

Pupil Premium Strategy Statement 2020-21



School overview

Metric	Data
School name	Ashfield Infant and Nursery School
Pupils in school	205
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£30,900 (23)
Academic year or years covered by statement	2020 - 2023
Publish date	October 2020
Review date	September 2021
Statement authorised by	Mrs R Field
Pupil premium lead	Mrs R Little
Governor lead	Mrs D Wilkinson

Disadvantaged pupil progress scores for last academic year

Measure (CP4 – March 2020)	Rec 4	Yr1 10	Yr2 14
Reading	100%	70%	71% (79%)
Writing	100%	60%	57% (68%)
Maths	100%	60%	64% (75%)

Strategy aims for disadvantaged pupils

Measure (Cp4 March 2020)	Reading	Writing	Maths	Science
Meeting expected standard at KS1	15/25 60%	14/25 56%	15/25 60%	19/25 76%
Achieving high standard at KS1	3/25 12%	1/25 4%	2/25 8%	NA
Measure	Activity			
Priority 1	Reading – purchase of new reading books for each age range to support learning in phonics and overall attainment in reading. iPads to support children with home learning and use of e-books for motivation. 7K			
Priority 2	Outdoor Learning – develop outdoor area for Year 1. To replenish outdoor learning in EYFS existing areas. £7k			
Barriers to learning these priorities address	To support development of key reading skills; to 'narrow the gap' and to consolidate/build on prior learning as part of the			

	<p>recovery curriculum in reading</p> <p>To support home learning for focus children and overcome barriers in terms of access to learning resources</p> <p>Physical development in EYFS and Year 1 – fine motor skills development</p> <p>Support and develop imaginative and play to develop wider vocabulary, writing skills and speaking and listening/social interaction</p> <p>Develop critical thinking skills and independence to support key behaviours for learning across EYFS and KS1</p>
Projected spending	14k

Teaching priorities for current academic year Year 2

Aim – Meet EOY Exp	Target	Target date
Progress in Reading	67%	July 21
Progress in Writing	50%	July 21
Progress in Mathematics	75%	July 21
Phonics	67%	July 21
Science	75%	July 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	Daily reading; core learning behaviours intervention; Black Sheep; Talk Boost; NELI; Phonics Interventions (NNP)
Priority 2	On Track Maths/Max's Marvellous Maths; Lego Therapy; Supergirls/Good to Be Me; Kofi & Lola;
Barriers to learning these priorities address	Encouraging wider reading and providing catch up/overlearning in core areas of curriculum
Projected spending	7.5K

Wider strategies for current academic year

Measure	Activity
Priority 1	To improve wellbeing through outdoor play, exploration and engagement with the natural world
Priority 2	To develop resilience, build self-esteem, confidence and social and communication skills
Barriers to learning these priorities address	Children have a wide range of social and emotional barriers to learning, including anxiety, lack of self-confidence and self-esteem, low resilience and lack of critical thinking and independent learning skills
Projected spending	7.5k

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To maximise impact in terms of pupil progress in the event of disruption to teaching and	CPD in use for technology to support home and blended learning

	learning caused by home or blended learning To ensure that resources and provision effectively targets identified core learning skill development	Gap analysis to ensure resources and outdoor provision target key skills
Targeted support	To effectively assess the individual needs of children who have wide ranging experiences during home learning	Individual pupil premium plans target specific gaps in learning and skill development, supported by PP lead and SENDCo.
Wider strategies	Children experience a wide range of barriers to learning requiring sufficient time for staff to support the children in addition to core learning	Increased contact time for support staff. Training staff and parents if possible due to current restrictions MHFA ELSA training if available

Review: last year's aims and outcomes

Aim	Outcome												
PP pupils will make at least good progress in all areas.	Progress data from CP4 shows that the following percentage of pupils made at least good progress in the core subjects: EYFS: 100% RWM combined Year 1: 75% RWM combined Year 2: 85% RWM combined												
The gap between PP and non-PP pupils in English will reduce.	The gap between PP and non-PP pupils in English in Yr2 at CP4 was 1% in reading and 6% in writing												
PP pupils will make at least expected progress in their spoken language skills.	Spoken Language data from CP4 shows that the following percentage of pupils made at least expected progress: EYFS: 100%												
PP pupils show high levels of engagement with learning.	Boxhall profiles show improvement of pupils had improved scores after time spent in Rainbow Room. Forest Schools observations in the Early Years show focus pupils are exhibiting the COEL.												
The attainment gap between boys and girls in the Foundation Stage continues to diminish for writing, moving & handling and language & communication.	<table border="1"> <thead> <tr> <th>F1&F2</th> <th>2018-19 Boys Girls</th> <th>2019-20 Boys Girls</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>40% 60%</td> <td>75% 100%</td> </tr> <tr> <td>PD – M&H</td> <td>40% 60%</td> <td>100% 100%</td> </tr> <tr> <td>CLL – L&A</td> <td>80% 60%</td> <td>100% 100%</td> </tr> </tbody> </table>	F1&F2	2018-19 Boys Girls	2019-20 Boys Girls	Writing	40% 60%	75% 100%	PD – M&H	40% 60%	100% 100%	CLL – L&A	80% 60%	100% 100%
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	CLL – U	100% 60%	100% 100%
	CLL – S	100% 60%	100% 100%
<p>CP4 data shows the gap between boys and girls has been narrowed in 4/5 areas compared to the previous year apart from in writing where there was a 5% increase in the gender gap.</p>			