

Shadsworth Infant School Pupil Premium Impact 2021

Review of expenditure																																							
Previous Academic Year		2020-21																																					
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)																																				
<p>To significantly narrow the gap between disadvantaged pupils and others in attaining ARE expectations.</p>	<p>Closer tracking of PP pupils by class teachers, SLT, PP Champion</p> <p>Re-deploy TA's to provide additional support in EYFS (GLD) and year 1 (Reading). Children targeted for group work, extra reading to enhance their learning.</p>	<p>Staff closely tracked and monitored PPG children and used quality first teaching to try and narrow the gap. Where necessary focused intervention groups were put in place to achieve accelerated progress.</p> <p>EYFS Table shows % of children who achieved GLD and the % of children who achieved expected (40S) or above in each area.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #D3D3D3;">Area of Learning</th> <th>PPG</th> <th>Others</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Good Level of Development</td> <td>41%</td> <td>42%</td> <td style="background-color: #FFD700;">-1%</td> </tr> <tr> <td>Communication & Language</td> <td>47%</td> <td>54%</td> <td style="background-color: #FFD700;">-7%</td> </tr> <tr> <td>Physical Development</td> <td>50%</td> <td>62%</td> <td style="background-color: #FF0000;">-12%</td> </tr> <tr> <td>Personal, Social and Emotional Development</td> <td>56%</td> <td>54%</td> <td style="background-color: #008000;">+2%</td> </tr> <tr> <td>Literacy</td> <td>44%</td> <td>54%</td> <td style="background-color: #FF0000;">-10%</td> </tr> <tr> <td>Mathematics</td> <td>44%</td> <td>54%</td> <td style="background-color: #FF0000;">-10%</td> </tr> <tr> <td>Understanding of the World</td> <td>47%</td> <td>54%</td> <td style="background-color: #FFD700;">-7%</td> </tr> <tr> <td>Expressive Arts and Design</td> <td>47%</td> <td>54%</td> <td style="background-color: #FFD700;">-7%</td> </tr> </tbody> </table>	Area of Learning	PPG	Others	Gap	Good Level of Development	41%	42%	-1%	Communication & Language	47%	54%	-7%	Physical Development	50%	62%	-12%	Personal, Social and Emotional Development	56%	54%	+2%	Literacy	44%	54%	-10%	Mathematics	44%	54%	-10%	Understanding of the World	47%	54%	-7%	Expressive Arts and Design	47%	54%	-7%	<p><i>The EYFS data shows that there is a minimal gap between pupil premium children and other children achieving GLD.</i></p> <p><i>There are still gaps between most areas of learning with Physical Development having the widest gap along with literacy and mathematics. These three areas of learning will be monitored during half termly pupil progress meetings and targeted in future planning.</i></p> <p><i>There was an even greater focus of PSED due to our pupils returning to school after COVID. In the lockdown that took place in this academic year, teachers also checked on the welfare of pupils and spent extra time on PSED within the curriculum. The data shows that this had a positive impact on our PPG pupils.</i></p>
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Year 1 Phonics

	Pupil premium pupils	All other pupils	Gap
% Working at the required standard	64%	69%	-5%

Year 2 Phonics

	Pupil premium pupils	All other pupils	Gap
% Working at the required standard	82%	68%	+14%

End of KS1

Table shows % of children who achieved expected standard or above in each area of learning

	Pupil premium pupils	All other pupils	Gap
Reading	62%	50%	+12%
Writing	53%	29%	+24%
Maths	62%	46%	+16%

As a school we have focused on phonics standards and teaching and this has had a positive impact on the results of our pupil premium pupils. The gap in pupils achieving the required standard in year 1 has narrowed and in year 2 pupil premium pupils outperformed all other pupils.

Pupil premium pupils outperformed all other pupils in reading, writing and maths.

The gap between disadvantaged pupils and others in attaining ARE expectations has significantly narrowed compared to the previous years.

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ii. Targeted Support																																												
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)																																							
<p>To provide early language intervention for Pupil Premium pupils</p>	<p>Targeted speech and language groups in reception.</p> <p>Targeted use of TA2 to develop English Language through targeted and a monitored intervention EALIP</p>	<p><u>EYFS Communication and Language Results</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Area of Learning</th> <th style="text-align: center;">PPG</th> <th style="text-align: center;">Others</th> <th style="text-align: center;">Gap</th> </tr> </thead> <tbody> <tr> <td>Good Level of Development</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">-1%</td> </tr> <tr> <td>Communication & Language</td> <td style="text-align: center;">47%</td> <td style="text-align: center;">54%</td> <td style="text-align: center;">-7%</td> </tr> </tbody> </table> <p><i>The gap between pupils eligible for pupil premium and all other pupils in Communication and Language has decreased significantly compared to the previous year in which the gap was -22%.</i></p>			Area of Learning	PPG	Others	Gap	Good Level of Development	41%	42%	-1%	Communication & Language	47%	54%	-7%	<p>Speech and language interventions have had a positive impact on closing the gap between Pupil Premium and other pupils. Although this has improved since the previous year, there remains a gap and therefore oracy and speech and language interventions will continue. In addition, we will be looking at employing a speech and language therapist one day a week.</p>																											
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<p>To improve attainment in reading for Pupil Premium pupils so they make accelerated progress</p>	<p>Reading Recovery Teacher – 0.5 Full time TA Reading interventions: FFT Wave 3, BRP</p>	<p><u>Fischer Family Trust</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="text-align: center;">Pupils Eligible for PPG</th> <th colspan="2" style="text-align: center;">Book Level;</th> <th colspan="2" style="text-align: center;">Reading Age Progress (months)</th> </tr> <tr> <th style="text-align: center;">Entry</th> <th style="text-align: center;">Exit</th> <th style="text-align: center;">Accuracy</th> <th style="text-align: center;">Comprehension</th> </tr> </thead> <tbody> <tr> <td>Child 1</td> <td style="text-align: center;">9</td> <td style="text-align: center;">20</td> <td style="text-align: center;">+24</td> <td style="text-align: center;">+27</td> </tr> <tr> <td>Child 2</td> <td style="text-align: center;">9</td> <td style="text-align: center;">20</td> <td style="text-align: center;">+24</td> <td style="text-align: center;">+36</td> </tr> <tr> <td>Child 3</td> <td style="text-align: center;">8</td> <td style="text-align: center;">10</td> <td style="text-align: center;">+5</td> <td style="text-align: center;">+15</td> </tr> <tr> <td>Child 4</td> <td style="text-align: center;">7</td> <td style="text-align: center;">15</td> <td style="text-align: center;">+30</td> <td style="text-align: center;">+31</td> </tr> <tr> <td>Child 5</td> <td style="text-align: center;">9</td> <td style="text-align: center;">18</td> <td style="text-align: center;">+22</td> <td style="text-align: center;">+44</td> </tr> <tr> <td>Child 6</td> <td style="text-align: center;">4</td> <td style="text-align: center;">19</td> <td style="text-align: center;">+30</td> <td style="text-align: center;">+35</td> </tr> </tbody> </table>			Pupils Eligible for PPG	Book Level;		Reading Age Progress (months)		Entry	Exit	Accuracy	Comprehension	Child 1	9	20	+24	+27	Child 2	9	20	+24	+36	Child 3	8	10	+5	+15	Child 4	7	15	+30	+31	Child 5	9	18	+22	+44	Child 6	4	19	+30	+35	<p>Reading interventions have driven up reading standards across school. They will continue to be used in 2021/22 due to their impact.</p>
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iii. Other Approaches																						
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<i>Lessons learned (and whether you will continue with this approach)</i>																			
To improve the attendance of disadvantaged pupils with a key focus on persistent absentees.	Attendance lead in place -Family and Pupil Wellbeing Coordinator	<p><u>Attendance Sept 2020 - July 2021</u></p> <p><i>Persistently Absence pupils - 20 PA pupils were eligible for Pupil Premium (67% of total numbers of PA)</i></p> <p><i>Pupil Premium attendance - 93.2% (authorised 4.9%, unauthorised 1.7%)</i></p> <p><i>Overall attendance is lower than whole school average by 1.5%, both authorised and unauthorised absence are higher than whole school average)</i></p>	<p><i>Our attendance lead provides support to families by working closely with the families to help improve poor attendance.</i></p> <p><i>As the data suggest 67% of persistently absent pupils are pupil premium and the overall attendance of pupils eligible for pupil premium is lower than the whole school. Therefore, the role our Pupil Wellbeing plays in trying to improve this outcome is essential.</i></p>																			

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<p>To provide support to our families so that the wellbeing of Pupil Premium pupils is improved.</p>	<p>Family and Pupil Wellbeing Coordinator in role to work with vulnerable families and support pupils and families with difficulties via a CAF and multiagency intervention.</p>	<p>Our Family and Pupil Wellbeing Coordinator works closely with our families and his work is invaluable.</p> <p>This year (Sept 2020 - July 2021) the Pupil Wellbeing Coordinator has supported;</p> <p>Child Protection Plan - No PPG children have been subject to a CP plan</p> <p>Child in Need - 8 children (PPG 100% of total number of CIN children)</p> <p>Child and Family Plan - 12 children (PPG 71% of total number of CAF children)</p> <p>Looked After Children / Post LAC - 7 children (PPG 100% of total number of LAC / Post LAC children)</p>	<p><i>Due to the high need of families requiring support and a high percentage of these families being eligible for pupil premium we will continue to use our PPG funding towards our Well-being coordinator.</i></p>
<p>To provide enrichment and nurture opportunities for Pupil Premium pupils so they can improve their understanding of the world and their self-confidence.</p>	<p>Artist in residence</p> <p>Weekly nurture group</p> <p>Educational Visits</p>	<p>Our artist in residence provides high quality art sessions for our pupils. The sessions help develop self-confidence and a sense of achievement amongst our most vulnerable children.</p> <p>A number of children throughout the year were supported within a weekly nurture group during lunch times. During this time pupil worked on their confidence, independence and emotional well-being. Improvements in self-esteem and social skills were observed in in the children who attended.</p> <p>As many trips did not go ahead due to COVID enrichment opportunities were provided in school including; visitors to school, pantomime, ice-cream van visit and online music lessons.</p>	<p><i>We will continue with our artist in residence as there has been the sessions have had a positive impact on the self-esteem of the children</i> <i>Next time use Boxhall assessments will be used to measure the impact of the nurture groups.</i> <i>A range of trips and visits will be planned for 2019-20. Pupil premium funding will be used to support families who are unable to afford costings of the trips.</i></p>

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