

**Eastfield Infants and Nursery Academy Pupil Premium 2019 – 2020**

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| **Review of expenditure** | | | | | |
| **Previous Academic Year** | | **September 2019 – July 2020** | | | |
| **COVID-19**  Due to the changes to educational provision caused by the COVID-19 pandemic our use of the funding was adapted to meet students’ needs as they arose, whilst making every effort to maintain the principles outlined in this document.  During this time Laceyfield had the following Key priorities:   * Ensure the health, safety and wellbeing of all staff and families * Retain a sense of connectedness * To safely reopen the academy * To take into account DfE requests and advice from Public Health England   Pupil Premium champions will draw from the Children’s Commissioner and the Education Endowment Foundation publications:  <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>  <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>  They will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with all stakeholders. | | | | | |
| **Attainment July 2020 NA** | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| **Children in receipt of pupil premium funding (PP) meet or exceed national standards through QFT (and when required they are supported by wave 2 and 3 interventions)**  **To enable gifted and talented PP children to be challenged appropriately.**  Enhance pedagogy so that Quality First Teaching is extraordinary and has the greatest positive impact on pupil outcomes. (ADDKP2) | * QFT – CPD * Shared vision and focus across EYFS, KS1 and KS2 * pupil progress meetings to target support where needed through quality assessments * Middle leaders provide bi-weekly CPD to enhance teaching and learning * Curriculum intent is clear and articulated by all consistently * RWI Development days continue to evaluate and deliver continues CPD for the teaching of phonics. * Middle leader phase meeting to support Mastery Maths and Reading – ADDKP2 * Subsidised support for curriculum enrichment programmes | | * Pupil Premium champions on SLT. Shared vision with Assistant Principals leading on both sites. * Assessment data compares data for PP and Non PP, Autumn term only completed in academic year 19/20. Data reported to governing body. * Pupil progress meeting follow data collection points and individual pupils are discussed and progress monitored. * Full programme of CPD developed, to provide quality training that will impact on QFT * During lockdown this continued through Google meets additional online training was available and a CPD library for staff to access. | * SLT PP Champion is a key driver in ensuring that the PP children are always in the forefront of receiving the support and interventions that are required to ensure their developments and achievements are in line with ALL others. * During lockdown every effort was made to ensure that ALL children could access online learning or provided with a paper copy. Staff went above and beyond their duties to ensure this happened. Regular contact was made with all families to ensure that we were meeting their needs fully. * All staff responded positively to the opportunities available for CPD and this can be followed up in the new academic year.   The drive towards improving standards through the delivery of Quality First Teaching will continue to be a key driver in the new Academy Development Dream. The impact of school closure for six months halted the progress and training but firm foundations have been laid and we will continue to build on these over the next few years, eradicating under-achievement and bringing attainment and progress in-line with National.   * **We want every child to achieve their full potential.** | **£30,000** |
| **To continue to develop effective interventions programs in English and Maths (inc RWI 1:1, precision teaching and speech and language within EYFS)** | * Pre and post teaching led by skilled TAs and Teachers * Same day intervention * RWI intervention to support the progress of phonics * Speech and Language Therapy to develop early oracy skills * Mastery Maths teaching CPD for all | | * This was in place for the academic year 2019/2020 and will be picked up and in place for 2020-2021 | * Due to COVID 19 transition into Year 1 reviewed (see on a page) to include Continuous Provision and objective based planning. * All activities to enhance and inspire learning through our curriculum should be encouraged and further developed through the new project based curriculum and developing speech and language.   This will provide ‘life’ experiences that some children will not even access from home and enrich their lives and provide aspirations for their future and support the teaching of English and Maths and develop a lifelong love of learning. | **£30,000** |
| **Improve behaviour, social and emotional wellbeing**  **SEND needs are identified and met** | * Every opportunity in place to support high aspirations and external assessments through extra-curricular clubs, sports coach, breakfast club, lego club etc. * Staff to monitor vulnerable pupils and ensure that barriers to learning are swiftly removed and converse with the Care Team for added support * Social, emotional and mental health intervention from the Care Team deliver effective pastoral and behavioural, social and emotional wellbeing support. * Effective small group and individual interventions are in place (lego therapy, games club, football club) * Alternative provisions are in place for targeted children at lunchtime when required * Improved self-esteem and social development through the ‘Bees’ and restorative, unconditional positive regard. | | * Nurture team have continued to build their own expertise through additional training and qualifications, supported by positive regard. * The Nurture Nooks provide support for emotional health and well-being and a comfortable place to regulate for learning. * Alternative lunchtime provision available to all pupils who need space/quiet/fewer distractions ‘Games Club’, ‘Football Club’. * Regulate, Relate, Reason has supported staff and children in quickly return children back to their learning. * PHABS assessments are completed with individual children * Targeted sensory circuits interventions are delivered to remove barriers to learning * ‘Beehaviours’ have been adopted and support positive behaviour across the whole school. | * The emotional wellbeing of ALL children will be a key priority on the return to school after lock down.   Social media platforms supported families throughout the pandemic and created a sense of community and support for all families.   * More individual cases were dealt with by SLT with regular communication. * SLT PP champions ensured that ALL vulnerable families received their FSM vouchers and were on hand to support families throughout lockdown. This included; the delivery of breakfast packs supported by Magic breakfast charity. This provision continued throughout the summer holidays in association with The Community Larder and the local church to provide packed lunches every week (96 families across Laceyfield took up this offer during the holidays). * The positive ‘beehaviours’ will provide a framework of support and expectation for children and families returning to school in September 2020. | **£20,340** |
| **Attendance and punctuality of disadvantaged pupils is raised.**  **Reduce/ remove attendance barriers for disadvantaged pupils**    **Reduce the number of children recorded as late after register.** | * Caring supportive environment where children want to attend and feel safe * Monitoring of attendance in line with attendance policy and completed daily by care team and admin. * Attendance is positively supported and absences challenged where appropriate * Attendance of disadvantaged pupils to be monitored and interventions to take place as required. | | * Individual support programmes available as and when required. * Attendance monitored weekly and comparisons made. * Attendance data displayed on each classroom door. | * Attendance is an on-going concern and a target for each academic year. * Laceyfields will continue to work alongside their families to ensure that we keep attendance % at or above 96%. | **£20,000** |
| **All safeguarding concerns and families who require support via EHA, TAC, CIN, CP, including levels of deprivation are swiftly addressed.** | * Early Help Assessment completed to identify family needs * All SLT have two-day safeguarding training * DSL attends all multiagency meetings * Staff regularly capture the voice of the child which is relayed into multiagency meetings * Classroom support * support individual children through difficult periods – aiming to raise self-esteem, aspirations etc. * Care Team/SLT are readily available to individual children whenever the child feels they need support * endeavour to remove barriers to learning that may not be addressed by the child’s parents /guardians * Additional CPD opportunities for Care team in time to talk and lego therapy | | * New recording system C-POMS is introduced across the school to improve communication and provide evidence of behaviour and safeguarding concerns. This ensures opportunities for SLT to oversee all concerns and ensure that they are all addressed. * Clear SLT roles ensure responsibilities are allocated across the team * Staff all have responsibility for the safeguarding and receive regular updates and training, training pathways continue to be met and are met during lockdown * The Nurture Nooks provide support for emotional health and well-being and a comfortable place to regulate for learning. | We are all responsible for the safeguarding of all pupils at all times.  This provision is continuous and on-going. | **£10,000** |
| **Parental support for learning and aspirations for their children are raised** | * Promote high aspirations at all opportunities – parents evening, showcase events etc. * English and Maths Parents workshops * Development of ‘Laceyfieldlouth’ PTA | | * Laceyfield operates an open-door policy and parents are encouraged to share any concerns at any time with CT’s or SLT. * Parents are actively encouraged to be involved and play a big part in the education of their child * Subject Leads actively organise events that allow adult participation and involvement * High aspirations are shared with all shareholders * Laceyfield PTA events successes; disco, bingo and breakfast with Santa. | * Parental involvement in learning activities, information meetings and social events is both encouraged and offered. * The role of subject leads and their subject action plans focus on family learning and engagement. | **£10,000** |