



Pupil Premium Strategy Statement

The Mead Infant and Nursery School is committed to providing an outstanding educational experience. Raising the attainment of disadvantaged pupils is part of our commitment to help all pupils achieve their full potential.

Our School Aims:

To work together so that all members of The Mead Family can achieve their full potential.

1. Summary information					
School	The Mead Infant and Nursery School				
Academic Year	2021 2022	Total PP budget	£18,484 Financial year 2021-22		
Total number of pupils	262 Yr. R- Yr. 2	Number of pupils eligible for PP	13 (FSM) 14 (PP)	Date for next PP Strategy Review	March 2022

2. Latest published attainment 2019		School Pupils eligible for PP	School	National Data All pupils
<i>No statutory assessments in June 2020 or June 2021 due to Covid-19</i>				
KS1: % achieving Expected in reading		Year 2 Cohort 4: children	92%	75%
% achieving Greater Depth in reading			45%	25%
KS1: % achieving Expected in writing			86%	69%
% achieving Greater Depth in writing			29%	15%

KS1: % achieving Expected in maths		75%	92%	76%
% achieving Greater Depth in maths		0%	38%	22%
Year 1 % passing phonics check	Year 1 Cohort 2 children	100%	90%	82%
Children achieving GLD at end of Reception year	Year R Cohort 2 children	50%	84%	72%

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school*)

A	Not all pupils eligible for PP by the end of year 2 achieving a pass in the phonics test. Slower rate of progress in reading and writing than non-PP children.
B	Limited life experiences often lead to low self-esteem, confidence and resilience
C.	Lack of focus and concentration in some lessons

External barriers (*issues which also require action outside school*)

D.	Occasional poor attendance causes concern and causes pupils to miss vital learning
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2. Outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
All PP children to make accelerated progress from their starting points in line with non-PP in Phonics, Reading, Writing	Data from SIMs phonics check scores and end of Key stage results in June 2022 shows PP in line with non-PP children
PP children will show increased levels of confidence and resilience when completing learning tasks	Observations show an increase in levels of engagement for PP children
PP children will show high levels of engagement with their learning when in class	Observations will show PP children engaging in their learning and making good progress

Planned expenditure

Academic year	2020/2021
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How will we use the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies?

Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. All PP children to make accelerated progress from their starting points in line with non- PP in Phonics, Reading and Writing	Whole class phonics – Purchase of Little Wandle Phonics scheme (previously Letters and Sounds) Whole class shared reading and individual reads. New schemes to be purchased- Bug club shared and phonic decodable read books,	High expectations for all Increased staff expertise and skills with regards to phonics/ reading teaching Exposure to quality texts and full breadth of phonics phases for all	Staff training on phonics and reading (teachers/ support staff) Practice phonics checks half termly to monitor progress Short 5 min catch up sessions after daily phonics for individual children	LA-reading and phonics lead	December 2021

	Talking Through Stories Demonstration of paired reading sessions to parents and guardians to increase confidence.				
		Increased staff knowledge of children's current attainment to ensure consolidation of learning within class	Clear skills progressions in place for reading, writing and phonics New whole school phonics long term plan in place		
B. PP children will show increased levels of confidence and resilience when completing learning tasks	Learning Behaviours specifically taught Each lesson has a clear learning behaviour focus Zones of Regulation (ZoR) are consistently used by all staff and children. Parents feel confident to use the language of ZoR and support their child to regulate their emotions	Learning behaviours taught, modelled and celebrated and as a result children are upskilled ZoR used by all stakeholders to share how they are feeling and to identify strategies to moderate their behavior.	Monitoring by SLT	SLT	December 2021

<p>C.</p> <p>PP children will show high levels of engagement with their learning when in class</p>	<p>Introduction of CPOMs as a whole school system for recording concerns and incidents of poor/challenging behaviour. SLT to add to CPOMs</p>	<p>Comprehensive reports of behaviour trends on CPOMs will provide SLT with a wealth of information to analyse trends and therefore support in planning for adaptations to provision where appropriate</p> <p>To ensure pupils are happy, feel safe and are ready to learn after a disruptive two years of education.</p>	<p>Analysis of behaviour trends undertaken half termly by SLT</p> <p>In school monitoring e.g. planning scrutiny/ informal drop ins, pupil interviews</p>	<p>Senior Leadership Team</p>	<p>December 2021</p>
<p>£4698</p>	<p>Total budgeted cost :</p>		<p>New reading schemes: Little Wandle Phonics program £1200 Little Wandle resources £940 – phonics resources and decodable reading books linked to phases Bug Club shared reading £349 C-POMS - £950 Talking Through Stories £250 Decodable reading books to support phases £1000</p>		

Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A. All PP children to make accelerated progress from their starting points in line with non- PP in Phonics, Reading, Writing</p>	<p>Leapfrog Precision teaching Numicon intervention</p> <p>Prioritise children for catch up support</p>	<p>To close any gaps that may have arisen due to a period of school closure</p> <p>Upskilling members of staff so that there is a greater understanding of the children's needs and next steps, so that children make more progress during interventions</p>	<p>Ensure interventions chosen carefully based on research e.g. EEF – high impact, low cost</p> <p>Inclusion Leader to monitor children's progress in intervention groups and ensure strategies implemented are followed up in class</p>	<p>AB</p>	<p>December 2021</p>
<p>B. PP children will show increased levels of confidence and resilience when completing learning tasks</p>	<p>ELSA support 1 to 1 with targeted children</p>	<p>Children to learn strategies and techniques to support them in managing their anxiety when in the classroom, so that they are more engaged, ready to learn and resilient when mistakes are made.</p>	<p>ELSA supervision meetings Opportunity for ELSA to work with teaching staff and share ideas so that strategies are followed up within class</p> <p>Resources e.g. books purchased to support work done by ELSA</p> <p>Play therapy training for the ELSA</p>	<p>AB NS- ELSA</p>	<p>December 2021</p>
<p>C. PP children will show high levels of engagement with their learning when in class</p>	<p>Introduction of CPOMs for SLT to use as a system for recording concerns and incidents of poor behaviour</p>	<p>Comprehensive reports of behaviour trends on CPOMs will provide SLT with a wealth of information to analyse trends and therefore support in planning for adaptations to provision where appropriate</p> <p>To ensure pupils are happy, feel safe and are ready to learn after</p>	<p>Staff training on CPOMs</p> <p>Analysis of behaviour trends undertaken half termly by SLT</p> <p>In school monitoring e.g. planning scrutiny/ informal drop ins, pupil interviews</p>	<p>Senior Leadership Team</p>	<p>December 2021</p>

		a long period of school closure			
Total budgeted cost:£11,656			ELSA provision – £3800 ELSA supervision meetings (£250) Play therapy course £127 Targeted TA intervention – training and TA hours to support first quality teaching in the classroom. £7,479		

Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase child's life experiences (cultural capital)	Pay for 1 club per half term per child if required	Provide a range of life experiences	Inclusion Leader to track engagement	AB	
Ensure that all children feel part of The Mead Family	Contribute up to £45 per child for uniform.	Ensure that all children feel part of the school community	Inclusion Leader, school business manager to track expenditure	AB SH	
Total budgeted cost:£2130					Allocation available for clubs - £1500 Uniform £630
Total PP expenditure					£18,484

Review of expenditure				
Previous Academic Year	2019/2020			
Quality of teaching for all				
Chosen action / approach	Evidence of actions	Evidence of impact	Lessons learned and next steps	Cost
Additional academic support for Disadvantaged pupils	<p>Trained Teaching Assistants (TA) to provide additional support to targeted children identified on the termly progress tracking system.</p> <p>Interventions include Extra Reads, Keep Up sessions, Snap Maths, Individual behaviour and reward system, Individual support programmes, Leapfrog (literacy intervention), Precision teaching</p>	<p>Pupils will make at least expected progress in literacy and numeracy and will attain at least national expectations.</p> <p>Raised confidence and attitude towards English and Maths.</p>	<p>Some of these interventions did not continue in the second half of the Spring term or the Summer term due to school closure related to Covid-19.</p> <p>TAs continued to support children at home as directed by the class teacher.</p> <p>Inclusion Leader continued to liaise with parents to ensure that work was differentiated appropriately and packs of speech and language activities were provided by the speech and language therapist. Phone calls were made home to follow up this support.</p> <p>Contingency plan for remote learning in plan (SEPT 20) took into account feedback from staff and parents</p>	£7141

<p>Additional support for Disadvantaged pupils experiencing emotional difficulties</p> <p>The aim is to remove the barriers to learning and to have happy children in school and at home.</p> <p>The ELSA are trained and regularly supervised by the Educational Psychologist.</p>	<p>To provide a trained Emotional Literacy Support Assistant (ELSA) who can facilitate emotional support sessions.</p>	<p>All pupils will have high quality emotional support during times of need.</p> <p>Increase confidence in discussing emotional feelings and issues.</p> <p>Increase confidence in discussing emotional feelings and issues.</p> <p>Range of tools to help children</p>	<p>ELSA continued to communicate with targeted children and parents via weekly letters/ postcards/ phone calls and tasks throughout lockdown.</p>	<p>£3,100</p>
<p>School uniform – providing grants for families to purchase school uniform</p>	<p>To enable all pupils to feel part of the school and follow the school policy on uniform.</p>	<p>Pupils will feel part of the Mead family and will be able to follow school uniform policy</p>	<p>Uniform was purchased for one family. They were able to start the academic year feeling part of the school.</p>	<p>£180</p>
<p>To provide devices and data for the internet to families unable to access online learning.</p>	<p>To ensure that all pupils can access online home learning whilst self-isolating due to Covid 19.</p>		<p>Ipads were wiped and set up for home learning.</p> <p>A Wi-Fi dongle was purchased to provide Wi-Fi for one family.</p> <p>Data sims were made available</p>	<p>Technician time £200</p> <p>WIFI dongle £50</p>