



## Pupil premium strategy statement 2020-21

This statement details our school's use of Pupil Premium, Early Years Pupil Premium (and Recovery Premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	West Earlham Infant & Nursery School
Number of pupils in school	175 main school
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 year due to fluctuation in numbers eligible although in general principles will always remain the same
Date this statement was published	24 <sup>th</sup> September 2021
Date on which it will be reviewed	24 <sup>th</sup> September 2022
Statement authorised by	S Mardell HT
Pupil premium lead	S Mardell HT
Governor	Sheila Lewis Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,746
Recovery premium funding allocation this academic year	£9,896

Early Years Pupil Premium funding (estimate based on 20-21)	£6,404
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£111,046</b>

# Part A: Pupil premium strategy plan

## Statement of intent

<b>Context</b>
% of FSM in highest percentile compared to national School Deprivation Indicator is in the highest percentile compared to national % children receiving SEN support in highest percentile
<b>Key areas of focus</b>
A. teaching being of a consistently high standard to diminish the difference B. ensuring challenge for higher attaining children C. developing resilience and providing therapeutic support D. improving speech, language and communication skills E. ensuring the maximum number of children pass the phonic check F. ensuring reading is given very high priority G. staff having the appropriate skill set to meet locality need H. families engaging so they can support their child's learning I. ensuring the highest quality early years provision to get children off to the best possible start J. delivering interventions which are highly effective in narrowing the gap
Our strategy plan (see below) addresses all of the above, to ensure that all Pupil Premium children achieve their potential.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The last 18 months has seen far fewer children accessing nursery including 2Year funding. As a result there are a significant number of children now attending reception this academic year you have either not attended an EYFS setting or who have had their attendance severely disrupted.
2	The expected standard for PP KS1 children in reading , writing and maths is lower than their peers
3	Large number of families seeking support and advice for themselves from our FSW because of mental health and DV issues
4	The school has a very high number of children with social, emotional and mental health issues (evidence from Boxall Profile), need for in house alternative school provision to ensure all children's needs met in order to be successful. Large number of families seeking support and advice for themselves from our FSW

5	Approximately 94% of 2 year olds and 84% of 3 year olds in our nursery are assessed every year, with language delay or disorder
6	Many families have poor literacy skills and intergenerational unemployment is a characteristic of our community
7	High level of families who have had social care/Early Help involvement in the past or currently
8	Lack of involvement from professionals such as health visitors and Speech Therapists at an early stage in a young child's life in the last 18 months, has meant delayed identification and diagnosis of specific needs eg communication difficulties, ASD and cerebral palsy.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
A.To provide the highest quality EYFS environment and pedagogy, based on strong EYFS principles & best practice, with a focus on Prime Areas (Personal, Social & Emotional, Communication & Language and Physical Development) Literacy, Mathematics and the Characteristics of Effective Learning to secure a Good Level of Development by the end of reception.	<p>High quality provision (reception classes of no more than 20) that promotes strong respectful relationships enabling children to thrive and flourish.</p> <p>Attendance is good. Children make good progress from very low starting points and the number of children achieving Good Level of Development improves year on year with the gap between national and school, diminishing.</p>
B.To ensure all PP children are equipped with appropriate skills to support their emotional wellbeing and self regulation, and are therefore able to access mainstream learning in class.	<p>All PP children are able to access learning in mainstream classes, with support as appropriate. Children in 'adapted provision' (Mulberry Class) have clear individual entry and exit plans (preferred futures) with the aim that they will rejoin their mainstream class.</p> <p>Children with low scores on the Boxall Profile at the start of the school year have improved scores by the end.</p>

	<p>Children will develop greater resilience, to enable them to fully access learning and thrive with challenge.</p> <p>Reduction in school exclusion.</p>
<p>C.To provide support for SLCN at all three tiers: universal, targeted and specialist support. To provide 1:1 therapy, detailed assessment and reports for PP students as needed.</p> <p>To provide half-termly training sessions to the whole school to ensure the whole workforce is able to offer support for PP children with SLCN needs</p> <p>To ensure that CCS &amp; Health Visitors are referred to at the appropriate time to ensure that NHS services support alongside school</p>	<p>Following on from last year's focus on providing Communication Champions training to all staff, this year we focus on delivering practical workshops to all staff for every area of speech, language and communication. This will increase the range and quality of practical strategies that staff can use with PP children.</p> <p>Word Aware and Signalong training will be updated.</p> <p>An audit of Language for Learning Interactions will have been carried out to ensure that PP children are given maximum opportunities to develop language skills through high quality interactions with adults.</p> <p>Five members of staff will have undertaken NELI (Nuffield Early Language Intervention) training with a specific focus on developing the phonological awareness skills of PP students.</p> <p>The number of children across the school with age appropriate language will reflect as closely as possible UK norms (given levels of SEND) of 2 children out of class of 30 with SLCN</p>
<p>D.Additional TA in KS1 to work with class teachers on individual targets for children who are not making expected progress or where specific gaps have been identified.</p> <p>'To work with children who are at risk of not reaching the expected standard in PHONICS, WRITING COMPOSITION and MATHS at Y1 and Y2.</p>	<p>Accelerated progress from starting points at the beginning of KS1.</p> <p>Children able to access learning independently using taught skills.</p> <p>Continued upward trend in number of children passing phonic check.</p>

<p>E.To ensure consistently high standards in all staff delivering RWI, including those new to the school.</p> <p>To ensure RWI resources are well maintained and available</p> <p>To ensure that families are supported to help their child at home with reading/phonics</p>	<p>The teaching of phonics is systematic and of a consistently high standard.</p> <p>Half termly RWI assessments and Phonics Screening check indicates PP children make accelerated progress.</p>
<p>F.Provide early help/parenting classes 'Solihull'.</p> <p>To identify barriers to children's learning including domestic issues.</p> <p>To support parents' understanding and use of positive behaviour management strategies.</p> <p>To provide support for attendance officer to ensure attendance is always high.</p> <p>Signpost families to courses within the community to support literacy skills</p> <p>Signpost families to services that can support with employment</p>	<p>Increased levels of engagement of families to support their children's education.</p> <p>Decrease in number of families requiring statutory social care intervention.</p> <p>Attendance remains high.</p> <p>PP children whose families are accessing the support and advice of the Family Support Worker, make accelerated progress.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £42,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception children access high quality EYFS provision in class of 20 supported by 1 teacher and 1 EYFS trained TA (50% Early Years Teacher & 50% EYFS Teaching Assistant for an additional Reception class)	EEF +6 – Early intervention	1, 5, 9
RWI resources available and accessible for staff to teach RWI, regular CPD for all staff (online training and RWI development days)  RWI lessons which families including PP families, can access at home, especially in the case of self isolation and targeted	EEF Phonics  EEF Parental engagement	2, 7

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>50% KS1 TA</p> <p>Plugging gaps in phonic knowledge, including red words and phonological awareness.</p> <ul style="list-style-type: none"> <li>- Sentence structure.</li> <li>- Fine motor skills.</li> <li>- Handwriting.</li> <li>- Composition/narrative - developing ideas.</li> <li>- Counting in 1s, 2s, 5s, 10s.</li> <li>- Number bonds to 10/20.</li> <li>- Number knowledge - recognition, understanding what a number is and place value.</li> <li>- regular reading.</li> <li>- comprehension skills.</li> </ul>	<p>EEF Teaching Assistant Interventions</p>	<p>2</p>
<p>Speech and Lang therapist (50% of 2days employed)to lead on CPD to ensure all staff confident to ensure understanding of need and challenges and provide daily opportunities for developing communication and language. Also to continue to keep the school up to date with the latest research and to offer support advice to staff carrying out interventions, the SENCo and families</p> <p>Speech Language Assistant (50% of FT) Speech Language</p>	<p>EEF Oral Language Interventions</p>	<p>5, 9</p>



Assistant 100% of 2 days a week employed to specifically deliver 'recovery' interventions		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £38,758

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Family Support Worker (50% of 4 days employed)	EEF Parental Engagement	6,7,8
Inclusion team manager (50%)  Mulberry class (In house Alternative Provision) Teacher 40 %)  ELSA	EEF Behaviour Interventions    EEF SEL	4

**Total budgeted cost: £111,046**

## Part B: 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.

IMPACT and EVALUATION of 2020-21 Pupil Premium Expenditure																				
Area of expenditure	Analysis																			
<p>1. Early Years Teacher Reception (50%)</p> <p>(EEF +6 – Early intervention)</p>	<p>Reception PP attendance for this academic year 2020-21 was 78% (22% were authorised) All PP children were encouraged to attend during Jan-March 21, although some of these families were initially difficult to persuade to send their children in and were therefore recorded as a C. In addition children were also affected by the requirement to self isolate if family members had tested positive.</p> <p>Pupil Premium (22) children in reception, of which 68% were also on the SEND register, made some progress against <b>age related expectations</b> from very low starting points in another year of significant disruption due to the pandemic. This EExAt data is taken at the end of each term, as teachers complete their assessments.</p> <table border="1"> <thead> <tr> <th>Areas of Learning</th> <th>Autumn 2020</th> <th>Summer 2021</th> </tr> </thead> <tbody> <tr> <td>PSED</td> <td>64 %</td> <td>65%</td> </tr> <tr> <td>C&amp;L</td> <td>68%</td> <td>69%</td> </tr> <tr> <td>PD</td> <td>80%</td> <td>83%</td> </tr> <tr> <td>MD</td> <td>45%</td> <td>46%</td> </tr> <tr> <td>L</td> <td>45%</td> <td>45%</td> </tr> </tbody> </table> <p>14% of reception PP children have subsequently moved to our in-house alternative provision (Mulberry class)</p> <p>23% of reception PP are currently on a diagnostic pathway with</p>		Areas of Learning	Autumn 2020	Summer 2021	PSED	64 %	65%	C&L	68%	69%	PD	80%	83%	MD	45%	46%	L	45%	45%
Areas of Learning	Autumn 2020	Summer 2021																		
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	<p>community paediatricians.</p> <p>55% of reception PP have Early Help or Children’s Services involvement</p> <p>27% of reception PP have had severe disruption to their community speech therapy this year.</p> <p>Engagement with families was challenging because we know that the best way to work with our families is face to face through home visits, story cafes etc. Class Dojo and calls home were established as an alternative means of communication when classes/children needed to SI or there was another school closure January-March 2021. However, 77% of reception PP families were hard to engage with at times during lockdown and teachers needed to liaise with SLT and FSW to maintain adequate communication which included doorstep visits.</p>
<p><b>2.Inclusion team provision (50%)</b>  (EEF +8 – Meta Cog and Self reg/pastoral support)</p>	<p>100% of children attending our in house alternative provision (Mulberry class) were PP. They all accessed in house therapeutic support. 57% of these children successfully returned to mainstream class by the end of the academic year, despite significant disruption Jan-March 21. During the school closure in Jan-March 21 only 1PP child did not attend Mulberry class. Work was provided for them to do at home.</p> <p>There were 2 FEx from Mulberry during the year. 1 of these children transferred to Eaton Hall School (Special School Provision) at the end of KS1 and the other is now attending the junior school’s in house alternative provision.</p> <p>Having Mulberry class this year, has enabled the children in mainstream classes, including PP children, to learn without disruption from significantly challenging behaviour.</p> <p>100% of children who received PT were PP. All children’s BP scores improved</p>
<p><b>3.Speech and Lang therapist (50%)</b>  EY Speech and Lang TA (50%)  . Listening and</p>	<p><b>Key Stage 1:</b> 50 PP children, 15/50 SEND, 1/50 EAL</p> <p>11/50 PP children received further assessment and therapy including 1:1 support/group, auditory memory and speech sounds</p> <p>46/50 assessed as having age appropriate language by Summer</p>

<p>Attention renewable resources</p>	<p>21</p> <p>4/50 made 12 months progress by Summer 21</p> <p><b>Reception:</b> 26 PP children, 11/26 also SEND, 4/26 EAL</p> <p>17/26 received further 1:1 support or group therapy</p> <p>16/26 had age appropriate language by Summer 21</p> <p>1/26 made 24 months progress by Summer 21</p> <p>3/26 made 18 months progress by Summer 21</p> <p>2/26 made 12 months progress by Summer 21</p> <p>1/26 made 6 months progress by Summer 21</p> <p>1/26 made 3 months progress by Summer 21</p> <p>2/26 made no progress according to WellComm assessment despite twice weekly language group intervention.</p> <p><b>Funded 3s:</b> 18 EYPP children, 5/18 SEND, 4/18 EAL</p> <p>7/18 received further 1:1 assessment, support or group therapy</p> <p>18/18 received support from Early Years Talk Boost x3 a week</p> <p>9/18 had age appropriate language by Summer 21</p> <p>1/18 made 24 months progress by Summer 21</p> <p>2/18 made 18 months progress by Summer 21</p> <p>4/18 made 12 months progress by Summer 21</p> <p>1/18 made 6 months progress by Summer 21</p> <p>1/18 was following a typical developmental path but language skills appeared to have regressed post lockdown and school closures.</p> <p>NB: 1. Spring results were lower than would otherwise be expected, due to school closure as a result of Covid-19. All Pupil Premium children with speech, language and communication needs received a weekly video/activity to do at home. Some parents struggled to carry these out and needed additional</p>
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	<p>encouragement.</p> <p>The majority of our interventions are targeted at the EYFS where there is highest level of need. The number of children requiring intervention in Y1 &amp; Y2 is testimony to the effectiveness of the school's approach in the EYFS.</p> <p>Staff training this year included:</p> <ul style="list-style-type: none"> <li>• Word Aware</li> <li>• Signalong</li> <li>• WellComm</li> <li>• Early Years Talk Boost</li> <li>• Communication champion training</li> <li>• Listening and Attention</li> </ul>
<p><b>4. 4RWI 1:1/ Maths</b>  <b>1:1 in KS1</b>  50% KS1 TA</p> <p>Focus: E, F, J</p>	<p>All PP children were given access to 1:1 intervention time for individual RWI targets, maths targets and specific areas of development in writing.</p> <p>Specific areas targeted during 1:1 interventions included:</p> <ul style="list-style-type: none"> <li>- reviewing gaps in phonic knowledge.</li> <li>- developing comprehension skills.</li> <li>- reviewing sentence structure.</li> <li>- practising handwriting.</li> <li>- reviewing place value.</li> <li>- developing number knowledge.</li> <li>- reviewing understanding of the four operations using concrete apparatus.</li> <li>- practising skip counting in 2s, 5s and 10s in order to access multiplication and division calculations.</li> </ul> <p>At the start of year one:</p> <ul style="list-style-type: none"> <li>- 16% of PP children were working at the expected standard or above in reading - this increased by 44% at the end of year 1</li> <li>- 4% of PP children were working at the expected standard or above in writing - this increased by 28% by the end of year 1</li> <li>- 7% of PP children were working at the expected standard or</li> </ul>

	<p>above in maths - this increased by 20% by the end of year 1</p> <p>At the start of year 2:</p> <ul style="list-style-type: none"> <li>- 35.7% of PP children were working at the expected standard or above in reading - this increased by 28.5% at the end of year 2</li> <li>- 32.1% of PP children were working at the expected standard or above in writing - this increased by 7.2% by the end of year 2</li> <li>- 53.6% of PP children were working at the expected standard or above in maths - this increased by 10.7% by the end of year 2</li> </ul>
<p><b>5. RWI resources and training</b></p>	<p>In another year of significant disruption to children’s learning, all PP children made progress from very low starting points. All PP children made progress and moved at least 2 or more groups (some from very low starting points) over the course of the year.</p> <p>Data for ‘expected level’ was as follows</p> <p>September 2020  26% of Reception children were expected (8 out of 31 children)  16% of Year 1 children were expected (4 out of 25 children)  29% of Year 2 children were expected (8 out of 28 children)</p> <p>In July 2021  52% of Reception children were expected (16 out of 31 children)  52% of Year 1 children were expected (13 out of 25 children)  59% of Year 2 children were expected (16 out of 27 children)</p> <p>All staff had access to and completed online RWI CPD to ensure that teaching was consistent and accurate.</p>
<p><b>6. Family Support Worker (50%)</b></p>	<p>15 Families of PP children accessed Family Support worker during 2020-21 This was for a very wide range of issues ranging from:</p> <ul style="list-style-type: none"> <li>• high levels of children who during the year or time in school have been subject to Child Protection (Section 47) or who are subject to Child in need Plan (Section 17)</li> <li>• families accessing Early Help</li> <li>• families with an FSP (Family Support Process Plan)</li> <li>• domestic abuse</li> <li>• supporting challenging behaviour in school and at home</li> <li>• financial issues</li> <li>• housing</li> <li>• alcohol/substance abuse</li> <li>• improving attendance</li> <li>• adult mental health</li> </ul>

- child mental health
- imprisonment

In addition, last year many families of PP children were supported with food and clothes parcels.

Higher level of families with mental health difficulties who have sought help.

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Whilst it is difficult to attribute improvement solely to this aspect of Pupil Premium expenditure, it undoubtedly plays a significant role in stabilising home conditions, providing strategies for behaviour management, protecting children from harmful adult behaviours, signposting to appropriate support services and preventing an escalation to CIN/CP.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*