



## FILEY CE NURSERY & INFANTS ACADEMY PUPIL PREMIUM STRATEGY STATEMENT



EBOR ACADEMY TRUST

### 1. Summary information

<b>School</b>	Filey Church of England Nursery & Infants Academy				
<b>Academic Year</b>	2021/22	<b>Total PP budget</b>	£72252	<b>Date of most recent PP Review</b>	Jan 2022
<b>Total number of pupils</b>	243 incl: N2=42	<b>Number of pupils eligible for PP</b>	65 32.3%	<b>Date for next internal review of this strategy</b>	Summer 2022

Whole School 2020/21 Overview – No data available for 2020/2021 due to Covid-19

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 40% (8 child out of 20) on track to meet ELG in Reading July 2022.</p> <p>Continue to deliver speech and language support from entry to school in the EYFS and throughout the year groups. The Neli programme is used to support Reception children and Language Links for KS1 children.</p>	
B.	<p>Initial Year 1 Phonic Screening shows that 35% (8 out of 23 children) of Pupil Premium are on track to meet the expected standard in the Phonic Screening Check July 2022.</p>	
C.	<p>49% (10 out of 21) Year 2 Pupil Premium children are on track to meet the expected standard or above in Reading 2022.</p> <p>33% (7 out of 21) Year 2 Pupil Premium children are on track to meet the expected standard or above in Writing 2022.</p> <p>43% (9 out of 21) Year 2 Pupil Premium children are on track to meet the expected standard or above in Maths 2022.</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 including small group writing intervention.</p> <p>Use the 'Shine' maths interventions to develop 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. E.g. various sports, mindfulness, nurture, cookery, art and yoga clubs.</p>	
4. Desired outcomes how they will be measured		Success criteria
A.	58% of pupil premium children will be on track to achieve ELG in Reading instead of the 32% on track in Autumn 2021	More pupil premium children in Reception will be on track to achieve ELG in Reading July 2022.
B.	61% of pupil premium children will pass the Phonic Screening check in July 2022 instead of the 35% on track in Autumn 2021	More pupil premium children will pass the Phonic Screening check in July 2022

<b>C.</b>	<p>At least 67% of pupil premium children will achieve the expected standard in Reading at the end of year 2 July 2022 instead of 35% on track Autumn 2021.</p> <p>At least 52% of pupil premium children will achieve the expected standard in Writing at the end of year 2 July 2022 instead of 33% on track Autumn 2021.</p> <p>At least 66% of pupil premium children will achieve the expected standard in Maths at the end of year 2 July 2022 instead of 43% on track Autumn 2021.</p>	<p>More pupil premium children will meet the expected standard in Reading, Writing and Maths at the end of Year 2 July 2022.</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>
<b>D.</b>	<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>
<b>E.</b>	<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>
<b>F.</b>	<p>The above groups of children will receive quality 1<sup>st</sup> 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. E.g. lunchtime nurture groups, mindfulness, art, yoga, cookery, sports clubs and family reading clubs. In school ELSA, Neli, reading, phonics and writing interventions.</p>	

## 5. Planned expenditure

**Academic year**

**2021/2022**

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?
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<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, group and 1-1 phonics in Reception classes. Focus group Neli interventions. 1-1 daily reading for pupil premium children. Whole class and focus group use of the Mighty Writer resource in the Summer term.</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.</p>	<p>Monitoring through observation. Pupil progress meetings. 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 and 1-1 Phonic booster activities. Whole class use of Mighty Writer to develop creative thinking and structure for writing. Small group writing interventions. 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 'Shine' to enable children to keep up with the curriculum.</p>	<p>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 'Shine' will enable children to keep up with the curriculum.</p>	<p>Monitoring through observation. Pupil progress meetings. Team meetings.</p>	SLT	Termly

<p style="text-align: right;"><b>Total budgeted</b></p> <p><b>Daily Reading</b></p> <p><b>Language Links + Neli</b></p> <p><b>Mighty Writer resources and small group writing interventions</b></p> <p><b>Phonic Booster Group costs + 1-1 support</b></p> <p><b>White Rose &amp; 'Shine' resources &amp; planning costs</b></p>					<p><b>£ 7828</b></p> <p><b>£ 7020</b></p> <p><b>£ 7020</b></p> <p><b>£ 7021</b></p> <p><b><u>£ 520</u></b></p> <p><b><u>£29408</u></b></p>
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<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase the number of year 2 children achieving the expected standard in maths especially pupil premium children.	'Shine' class and group 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.	ELSA/Pastoral support Language Links Daily reading 1-1 phonic support Small group phonic interventions Small group writing interventions PE specialist	<p>To increase pupil confidence and knowledge through small group activities and targeted support.</p> <p>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</p>	Monitoring through observation. Pupil progress meetings. Team meetings. Targeted support data	<p>JG HS</p> <p>TE</p>	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	67% of pupil premium children will be on track to achieve ELG in Reading instead of the 49% on track in Autumn 2021. At least 67% of pupil premium children will achieve the expected standard in Reading at the end of year 2 July 2022 instead of 49% on track Autumn 2021.	Classes are timetabled to use the Reading Bus. Pupil Premium groups will have extra sessions to promote a love of reading. Pupils are invited to attend the after school family reading club held weekly on either a Monday or Wednesday.	HS	
<p style="text-align: right;"><b>Total budgeted cost</b></p> <p style="text-align: right;"><b>ELSA sessions £ 1368</b></p> <p style="text-align: right;"><b>Pastoral Support £ 3762</b></p> <p style="text-align: right;"><b>Big Red Reading Bus £ 1596</b></p> <p style="text-align: right;"><b>PE Specialist <u>£ 5695</u></b></p> <p style="text-align: right;"><b><u>£10825</u></b></p>					
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

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 outdoor education days.	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 Cookery Club Mindfulness club Yoga Club Lunchtime Nurture Groups Family Learning Family Reading club	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 Neli		Monitoring through observation. Language Links data Neli data Pupil progress meetings	JG HS	Half Termly

Nursery  Developing conversational skills	Time to talk – small groups and 1-1		Monitoring through observation.	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.	Increased sessions for the 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



Learning Outside the Classroom	£ 2820
Filey Museum Visits	£ 425
Theatre Trips	£ 2100
Specialist Music Teacher	£ 1170
Reflective Areas	£ 750
Monitoring of attendance data SBP	£ 2356
Time to Talk	£14230
Family Learning	£ 2310
Lunchtime nurture groups	£ 2850
Cookery club	£ 600
Art club	£ 228
Mindfulness club	£ 418
Yoga club	£ 418
Sports Clubs	<u>£ 1330</u>
	<u>£32005</u>
Total budgeted cost	<u>£72238</u>

#### 6. Review Expenditure (Previous Academic Year 2020/21)

#### 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?
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<p>More pupil premium children in Reception will achieve ELG in Reading and writing July 2022</p> <p>More pupil premium children will pass the Phonic Screening check in July 2022</p> <p>More pupil premium children will meet the expected standard in Reading, Writing and Maths at the end of Year 2 July 2022. 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 &amp; Neli.</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. Small group writing interventions in KS1.</p> <p>Whole class use of Mighty Writer to develop creative thinking and structure for writing.</p> <p>Reading books link directly to phonic teaching. Small group and 1-1 phonic support.</p> <p>Use White Rose planning materials and Maths No Problem activity books to develop mathematical skills and problem solving.</p> <p>Introduce same day 'Shine' mathematic interventions to enable children to keep up with the curriculum.</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>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>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 learning outside the classroom.</p> <p>Pupil Premium children were given a high level of support during the National Lockdowns. They were loaned chrome books if needed, provided with extra intervention activities and regular check-ins made to support wellbeing.</p>	SLT	Termly
<b>v. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>What was the impact of this action?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

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 Lunchtime Nurture groups ECaT (1&2)	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	Termly
Pupils to take pride in their acquired life-skills which reflects in their confidence and impacts on their progress			Pupils show an increase in confidence due to the extra curriculum activities and the newly acquired life skills learnt through Enterprise projects, theatre visits and learning outside the classroom.		
<b>vi. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>What was the impact of this action?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

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 Mindfulness Club Yoga Club Lunchtime Nurture Groups	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	Termly
<p style="text-align: right;"><b>Total Budgeted Cost</b></p> <p style="text-align: right;"><b>21/22 Total budgeted cost</b></p> <p style="text-align: right;"><b>Total 2020/21 budget (actual)</b> <b>2021/22 Budget</b></p>					<p><b>£60249</b></p> <p><b>£72238</b></p> <p><b>£59895</b> <b>£72252</b></p>