	Continue to facilitate small group pre-teaching intervention groups to introduce new concepts/language and skills required for phonics and literacy lessons. Sessions to be led by class teacher or lead teacher enabling focused support to be given to all PP children (including the more able), to extend their learning further. Build in greater flexibility to the timetable to enable this to take place.
Priority 2	Provide workshop sessions for parents in Reception and Year One to upskill them in how they can support their children at home in learning synthetic phonics. Continue to provide daily phonics lessons and additional small group phonic and word-based short-burst sessions to embed phonic knowledge.
Barriers to learning these priorities address	Children who missed blended learning during lockdown and have not made accelerated progress since returning to full time education need to consolidate key learning concepts. They can be given quality teacher time to accelerate their learning and reduce the gap between them and non-PP children. Greater confidence in applying phonic knowledge will aid children's reading and spelling and indirectly their writing which has been an area of weakness for disadvantaged pupils.
Projected spending	£44,800

Wider strategies for current academic year

Measure	Activity
Priority 1	Continue to embed the breakfast club and ensure that this facility is made known to parents of disadvantaged pupils.
Priority 2	Enrich children's experiences by funding after school Soccer 2000 club each week.
Priority 3	Pay for milk for disadvantaged children
Priority 4	Purchase Service Level Agreement for an Educational welfare officer – part-time
Barriers to learning these priorities address	To improve attendance – the more time the children spend in school the greater their access to teaching time. Children who are not hungry are more ready to learn and the availability of school milk helps to support this.
Projected spending	£4,870

Monitoring and Implementation

Area	Actions	Intended outcomes	Evidence/Rationale for this choice	Challenge and Mitigating action	How will you ensure it is implemented?	Review of implementation			Evaluation			Staff lead			
						Aut		Spr		Sum		Aut	Spr	Sum	
Teaching	Increase small-group focused support for PP children in small groups to practise reading/phonics and writing skills	Children will gain confidence in phonics and their reading will improve. Greater understanding of genres and SPAG will allow them to actively participate in lessons and move their learning forward	External: EEF Internal: Teacher assessments in 2020-2021 showed that the use of pre-teaching moved children from the 'well below' category to 'just below'. There was a small closing of the gap in Y2 Reading between the Autumn and Summer terms of 12%.	<u>Challenge</u> - Lead teacher time and leadership support time to be allocated to the development of staff skills and monitoring of consistency across year groups and key stages. <u>Action</u> - Timetable staff meetings and INSET training to address needs and priorities. Lead teachers to be covered by HLTA's or members of SLT when monitoring or modelling lessons	Learning walks – half termly	NA									Learning walks AE, LT Analyse data AE, Pupil voice AE
					Analyse data										
					Pupil voice	NA									
Targeted support	Pre-teaching sessions initially 1x per week Additional teacher support for small groups	Additional practise in small groups of key skills will accelerate children's learning.	External: EEF Internal: Teacher led small group sessions were found to be more effective in 2020-2021	<u>Challenge</u> -Timetables need an element of flexibility to allow for class teachers to deliver pre-teaching sessions. <u>Action</u> - HLTA's to cover short sessions in class or additional support staff time funded by 'catch up' funds or Tutoring Programme.											SLT
Wider strategies	Inform parents of the need for children to be attending school and that absences will be questioned. Reinforce how minutes lost due to lateness equates to lost learning time.	Children's attendance figures will improve and there will be improved punctuality.	External: DfE (Aug 2020)	<u>Challenge</u> - Ensure all children have a valid reason for not being present at school. <u>Action</u> -Maintain contact with professional agencies within the local authority who could be signposted to identified families. School secretary to call parents if their child is absent and these to be followed up by the Headteacher. Persistent absences to be referred to Educational Welfare Officer. Reason codes for absences to be applied to identify those absences relating to Covid-19 isolation or infection.	Weekly review of attendance figures. Persistent absence to be picked up by EWO										AE, SH, JL

End of Autumn term review 2021

Area	Actions	Review	Next steps
Teaching and Targeted support	<p>Increase small- group focused support for PP children in small groups to practise reading/phonics and writing skills.</p> <p>Pre-teaching sessions to initially be carried out 2x per week in KS1 – one session for English (Reading) and one for Maths.</p> <p>In Reception, PP children will read 1:1 for 2 sessions per week in school an EY practitioner.</p>		
Wider strategies	<p>Inform parents of the need for children to be attending school and that absences will be questioned.</p> <p>Reinforce how minutes lost due to lateness equates to lost learning time.</p>		

Review: last year's aims and outcomes

2020-2021 outcomes have been affected by lockdown and Covid-19 restrictions in place during the academic year.

Aim	Outcome
To ensure disadvantaged children are given quality first teaching through pre-teaching activities delivered by teachers to prepare them and give scaffolding for whole class lessons.	Pre-teaching sessions were monitored and seen to be providing a valuable way of supporting PP children. The children themselves echoed this through 'pupil voice'. Children stated that they felt more confident because they knew what the work was going to be about and they had been given the opportunity to talk about, use equipment or practise before the whole class teaching began. Additional support groups provided children with additional opportunities to practise skill and apply knowledge which enabled PP children to make progress in Reading and Maths at Expected outcomes or above by 14%.
To introduce and embed a phonics reading scheme of home readers to run alongside in-class RWI phonics teaching sessions to support children in becoming fluent readers.	Children's reading books are matched to the level they are working at in their RWI groups which enables them to read with greater confidence as the words relate to the phonemes they have been taught. Regular checks have monitored progress and children have been moved as necessary into different groups according to their ability. Reading in Year 2 – There was an increase of 14% of PP children working at Expected outcomes or above between the Autumn and Summer terms.
	Cost £25,000 plus £14,691
Increase attendance rates and improve punctuality of PP children to be in line with non-PP children (95% attendance)	Attendance figure for PP children for the Summer term 92.5% The Educational Welfare Officer followed up on one child's poor attendance resulting in an improvement. One child from a 'forces' family had poor attendance whilst the family were relocating. One child has poor attendance figures because he is on a modified timetable due to his learning needs. If these children are removed from the figures the data is then: PP attendance 95.07% which is in-line with that of non-PP children. Attendance figure for non-PP children for the Summer term is 95.57%
Wider strategies Widen the opportunity for PP children to take part in extra-curricular activities by paying for Soccer 2000 holiday club. Fund outdoor school for one day 1x per week. (£40 per session).	Soccer 2000 holiday club was available to PP children during the Easter holidays. 64% of PP children attended these sessions at a cost of £630. Holiday club sessions enabled children to have access to quality extra-curricular opportunities and maintain social contact with their peers during the holidays thus benefitting their health and mental wellbeing. Outdoor school once schools returned to full opening in the Spring term has given a wider range of activities and experiences than could be provided on site and met the child's EHCP needs. (Cost £1200).
Children ready to learn – payment of school milk £405	Milk continues to be a valuable way of ensuring that the children have an important source of valuable nutrition and will continue next academic year.
	Cost £3995

End of Summer term 2021 assessment comparison with Autumn term 2020 data

Year 1 (Autumn term data in orange, Summer term in black)

(no data submitted for 1 PP child who is working on Broadmeadow Special School curriculum - this accounts for 7% of PP results)

	Well Below				Just Below				Expected				Above			
	Pupil Premium		Non Pupil Premium		Pupil Premium		Non Pupil Premium		Pupil Premium		Non Pupil Premium		Pupil Premium		Non Pupil Premium	
Reading	50%	21%	32%	21%	—	21%	—	20%	50%	50%	67%	57%	—	—	—	—
Writing	71%	21%	49%	29%	—	36%	—	23%	29%	36%	47%	47%	—	—	—	—
Maths	43%	7%	37%	20%	—	21%	—	17%	57%	64%	63%	61%	—	—	—	—

Year 2 (Autumn term data in orange, Summer term in black)

	Well Below				Just Below				Expected				Above			
	Pupil Premium		Non Pupil Premium		Pupil Premium		Non Pupil Premium		Pupil Premium		Non Pupil Premium		Pupil Premium		Non Pupil Premium	
Reading	36%	29%	15%	12%	14%	7%	12%	13%	50%	57%	71%	56%	—	7%	—	17%
Writing	50%	36%	19%	15%	7%	36%	17%	24%	43%	29%	63%	57%	—	—	—	3%
Maths	36%	21%	11%	7%	29%	29%	23%	19%	36%	50%	65%	63%	—	—	—	12%

The data shows that over the year in Year 2 the gap between the Pupil Premium children and non-Pupil Premium children achieving Expected outcomes and above for Reading has closed from 21% to 9%.

The gap between PP and non-PP children's attainment in Writing has widened during the year from 20% to 31% at Expected outcomes or above.

The gap has also widened in Maths at Expected outcomes or above from 14% in the Autumn term to 25% in the Summer term. However, PP children have made progress children have shown progress with an increase in those achieving Expected outcomes from 36% to 50%.

These assessments show that the teaching priorities for the year to facilitate accelerated progress in Reading and Writing for PP children have been partly achieved over the academic year as a whole with 50% of Year One PP children judged to be 'well below' expected standard in Reading in the Autumn term compared to 21% in the Summer term. In Writing the figures are 71% 'well below' in Autumn term against 21% in the Summer term.

In Year Two the trend is similar with progress being made across the year and between attainment bands in Reading. There is an increase in children working at 'expected standard' or above in Reading (50% in the Autumn term compared to 64% in the Summer term). Assessments for children who started at 'well below' in the Autumn term (50%) show progress into the 'just below' category (36%) in Writing in the Summer. Two children did not remain in the 'expected standard for Writing from Spring to Summer and moved to 'just below', so the percentage of children fell from 43% (Autumn) to 29% (Summer).