

| Greenvale Infant and Nursery School Pupil Premium Statement of Impact 2019 /2020 | | | | | |
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| ACADEMIC YEAR | 2019 - 2020 | TOTAL PP BUDGET | £72,000 | Date of Most Recent PP Review | Jan 2021 |
| Total Number of Pupils | 166(R - 2) 30 (Nursery) | Number of Pupils Eligible for PP | 50 pupils = 27% (14 x PP, 35 x FSM, 1 x CIC) | Dates of Next Internal Review of this Strategy | Due to COVID-19 and lockdown review date is as above |

Please note that due to the COVID-19 pandemic the school has no final data for the academic year 2019/20

The government continues to provide funding targeted at addressing underlying inequalities and aiming to tackle the disadvantages that some children experience in life. As a school, we use the money carefully to ensure that our vulnerable children achieve the best support possible. Our OFSTED inspection in June 2017 stated that, *'Disadvantaged pD pupils are making good progress from their starting points, in some cases doing better than other pupils. The pupil premium grant is used effectively to support this progress'*

Barriers to Future Attainment (Current Year groups and whole school)

| In school barriers as identified for 2019 -2020 | |
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| YR (13) 3 children are on the SEND register/ 1 EHCP | Social and Emotional development, communication skills and attainment in the specific areas are lower for this group than for those who are not in receipt of pupil premium funding. |
| Y1(14) 6 children are on the SEND register / 2 children are EAL /2 EHCP | The attainment gap is wide in all three key areas (Reading, Writing and Maths), particularly reading and writing. Focussed interventions are required to accelerate progress and narrow the attainment gap particularly for the SEN pupils and pupils with identified SEMH/language development needs |
| Y2 (24) 11 children are on the SEND register / 4 children are EAL / 3 EHCP | Half the pupils are SEN - targeted intervention is required for academic improvement particularly boys to accelerate progress. Focus on reading development and writing for all vulnerable groups including language development for all pupils |
| Whole School A. | Raise and sustain standards of attainment and progress. <i>(Higher achieving children entitled to pupil premium often make less progress than other higher ability pupils across Key Stage 1.)</i> |
| Whole School B. | Increase learning opportunities for all vulnerable pupils particularly SEN and pupils with communication difficulties through a broad, rich and balanced curriculum <i>(39 children have speech and language intervention programmes either at school level or from the Speech and Language Team. Cognition and learning is a key factor with SEN pupils)</i> |
| Whole School C. | Social and emotional support through targeted therapies and interventions <i>(Low levels of wellbeing/high incidence of SEMH needs amongst PP alongside SEN impacts on confidence and self-esteem. This in turn can inhibit the ability to thrive in class)</i> |
| External Barriers | |
| D. | Increase parental engagement through targeted support groups <i>(Engagement of majority of parents of pupil premium children is low)</i> |
| E. | Attendance, punctuality and behaviour <i>(This has improved in term 1(2019) but still remains a key factor in closing the gaps)</i> |

KS1 Attainment 2019-20 (no national averages due to cancellation of SATS tests and COVID)

Percentage of Pupils who were at EXPECTED prior to school closure

| Key stage 1 | Pupils eligible for PP 2019 -2020 | All pupils Nationally |
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| % achieving at EXPECTED or above in Reading, Writing and Maths | Unable to report | 64.9% |
| % achieving at EXPECTED or above in Reading | Unable to report | 74.9% |
| % achieving at EXPECTED or above in Writing | Unable to report | 69.2% |
| % achieving at EXPECTED or above in Maths | Unable to report | 75.6% |

Review of impact of 2019-2020 pupil premium funding

| Barrier Identified | Desired outcome identified | Outcome achieved |
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| A: Raise and sustain standards of attainment and progress (<i>Higher achieving children entitled to pupil premium often make less progress than other higher ability pupils across the key stage</i>) | Staff have a secure understanding of wave one quality first teaching to ensure all learners make better than good/outstanding progress | <ul style="list-style-type: none"> The following report is based on Spring data as the school closed due to COVID-19 and summer term assessments did not take place. The children assessed as borderline were targeted for intervention in the summer term and this could not take place due to the closure. |

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| | | <ul style="list-style-type: none"> • Staff demonstrate a secure understanding of quality first intervention this is evident in learning walks, book monitoring and gap analysis meetings. The impact of this is evident in books and progress data <p><u>Spring data</u></p> <p><u>Reception:</u></p> <p>Reading – At the end of the autumn term prior to COVID-19 lock down, 53% of children on track to meet expectations</p> <p>Writing – At the end of the autumn term prior to COVID-19 lock down, 33% of children on track to meet expectations</p> <p>Maths – At the end of the autumn term prior to COVID-19 lock down, 70% of children on track to meet expectations</p> <p><u>Year 1:</u></p> <p>Reading – just under half of children are not on track to meet expectations due to COVID-19 – only 57% on track to meet expectations</p> <p>Writing – significant number of children are not on track to meet expectations due to COVID-19 – only 39% on track to meet expectations</p> <p>Maths – A 1/3 of the children are not on track to meet expectations due to COVID-19 – only 61% on track to meet expectations</p> <p><u>Year 2:</u></p> |
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| | | <p>Reading – At the end of the Autumn Term, prior to COVID-19 lockdown – 69% of children were on track to meet National expectations</p> <p>Writing – At the end of the Autumn Term, prior to COVID-19 lockdown – 67% of children were on track to meet National expectations</p> <p>Maths – At the end of the Autumn Term, prior to COVID-19 lockdown – 71% of children were on track to meet National expectations</p> |
| <p>Next steps:</p> <ul style="list-style-type: none"> • This will need to continue into next year to be able to evaluate a full year’s impact. The summer term is a key term for consolidation, intervention and supporting children to achieve greater depth | | |
| <p>B.</p> <p>Increase learning opportunities for all vulnerable pupils particularly SEN and pupils with communication difficulties through a broad, rich and balanced curriculum (<i>39 children have speech and language intervention programmes either at school level or from the Speech and Language Team. Cognition and Learning is a key factor with SEN pupils</i>)</p> | <p>As a school we will ensure that our curriculum is skills based and is accessible for all pupils through a range of practical and cognitive techniques as well as explicit strategies being taught through our topic learning</p> | <ul style="list-style-type: none"> • Staff have begun training in graduated approach to ensure that they focus on quality first teaching followed by additional interventions if necessary to stop over identification of SEN children. The impact is beginning to be seen within the school as children are not being over identified and provision is being put in place earlier to ensure their needs are met and progress is made. Pupil progress meetings have checked that the graduated approach is now being implemented • Training has taken place for all staff on their areas of the curriculum to ensure |

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| | | <p>that they are inclusive and language rich which includes explanation of key vocabulary in context within lessons</p> <ul style="list-style-type: none">• Intervention speech and language groups identified by 'speech link' assessment tool completed in Reception and Year 1 – 12 week programme carried out (due to COVID-19 this has not been completed)• Blooms questions used to ensure a good mixture of open and closed questions throughout teaching. This has been seen during drop ins• NFER speech and language programme applied for via DFE and school accepted but due to COVID-19 it has not been started• Private speech and language technician has been employed and assessing and writing plans for identified children within school. A key member of staff delivers the programmes at least 3 a week• SEN pupils are identified and where appropriate a separate learning plan is now in place – staff are trained and monitored for correct delivery of intervention by the SENco (see file) |
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Next Steps

- **Due to COVID-19 continue to embed the graduated approach and training for staff. The NFER language intervention will need to be implemented as soon as pupils are back in school full time following prolonged absence.**
- **This target will carry forward to ensure that it is embedded across the school to further embed learning opportunities that enhance cognition and learning opportunities for SEN pupils. Meetings will continue to happen in the new academic year focusing on recalling key knowledge and talking about their learning and the skills they demonstrated, including next steps**

c.

Social and emotional support through targeted therapies and interventions (*Low levels of wellbeing/high incidence of SEMH needs amongst PP alongside SEN impacts on confidence and self-esteem. This in turn can inhibit the ability to thrive in class*)

To equip children with the necessary tools to manage their social and emotional well being in a constructive and positive way so that they thrive and are able to access learning

- Play therapist has been employed on a weekly basis to deal with identified children who need 1:1 intervention for a 12 week period. Most children complete these session and those that have, have shown an increased awareness of how to deal with their SEMH – due to COVID-19 some children have not yet finished their programme
- Nurture group runs in 2 sessions a morning and afternoon. The children have been identified through the Boxall profile and targets have been given for their SEMH needs. Children within this group have been shown to use the techniques they have been taught to deal with outbursts of emotion, anger and are less withdrawn in some cases. The programme runs for approximately 7 terms. Pupils who complete their time in Nurture are then able to access the

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| | | <p>curriculum and progress can be seen academically and emotional through observations, boxall records and teacher pupil progress meetings.</p> |
| <p>Next Steps:</p> <ul style="list-style-type: none"> • Nurture for KS1 to continue with the identified groups to ensure pupils are social and emotional able to deal with their feelings following a prolonged period of absence due to COVID-19. • Continue to equip staff with the tools to deal with emotional outbursts and behaviour associated with SEMH | | |
| <p>D. Increase parental engagement through targeted support groups (<i>Engagement of majority of parents of pupil premium children is low</i>)</p> | <p>A greater home-school relationship, where parents feel heard and supported and teacher gain a greater understanding of their pupil premium children and their needs</p> | <ul style="list-style-type: none"> • Pupil premium parents are informed of any interventions and discussions have taken place. Due to COVID-19 further meetings/discussions were unable to take place. Earlier meetings focused on communication about their child's progress and supporting the families to support their children with specific learning needs/areas where needed. Parents responded well and were grateful for the opportunity to talk about and be involved in their child's learning. • Prior to the government lockdown, the families were sign posted through the family Liaison officer. In addition to this, food bank vouchers were arranged and given to families in need. During lockdown the school distributed food |

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| | | <p>packages to PP families and continue to do so.</p> <ul style="list-style-type: none"> Charities were contacted for some PP parents who need key items of furniture such as a cooker to ensure that families had all essential household items to fulfil their basic needs The school worked closely with the Salvation army during the autumn term to ensure PP parents were given Christmas parcels including presents for the children Those families that continue to be vulnerable PP during lockdown have been contacted frequently and options for their children returning to school have been discussed |
| <p>Next Steps:</p> <ul style="list-style-type: none"> The Pupil Premium lead teacher will continue to develop these relationships with existing pupil premium children and work to establish these relationships with any new families eligible for PP funding. The Pupil Premium lead will continue to work closely with the SENco and Family Liaison Officer to support families | | |
| <p>E. Attendance, punctuality and behaviour <i>(This has improved in term 1 but still remains a key factor in closing the gaps)</i></p> | <p>Attendance and punctuality for PP pupils is 96% with 10% persistent absences</p> <p>The school target of 96%</p> | <ul style="list-style-type: none"> Attendance has improved and the FLO continues to have 2 weekly meetings with the Attendance Advisory Practitioner. Parents of children who continue to be persistently absent have |

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| | | <p>been sent letters, had meetings over the phone and in some cases fines have been given out.</p> <ul style="list-style-type: none"> • Schools attendance for PP pupils has improved and is in line with the rest of the school between 94%-96% • During the previous lock terms during COV ID-19 the school continued to be above National for attendance (see file) • Attendance policy has been updated in line with Medway and COVID-19 • FLO continues to be contact with vulnerable PP families to ensure that reasons for non attendance are recorded and parents are support to get their children into school • Attendance rewards each term • Progress for PP children was improving prior to lock down – COVID-19 lock down has impacted on most pupils progress and attainment |
| <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to monitor attendance and persistent absences with FLO and AAP • Ensure that progress is rapid for PP children especially after a prolonged absence from school due to COVID-19 • Continue to close the gap academically between non-disadvantaged/ disadvantaged children academically • Continue to build relationships with PP parents to ensure they are fully aware of the importance of attendance linked to academic progress | | |

