



Pupil premium strategy statement: The Mead Infant and Nursery School 2021-2024

This statement details our school's use of 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 | The Mead Infant and Nursery School |
| Number of pupils in school | 326 |
| Proportion (%) of pupil premium eligible pupils | |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 2022-2023 2023-2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | November 2022 |
| Statement authorised by | Tracy Creasey |
| Pupil premium lead | Angela Bedford |
| Governor / Trustee lead | Pam Keane |

Funding overview

| Detail | Amount |
|---|---------------------|
| Pupil premium funding allocation this academic year | £21,080 2021- 22 |
| Recovery premium funding allocation this academic year | £1,417.50 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ |



Part A: Pupil premium strategy plan

Statement of intent

At the Mead Infant and Nursery School, we are committed to ensuring that all of our disadvantaged children achieve the best possible outcomes. Developing the whole child is at the heart of our ethos at The Mead and ensuring that all of our children become happy successful lifelong learners

We aim for all of our disadvantaged pupils to make the best start to their education journey by achieving as well as their non-PP peers by ensuring that they make strong progress within their academic, social and emotional learning.

Our pupil premium strategy is aimed at accelerating progress and promoting attainment across the whole curriculum and draws on evidence about the effectiveness of different approaches. This strategy also sets out the challenges/ barriers to learning that our disadvantaged children face and our intended outcomes for them. It sets out our approach as to how we will continue to reflect upon and further improve our quality first teaching for all so that it supports the current needs of our children, and how targeted interventions will be put in place where appropriate.

Funding is allocated to a range of interventions, which are delivered individually, or in small groups co-ordinated by the Deputy Head. These interventions focus on closing gaps, accelerating progress or extending learning in language, literacy and numeracy, and also on supporting the emotional well-being of vulnerable children and families.

Pupil premium spending in the school's Nursery is focused on helping children and families get ready for school, providing information and advice to parents and working with them to support learning both in nursery and at home.

Pupil Premium funding is supplemented by funding from the school's central allocation and the interventions often involve a mixture of children eligible for Pupil Premium and those who are not, to ensure that these highly effective interventions are available to all pupils who may benefit from them.

Pupil Premium and other available funding may also be allocated to clubs and trips to enable all pupils to participate in these enrichment activities regardless of family income, or used to support the purchase of school uniform and other resources.

Staff at The Mead recognise that they are building on the skills and experiences that children enjoy at home and they aim to build relationships with all families, including those eligible for Pupil Premium, to ensure that children can engage fully with their learning and benefit from the opportunities open to them. The school values the role that all parents play in their child's education and are always willing to meet with parents to talk through the progress of their child.



The school recognises that children eligible for Pupil Premium are a diverse group of children with different backgrounds, abilities, strengths and needs. We also recognise that not all children from low-income families will be disadvantaged and that not all pupils who are disadvantaged will be eligible for pupil premium.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Some PP children can show difficulties in retaining phonic knowledge and applying phonics consistently within their writing. |
| 2 | Some PP children have lack of fluency in number and recall of basic number facts. |
| 3 | Some PP children start school with attainment in communication and language lower than that of their no PP peers. |
| 4 | Some PP children can show lack of confidence within the classroom, difficulties engaging with their learning and in regulating their emotions. |

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 |
|--|--|
| All PP children to make accelerated progress from their starting points in line with non-PP in Phonics, Reading, Writing and Maths | <ul style="list-style-type: none"> ○ Data will show that PP children achieve in line with non-PP children at the end of each Key Stage (EYFS and KS1) and are shown to be making at least expected progress throughout each year. ○ Monitoring of whole class phonics and whole class reading sessions will show that teaching is consistently good or better across the school and that there is challenge and support for all learners to make good progress ○ Analysis of data shows that pupils with gaps in learning are taking part in timely interventions that ensure good that ensure good progress is made to |



| | |
|---|---|
| | <p>close gaps between themselves and their peers</p> <ul style="list-style-type: none"> ○ Monitoring of one to one reading sessions show that diagnostic reading assessments are used effectively and reading books are accurately matched to the child's current phonic level |
| <p>PP children will show increased levels of confidence and resilience when completing learning tasks</p> | <ul style="list-style-type: none"> ○ Observations show an increase in levels of engagement for PP children. ○ PP children will be able to apply independently learnt 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. ○ Zones of Regulation is used effectively by the children to identify their emotions and support them returning to the 'Green Zone' ready to learn. ○ They will be confident learners who are able to use and apply the school's behaviours for learning across the curriculum. |
| <p>PP children will have equal access to opportunities and show high levels of engagement in learning</p> | <ul style="list-style-type: none"> ○ Observations will show PP children engaging in their learning and making good progress ○ Parents of PP children will feel confident and well equipped to support their children with their learning ○ PP children will have access to technology to access remote learning when needed ○ PP children are shown to making good progress in speaking and listening and achieving at least age related expectations |



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: £6700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Little Wandle Phonics programme resources (DFE validated systematic synthetic phonics programme)</p> <p>Little Wandle Phonics program £1200 Decodable reading books to support phases £3000 £1500 – phonics resources</p> <p>Little Wandle Targeted catch up intervention- £1000 (catch up funding)</p> | <p>‘Evidence shows that teaching phonics is the best way to teach children to read’ (DFE’s Reading Framework 2021). In addition, an effective synthetic phonics scheme is classed as a high impact strategy, for very low cost based on extensive evidence on the Education Endowment Foundation (EEF) Teaching and Learning Toolkit. ‘There is convincing evidence of the value of systematic synthetic phonics (SSP), including the seven-year study by Johnston and Watson undertaken in Clackmannanshire, published in 2005, which has been especially influential in England.’ (Reading Framework 2021)</p> | 1 |

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

Budgeted cost: £7,449

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Additional reading support 1 to 1 support £6000 One to one tuition is deemed as a high impact strategy for moderate cost based on moderate evidence on the</p> | <p>Additional reading support 1 to 1 One to one tuition is deemed as a high impact strategy for moderate cost based on moderate evidence on the EEF’s Teaching and Learning toolkit. Evidence from last year’s one to one reading support showed that children made good progress in the</p> | 1 |



| | | |
|--|--|----------|
| <p>EEF's Teaching and Learning toolkit. Evidence from last year's one to one reading support showed that children made good progress in the summer term from these interventions.</p> <p>Whole class Share reading Bug Club £349</p> | <p>summer term from these interventions.</p> | |
| <p>Speech and Language Interventions- ELKLAN £600</p> | <p>Oral Language Interventions are rated as a high impact strategy, for very low cost based on extensive evidence on the EEF's Teaching and Learning Toolkit</p> | <p>3</p> |
| <p>Literacy for All -12 weeks £500 (catch up funding)</p> | <p>One to one tuition is deemed as a high impact strategy for moderate cost based on moderate evidence on the EEF's Teaching and Learning toolkit.</p> | <p>1</p> |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 8,750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>ELSA support for targeted children 4 afternoons a week all year = £5000</p> <p>SEND TA support Ready to Learn- emotional regulation £3000</p> | <p>Children will 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. The ELSA programme is grounded in psychological theory such as theory of motivation (Maslow, 1970) and theory of multiple intelligences (Gardner, 1983), and stemmed from the work of Goleman (1995), who suggested that a child's success in</p> | <p>4</p> |



| | | |
|--|---|----------|
| | <p>school is not based solely on intelligence, but on emotional and social characteristics developed early in life. We believe that these early interventions to meet children's social and esteem needs can have a huge impact upon their academic achievement. Looking at case studies and our analysis of previous year's attainment data within school we can see that children receiving ELSA interventions have made good progress.</p> | |
| <p>Funded access to extracurricular clubs/ activities/ school uniform £750</p> | <p>Evidence of data from our external club providers shows a low percentage of pupil premium children accessing this provision. Our holistic approach taken since September 2020 aims to increase pupil engagement/ sense of community/ inclusive curriculum and relationships. We feel that greater access to these opportunities will have a positive impact upon their engagement in school and as a result their attainment</p> | <p>4</p> |

Total budgeted cost: £22,899



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.

| Review of expenditure | | | | |
|--|--|--|---|---------|
| Previous Academic Year | 2020/21 | | | |
| 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, KeepUp sessions, Snap Maths, Individual behaviour and reward system, Individual support programmes, Leapfrog (literacy intervention), Precision teaching, phonics catch up</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 Springterm 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</p> | £14,760 |



| | | | | |
|---|--|---|--|--------|
| | | | <p>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> | |
| <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>- Targeted ELSA support for pupils across the school from Nursery to Year 2 continued throughout the year, including during lockdown where letters from our ELSA and targeted activities continued to be provided</p> | <p>Positive feedback/ comments from both staff and parents following ELSA provision, who noted an improvement in self-confidence and wellbeing/happiness in their children</p> <p>Increase confidence in discussing emotions and issues.</p> <p>Range of tools to help children</p> | <p>ELSA provision has been highly successful this year as shown by evidence</p> <p>There continues to be a high need for this within the school following another period of lockdown Jan/Feb 21 so will need to be prioritised again next year. To also focus on other areas that might increase wellbeing, confidence and engagement within learning e.g. funding PP attendance at extracurricular clubs when they restart in Autumn 21</p> | £3,620 |



| | | | | |
|--|--|---|--|--|
| <p>Funding for clubs, trips and school uniform</p> <p>Additional unplanned Spend on meal vouchers for PP children during school closure and holidays</p> | <p>To enable all pupils to feel part of the school and follow the school policy on uniform.</p> <p>Funding for enrichment activities including clubs and trips will be made available as required.</p> | <p>Pupils will feel part of the Mead family and will be able to follow school uniform policy</p> <p>children engage with the curriculum and enjoy all aspects of school life.</p> | <p>Uniform was purchased for one family.</p> <p>They were able to start the academic year feeling part of the school.</p> | <p>£680</p> |
| <p>Parents PP of children able to effectively support their child with remote learning when necessary</p> <p>Tablets and data were provided for students without access</p> <p>Purple Mash used as an online platform for learning</p> | <p>Contingency plan for remote learning in place Sept 20 which was reviewed and monitored by SLT</p> | <p>Monitoring of remote learning indicated high level of engagement for the majority of pupils</p> <p>Where engagement was low and children identified as low these children were encouraged to attend school</p> | <p>The use of Purple Mash was successful and daily recorded teaching videos</p> <p>Weekly zoom meetings were provided with the parent and child enable teachers to check in on well-being and engagement with those PP children who did not attend school.</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> |
| <p>Total Spend : £19,310 (Actual received : 18,484)</p> | | | | |



Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|------------------|-----------------|
| | |
| | |