



FILEY CE NURSERY & INFANTS ACADEMY PUPIL PREMIUM STRATEGY STATEMENT



EBOR ACADEMY TRUST

1. Summary information

School	Filey Church of England Nursery & Infants Academy				
Academic Year	2020/21	Total PP budget	£59895	Date of most recent PP Review	Jan 2021
Total number of pupils	238 incl: N2=53	Number of pupils eligible for PP	60 32.4%	Date for next internal review of this strategy	Summer 2021

Whole School 2019/20 Overview – No data available for 2019/2020 due to Covid-19 (National Lockdown)

Reading, Writing & Maths – Year 2				GLD			
School	Reading	Writing	Maths	School	National	National Gap	School Gap
	-	-	-	-	-	-	-

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	<p>Teacher assessments identify Pupil premium Literacy as a target area for group development with 35% (8 child out of 23) on track to meet ELG in Reading July 2021</p> <p>Continue to deliver speech and language support from entry to school in the EYFS and throughout the year groups.</p>	
B.	<p>Initial Year 1 Phonic Screening shows that 14% (3 out of 21 children) of Pupil Premium are on track to meet the expected standard in the Phonic Screening Check July 2021</p>	
C.	<p>31% (5 out of 16) Year 2 Pupil Premium children are on track to meet the expected standard in Reading 2021.</p> <p>31% (5 out of 16) Year 2 Pupil Premium children are on track to meet the expected standard in Writing 2021.</p> <p>38% (6 out of 16) Year 2 Pupil Premium children are on track to meet the expected standard in Maths 2021.</p> <p>Children will benefit from a wide range of experiences to inspire creative writing and give meaning to their writing. Pupil Premium children will also receive daily reading opportunities and targeted interventions when appropriate.</p> <p>Develop mathematics same day interventions across Key Stage 1 to allow Pupil Premium children to keep up with the mathematics curriculum.</p>	
D.	<p>Create experiences that widen the children's vocabulary through a creative curriculum.</p> <p>Continue to develop writing and give children the passion to write especially pupil premium boys.</p>	
E.	<p>Foster self-esteem in all pupils through the comprehensive school approach to develop the whole child, not just academic achievements.</p> <p>Offer a variety of extra-curricular activities for all children (approaching Pupil Premium children in particular) to develop confidence, encourage particular interests and consolidate learning.</p>	
4. Desired outcomes how they will be measured		Success criteria
A.	48% of pupil premium children will be on track to achieve ELG in Reading instead of the 35% on track in Autumn 2020	More pupil premium children in Reception will be on track to achieve ELG in Reading July 2021
B.	52% of pupil premium children will pass the Phonic Screening check instead of the 14% on track in Autumn 2020	More pupil premium children will pass the Phonic Screening check in July 2021

C.	<p>At least 44% of pupil premium children will achieve the expected standard in Reading at the end of year 2 July 2021 instead of 31% on track Autumn 2020.</p> <p>At least 44% of pupil premium children will achieve the expected standard in Writing at the end of year 2 July 2021 instead of 31% on track Autumn 2020.</p> <p>At least 56% of pupil premium children will achieve the expected standard in Maths at the end of year 2 July 2021 instead of 38% on track Autumn 2020.</p>	<p>More pupil premium children will meet the expected standard in Reading, Writing and Maths at the end of Year 2 July 2021.</p> <p>The progress of eligible pupil premium children will be in line with non-eligible pupils as they become more confident and focused in lessons.</p>
D.	<p>Increase pupil confidence and passion for writing.</p> <p>Increase in pupil premium children especially boys achieving the expected standard in writing.</p>	<p>Children will have increased confidence and more opportunities for creative writing inspired by a creative curriculum and class enterprise opportunities.</p>
E.	<p>Children will have a wealth of extra-curricular activities to raise self-esteem and support the development of the whole child.</p>	<p>Children will develop socially and benefit from raised self-esteem with confidence in their own abilities.</p>
	<p>The above groups of children will receive quality 1st class teaching and appropriate booster groups/interventions to increase the number of Pupil Premium children achieving the expected standard at the end of Reception, Year 1 and Year 2. These vulnerable groups will be highlighted during Pupil Progress Meetings and monitored closely throughout the year. A wealth of extra-curricular activities and nurture groups will support the development of pupil self-esteem.</p>	

5. Planned expenditure

Academic year	2020/2021				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. 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?

<p>Raise the level of attainment of GLD for pupil premium children.</p> <p>The progress of eligible pupil premium children will be in line with non-eligible pupils as they become confident and focused in lessons.</p>	<p>Whole class phonics. Focus group Language Links.</p> <p>1-1 daily reading for pupil premium children. Whole class and focus group use of the Mighty Writer resource.</p>	<p>To extend pupil vocabulary.</p> <p>To build confidence and knowledge in phonics.</p> <p>To build the application of phonic skills.</p> <p>Develop creative thinking and talking leading to early creative writing.</p>	<p>Monitoring through observation.</p> <p>Pupil progress meetings.</p> <p>Team meetings.</p>	SLT	Termly
<p>Increase the number of year one children passing the phonic screening check particularly pupil premium children.</p> <p>Increase the number of pupil premium children achieving the expected standard in reading, writing and maths at the end of year 2.</p>	<p>Focus group Language Links. 1-1 daily reading for pupil premium children. Whole class and focus group use of the Mighty Writer resource. Whole class phonics. Small group Phonic booster activities. Whole class use of Mighty Writer to develop creative thinking and structure for writing. Reading books link directly to phonic teaching. Use White Rose planning materials and Maths No Problem activity books to develop mathematical skills and problem solving. Introduce same day mathematic interventions to enable children to keep up with the curriculum.</p>	<p>To build confidence and knowledge in phonics.</p> <p>To build the application of phonic skills.</p> <p>To use Mighty Writer as a resource developing creative thinking and structure for writing.</p> <p>To use mathematical knowledge and skills to problem solve.</p> <p>Same day maths interventions will enable children to keep up with the curriculum.</p>	<p>Monitoring through observation.</p> <p>Pupil progress meetings.</p> <p>Team meetings.</p>	SLT	Termly

	Total budgeted
Daily Reading	£18240
Language Links	£ 1068
Mighty Writer Resources and Staffing	£ 4560
Phonic Booster Group costs	£ 5700
White Rose & Maths 'No Problem' resources & planning costs	<u>£ 1260</u>
	<u>£30828</u>

ii. 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?
Increase the number of year 2 children achieving the expected standard in maths especially pupil premium children.	1 st Class @ Number Maths same day interventions.	To increase confidence and develop skills/ knowledge in mathematics to allow pupil premium children to access the higher level mastery questions.	Monitoring through observation. Pupil progress meetings. Team meetings.	AJ JG	Termly
Increase the number of year 2 children achieving the expected standard in reading and writing especially pupil premium children.	Reading Intervention Stephen Joseph Theatre Outreach ELSA Language Links Daily reading ELSA PE Specialist	To increase pupil confidence and knowledge through small group activities and targeted support. To deliver Team Building experiences to develop pupil's self-esteem and the ability to co-operate with each other supporting social and emotional development	Monitoring through observation. Pupil progress meetings. Team meetings. Targeted support data	JG HS TE	Termly

Promote a love of reading within all year groups. Increase the number of pupil premium children achieving the expected standard in reading at the end of Year 2. Increase the number of Reception children achieving ELG in reading (especially pupil premium children).	Big Red Reading Bus	48% of pupil premium children will be on track to achieve ELG in Reading instead of the 35% on track in Autumn 2020. At least 44% of pupil premium children will achieve the expected standard in Reading at the end of year 2 July 2021 instead of 31% on track Autumn 2020.	Classes are timetabled to use the Reading Bus. Pupil Premium groups will have extra sessions to promote a love of reading.	HS	
<p style="text-align: right;">Total budgeted cost</p> <p style="text-align: right;">ELSA £ 2936</p> <p style="text-align: right;">1st Class @ Number £ 2280</p> <p style="text-align: right;">Reading Intervention £ 1590</p> <p style="text-align: right;">Language Links £ 1140</p> <p style="text-align: right;">Stephen Joseph Theatre Outreach £ 3500</p> <p style="text-align: right;">Big Red Reading Bus £ 4414</p> <p style="text-align: right;">PE Specialist <u>£ 4156</u></p> <p style="text-align: right;"><u>£20016</u></p>					
iii. 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?

Children will have increased confidence and more opportunities for creative writing inspired by a creative curriculum whilst learning new skills and working collaboratively with others.	Learning Outside the Classroom Outdoor Education days	To allow children from disadvantaged groups to access a range of learning environments and experiences other than those available in the classroom. Cultural awareness increased through Theatre, Museum and Ballet.	Monitoring through observation	SLT	Termly
Children will develop socially and benefit from raised self-esteem with confidence in their own abilities whilst learning new skills and working collaboratively with others.	Art Club/Textile Club Cookery Club Games Club/ Maths Club Mindfulness club Research Club Lunchtime Nurture Group Family Learning Family Reading club Dementia Home Liaison	The progress and attainment of eligible pupils will be in line with non-eligible pupils. Pupil's take pride in their own creativity, their acquired life skills and their care of the environment which reflects in their confidence and impacts on their progress.	Monitoring through observation. Parent voice Pupil Voice Pupil progress meetings Team meetings Progress data	SLT	Termly
Continue to deliver speech and language support from entry to school in the EYFS and throughout the year groups.	Language Links Social Singing		Monitoring through observation. Language Links data Pupil progress meetings	JG HS	Half Termly

To engage all children with a love of music to create a whole school production	Specialist Music Teacher	Provide staff workshops and in class training focused on high quality staff CPD. All eligible Y2 pupil premium children will engage in set designing and building, script writing, musical composition and performance.	Monitoring through observation Pupil performance, enjoyment and confidence building.	AC AJ	Termly
Investment in the pastoral element of being a church school will improve parental and pupil's wellbeing and children's engagement in the curriculum allowing them to access the curriculum more effectively.	The introduction of a new school Pastoral Care Worker.	Pastoral care and working with children and families will have a positive impact on the attendance of pupil premium children.	Monitoring of attendance and attendance data.	AC JR	Half Termly
<p style="text-align: right;">Total budgeted cost</p> <p style="text-align: right;"> Learning Outside the Classroom £ 1450 Clubs/Groups/Family Learning/Dementia Home Liaison £ 3257 Social Singing £ 1140 Specialist Music Teacher £ 1170 Reflective Areas £ 450 Monitoring of attendance data SBP <u>£ 1938</u> <u>£ 9405</u> </p> <p style="text-align: right;">Total for 2020/21</p>					<p>£20016</p> <p>£30828</p> <p><u>£ 9405</u></p> <p><u>£60249</u></p>

6. Review Expenditure (Previous Academic Year 2019/20)

iv. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What was the impact of this action?	Staff lead	When will you review implementation?
<p>More pupil premium children in Reception will achieve ELG in Reading July 2020</p> <p>More pupil premium children will pass the Phonic Screening check in July 2020</p> <p>More pupil premium children will meet the expected standard in Reading, Writing and Maths at the end of Year 2 July 2020. The progress of eligible pupil premium children will be in line with non-eligible pupils as they become more confident and focused in lessons.</p> <p>Children will have increased confidence and more opportunities for creative writing inspired by a creative curriculum and class enterprise opportunities. Children will develop socially and benefit from raised self-esteem with confidence in their own abilities.</p>	<p>Whole class phonics. Focus group Language Links.</p> <p>1-1 daily reading for pupil premium children. Whole class and focus group use of the Mighty Writer resource.</p> <p>Focus group Language Links. 1-1 daily reading for pupil premium children. Whole class and focus group use of the Mighty Writer resource. Whole class phonics. Small group Phonic booster activities. Whole class use of Mighty Writer to develop creative thinking and structure for writing. Reading books link directly to phonic teaching. Use White Rose planning materials and Maths No Problem activity books to develop mathematical skills and problem solving. Introduce same day mathematic interventions to enable children to keep up with the curriculum.</p>	<p>To extend pupil vocabulary. To build confidence and knowledge in phonics. To build the application of phonic skills. Develop creative thinking and talking leading to early creative writing. To build confidence and knowledge in phonics. To build the application of phonic skills. To use Mighty Writer as a resource developing creative thinking and structure for writing. To use mathematical knowledge and skills to problem solve. Same day maths interventions will enable children to keep up with the curriculum.</p>	<p>Due to the Covid-19 pandemic no data for this academic year has been submitted.</p> <p>The impact on pupil progress, pupil confidence and wellbeing was evident throughout school although concrete data was not collected due to the National Lockdown.</p> <p>The first half of the academic year (before the National Lockdown) showed an increase in pupil confidence due to the extra curriculum activities and the newly acquired life skills learnt through Enterprise projects and working with the Stephen Joseph Theatre.</p> <p>Pupil Premium children were given a high level of support during the National Lockdown. They were loaned chrome books if needed, provided with extra intervention activities and regular check-ins made to support wellbeing.</p>	SLT	

Total budgeted cost					£11347
v. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What was the impact of this action?	Staff lead	When will you review implementation?
To allow children from disadvantaged groups to access a range of learning environments and experiences other than those available in the classroom. Enjoyment and engagement in the curriculum will impact on pupil attainment. To Improve progress and attainment for disadvantaged groups in all year groups.	Family Learning Family Reading Club Family Rock Pooling Learning Outside the Classroom Dementia Home Liaison Maths Booster Group Read, Write, Inc Reading Intervention 1 st Class @ Number Phonics Daily Readers	Children's well-being and enjoyment of the experience will impact on the attainment of eligible pupils bringing them in line with non-eligible pupils To improve progress and attainment for disadvantaged groups so eligible pupils will be in line with non-eligible pupils	Due to the Covid-19 pandemic no data for this academic year has been submitted. The impact on pupil progress, pupil confidence and wellbeing was evident throughout school although concrete data was not collected due to the National Lockdown.	SLT	
Pupils to take pride in their acquired life-skills which reflects in their confidence and impacts on their progress			The first half of the academic year (before the National Lockdown) showed an increase in pupil confidence due to the extra curriculum activities and the newly acquired life skills learnt through Enterprise projects and working with the Stephen Joseph Theatre.		
Total budgeted cost					£39285
vi. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What was the impact of this action?	Staff lead	When will you review implementation?

To improve progress and attainment for disadvantaged groups in all year groups. Pupils to take pride in their acquired life-skills which reflects in their confidence and impacts on their progress	Cookery Club Art Club SJT Behaviour Outreach Lunchtime Nurture Social Singing	To improve progress and attainment for disadvantaged groups so eligible pupils will be in line with non-eligible pupils	Pupil attainment and progress was not submitted for this academic year due to the Covid-19 pandemic. Pupil Premium children were given a high level of support during the National Lockdown. They were loaned chrome books if needed, provided with extra intervention activities and regular check-ins made to support wellbeing.	SLT	£ 8468
<p style="text-align: right;">19/20 Total budgeted cost</p> <p style="text-align: right;">Total 2019/20 budget (actual)</p> <p style="text-align: right;">2020/21 Budget</p>					<p>£11347</p> <p>£39285</p> <p><u>£ 8468</u></p> <p><u>£59100</u></p> <p>£59159</p> <p>£59895</p>