

Pupil premium strategy statement

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	Lee Brigg Infant & Nursery School
Number of pupils in school	126 (Reception to Year 2)
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-22
Date this statement was published	2021-22
Date on which it will be reviewed	Autumn Term 2021
Statement authorised by	ASC
Pupil premium lead	S Gordon
Governor / Trustee lead	A Emms / E Dixon-Child

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18, 745
Recovery premium funding allocation this academic year	£
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

Context

The school serves a mixed catchment area. Almost all pupils are White British (95%) and live in the immediate area including the neighbouring town of Normanton. Information based on IDACI scores of our pupils on roll in 2020, demonstrates that while 22% of our children come from areas in the three least deprived deciles, 27% come from areas in the three most deprived deciles, with 15% of our children falling into the 20% most-deprived areas Nationally – This shows the wide range of backgrounds reflected within school.

School level trends show an increase in the number of children considered from deprived backgrounds over the last three years. The school location deprivation indicator is in quintile 1 (least deprived) of all schools, whereas the pupil information indicates household income deprivation is in line with figures Nationally. The current Year 2 cohort, have a higher proportion of children living in households where income deprivation affects the child.

Although still below national, the demographic of the school is changing and there are now more EAL pupils, mainly Polish and Latvian, entering the school than in previous years. The percentage of children who have EAL and those from minority ethnic groups have steadily increased over the last three years.

The percentage of SEND pupils 10% is below National (14.2%). Increasingly pupils are on the SEND register for speech and language, as well as social communication and interaction needs.

Staffing has remained relatively stable over the last three years, however changes made within leadership roles, has resulted in two new teachers joining Key Stage 1 one in September 2020 and one in September 2021.

The proportion of pupils known to be eligible for support from the pupil premium grant, (16%). Cohort variations are commonplace year on year, with 21% in Reception, 16% in Year 1 and 11% in Year 2 from September 2021.

Aims for pupil premium spend 2021-22

Our key objectives are to raise the attainment for those children in receipt of pupil premium funding and continue to diminish the difference between themselves and their peers.

Our principles for pupil premium funding

At Lee Brigg Infant and Nursery school we are committed to ensuring that all of our children, within all pupil groups, (boys, girls, those with special educational needs, those with English as an additional language, those from differing ethnic backgrounds), regardless of their background or disadvantage, achieve and exceed their potential.

We recognise that not all children who may be eligible for free school meals (FSM) are disadvantaged and equally recognise those who are not eligible for FSM may too have significant barriers to learning.

As a school we:

- Ensure that all staff are aware of those children who are in receipt of pupil premium funding.
- Ensure class teachers and senior leaders monitor and track their progress carefully.
- Ensure class teachers and senior leaders work together to set high expectations.
- Are aspirational and recognise that for some of our disadvantaged children meeting age related expectations is not aspiring enough.
- Recognise that early intervention in the Foundation Stage is key to ensuring any gaps are starting closing as soon as possible.
- Have put systems in place to identify children eligible for free school meals and therefore pupil premium funding (or EYPP).
- Strive to ensure that all children, regardless of their individual backgrounds, make progress and fulfil their potential, having equal access to all areas of the curriculum both in and out of school hours.
- Employ an ethos where we recognise the 'whole' child, valuing the importance of emotional and social support and care as an integral part of our role.

Monitoring our pupil premium children

Tracking of attainment and progress for each pupil is thorough, so that we can quickly identify any potential areas for improvement and develop sensible strategies and interventions to promote improvement. We carefully track each pupil in order to analyse their performance in comparison with other children in school as well as against National standards.

- A wide range of data is used – attainment data, pupils' work, lesson observations.
- Assessments are collected, monitored and analysed at planned points during the year.
- Disadvantaged children are a key focus during pupil progress meetings.
- Interventions are adapted and changed if they do not meet the needs of the pupils.
- Case studies are produced for **every** child in receipt of pupil premium funding.
- The work of children in receipt of pupil premium funding is monitored by the SLT.

The current position

Children who are eligible for the pupil premium grant have a high profile across school. The executive headteacher is the pupil premium lead and ensures that these children are discussed as part of a weekly meeting with staff. We have an additional non-negotiable list in place for teachers, that applies to the teaching and learning of children eligible for pupil premium funding. This works well as it ensures that no child's current or changing needs are unknown. A nominated governor for pupil premium is in place and her monitoring visits into school focus not only on observing the actions in place for these children, but talking to this group to provide evidence of pupil voice throughout the year.

Behaviour of this group of children in school is good. This is monitored closely through the Head of school's behaviour log. The system in place works well as any escalation in behaviour can quickly be addressed. Procedures in place working with the school EWO has seen continued improvement in attendance for this group of pupils.

All children who are eligible for the pupil premium grant are given additional roles and responsibilities within school. This includes, being a member of the school council, a bump buddy, a lunchtime helper, a librarian or a class representative. Alongside this, this group of children are encouraged to participate in after school clubs and are funded to do so, as well as participate in events where they are representing the school e.g. cross school sporting competitions and events, cross school performances and art workshops. Monitoring of this is conducted by the Head of School, alongside the Executive Headteacher. This works well as it ensures

a sense of pride and belonging, as well as raising aspirations and self-esteem for some of the more vulnerable pupils within this group.

Challenges

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

Main barriers to educational achievement and progress

As a staff we carefully identify the needs of our disadvantaged children and the potential barriers to their academic success and progress, as well as their personal, emotional, social and physical development. At present, across school, the barriers to learning are predominantly related to the following:

- Disadvantaged children typically enter school (reception / nursery) with a low baseline in speaking and demonstrate poor communication skills.
- Disadvantaged children typically enter school demonstrating poor fine and gross motor skills, as well as poor fitness and diet.
- Disadvantaged children typically display low self-efficacy attributes.
- Disadvantaged children typically enter school with limited opportunities and experiences of the wider community and world in comparison to their peers. This has an effect on their knowledge of the world as well as the development of their language and vocabulary.
- A small percentage of the pupil premium children have identified additional SEN and/ medical or other needs.
- A minority have poor attendance.
- A high percentage have additional needs linked to safeguarding or family vulnerabilities and currently receive support from school or external agencies.
- A small proportion of children cannot access appropriate support within the home environment; this is particularly related to the development of communication, language and literacy skills including reading.

This list is not exhaustive, neither do all parts of it apply to all of our disadvantaged children. Other factors that affect *some* of our pupils in receipt of PPG include, gaps in school readiness from the early years, family stresses, anxiety and financial hardship, adverse childhood experiences, community disadvantage and low expectation.

As we have relatively low numbers of disadvantaged children in receipt of the PPG, many of their barriers to educational achievement and progress, are based upon individual circumstances and need, rather than being shared across this group. Therefore, we review their individual needs half termly and adapt the strategy as necessary to meet their needs.

How we intend to address these barriers to learning based upon research evidence.

The pupil premium grant is predominantly used at Lee Brigg Infant and Nursery School to **guarantee quality first teaching**.

This year we aim to continue to ensure that teaching across school is highly effective and that all pupils receive the best standard of education from their class teacher and any additional adults working with them. Our new to school teachers, as well as early-career members of staff, will benefit from bespoke CPD, alongside coaching, modelling and peer to peer support. The strategies that we will employ are highlighted as having positive outcomes in research documents including the Teacher Development Trust's, 'Developing Great Teaching Guide' and have proved to be a successful approach in school in the past to ensure high quality first teaching.

Extra specialist support staff employed by the school are integral in supporting class teachers to deliver high quality first teaching by helping to identify gaps in pupil's knowledge and understanding, especially in their key areas of expertise. Use of support staff within a lesson allows teachers to give purposeful, immediate feedback and carry out same day interventions with groups or individual pupils. We also use our specialist support staff for specific intervention programmes to target identified children across school.

In 2021-22, our senior leaders, the higher level teaching assistants and specialist support staff will be delivering and tracking well **planned interventions**, specific to identified needs of the children. These will be monitored closely by the senior leadership team who evaluate the impact of these interventions each half term. Support staff understand their role and are trained regularly to keep their knowledge and skills up to date. They work with class teachers and senior leaders to regularly review pupils' learning and are placed where they are most needed to support children, and in accordance with their specialist skills. In addition to this, support staff provide an additional layer of valuable emotional support to our children and families.

As a school we believe in **early intervention** in order to begin to diminish the potential differences between disadvantaged children and their peers as soon as possible. We target and work with parents and carers who may require additional support from ourselves or outside agencies, with particular reference to how they can help to support their child at home. Our experienced nursery team, quickly identify any child at risk of falling behind their peers, in order to start to close the gap between themselves and others.

Disadvantaged children within the Early Years Foundation Stage typically have barriers to their learning in the form of communication and language difficulties. Progress and development of these skills is a priority, as this area links directly to outcomes throughout a child's life. (This is evidenced in research carried out by K Sylva et al in the EPPE project 1997-present). The school has in place an 'Oracy Strategy', which ensures the promotion of language skills across school. An additional member of support staff, who is a qualified nursery nurse, allows class teachers in the Foundation Stage to work with children one to one and in small groups and further to this, allows for additional regular interventions to take place in language and physical development. Research and documents such as 'Talking About a Generation' by The Communication Trust and 'Language Unlocks Reading,' by the National Literacy Trust, clearly outline the need to address gaps in communication, including the acquisition of new language and vocabulary, from very early on during a child's time at school. With this in mind children in EYFS, not only receive language based interventions if needed, but all children are taught using, 'Launchpad to Literacy' as prerequisite to phonics, reading and early literacy.

Research projects such as the Educational Endowment Foundation (EEF) have also been used to support our decision making in regards to pupil premium spending. This is further detailed in the schedule of pupil premium spend below. The EEF references, the overall quality of teaching, reading comprehension interventions, as well as phonics and working with parents, as four key ways to support with closing the gap in attainment.

The publication of guidance reports such as, 'Preparing for Literacy,' 'Metacognition and self regulated learning,' as well as 'Working with Parents to Support Children's Learning' from the EEF, alongside their review document, 'The Attainment Gap', have further informed and justified our decisions in school. We have also reviewed our practice in school against the 'EEF Guide to the Pupil Premium' (June 2019).

Alongside this, OFSTED's earlier publications which reference good use of pupil premium spend, such as, 'The Pupil Premium – an Update' July 2014 and 'The Pupil Premium -How schools are spending the funding successfully to maximise achievement' 2013, have been used in our decision making to employ support staff to deliver specific planned interventions, as well as allow class teachers to continue to work with small groups when necessary. Past successes in school, as well as initiatives developed by other schools, have also had an impact on our decisions.

Currently our interventions in school focus on phonics, reading, writing, speech and language development, as well as the development of physical skills. This is in accordance to the school development plan which highlights the need for disadvantaged pupils at the school to attain in line with, or above, their peers in reading and writing by the end of key stage 1 and to make at least 'expected' progress from their starting points, with a high proportion making accelerated progress. Success in these key areas is also promoted through our school curriculum, which is designed to meet the needs of our pupils. A focus on embedding and strengthening development in the 'prime areas' as a foundation for our aim that all children will leave our school with the skills needed to be readers, writers and mathematicians.

Higher ability disadvantaged children have access to a programme of support designed to teach and promote greater depth in English and Mathematics, carried out by a member of the senior leadership team.

A whole school ethos, alongside structured routines and small group targeted intervention, addresses specific behaviours, promotes attachments and encourages collaboration with others. Staff training and development in this area is being shared with a neighbouring school, through a Learning Mentor, who can deliver bespoke CPD to support targeted Social and Emotional Learning interventions. (EEF Improving Social and Emotional Learning in Primary Schools, 2019).

Opportunities to participate and develop skills throughout the wider curriculum continues to be a priority this year for all of our children, including those in receipt of pupil premium funding. Engagement in a wider range of activities both in and out of school will widen children's experiences and opportunities to develop key knowledge and skills outside of English and Mathematics. These opportunities are also critical for the acquisition of new vocabulary and language, another key driver in our school curriculum. Data outcomes, as well as children's learning in these wider areas of the curriculum have already evidenced the positive impact of this.

Finally, we recognise that some of our children with limited opportunities, in comparison to their peers, will perhaps benefit the most from our 'Character and Well-Being' initiative in school. Our framework brings together aspects of Personal, Social and Emotional Development, including a focus on healthy relationships, Religious Education, as well as Physical Education and Mental Health and Well-being. (Linked to DEF Mental Health in School's Guidance – 2018).

In addition to these aspects, we have designed a set of skills and challenges that children will undertake and achieve during their time in school from nursery to year 2. These have been carefully designed so that the children move through increasing levels of commitment, learning and challenge. At each step, skills and projects have been carefully chosen, not only to build upon previous experiences, but to allow the children the opportunity to take part in work that will benefit both the environment and the community, whether this be on a local or global stage.

The framework is inclusive for all of our children regardless of their individual need or background.

To recognise their achievements there will be different stages of rewards and celebrations. By working within this framework children will not only develop their confidence and self-esteem, they will become positive, independent and self-motivated learners of the future.

Waterton Academy Trust has a clear focus on improving outcomes for disadvantaged children, based upon the latest research. As a school we are supported to review and evaluate our approach and work with a network of professionals on a regular basis throughout the year to do this. Our Head of School is part of the 'One Wakefield' initiative which has used credited research as the basis for the priorities carried out in school.

Challenge number	Detail of challenge
1	Disadvantaged children typically enter school (reception / nursery) with a low baseline in speaking, demonstrating poor communication skills and limited vocabulary.
2	Due to the closure period in 2020 and 2021 attainment in writing for some groups of children (particularly boys), was not in line with previous expectations. Lack of opportunities (due to the school closure periods) to apply the skills learnt from remote learning and develop fluency and stamina. Children in year 1 (in 2021) who had missed important teaching in 2020 and 2021 included disadvantaged group of children. Boys in this group (with additional needs) lacked the purpose and desire to write, based on lack of wider experiences at this time. ECT, as well as RQTs missed opportunities to develop subject know and skills in the teaching of writing.
3	The development of an ambitious curriculum has resulted in an evaluation of the outdoor space in EYFS, so that a wider range of opportunities can be developed for the children to promote interactions, language development and key knowledge.. Further CPD is required for to focus on planning and interacting with the learning focus, rather than the activity, to maximise learning opportunities.
4	Children who do not read at home need further support to develop fluency and comprehension skills.
5	Children with identified additional needs require a further structured intervention to support with phonics acquisition.
6	Disadvantaged children typically enter school with limited opportunities and experiences of the wider community and world in comparison to their peers. This has an effect on their knowledge of the world as well as the acquisition of language and vocabulary. Financial restraints of families result in limited extra-curricular experiences when outside of school.
7	Some of our disadvantaged children typically display low self-efficacy attributes (which can result in negative behaviours linked to adverse childhood traumas). Some of these behaviours are challenging and disruptive to others. Some staff lack in experience and knowledge of how to work with and support these pupils. They lack confidence and have not yet developed their own teacher strategies

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
<p>To continue to set aspirational end of KS1 targets for the disadvantaged children (5 children), based upon their individual starting points, so that 60% (3/5) achieve RWM+ 40% (2/5) of children will achieve GDS in one or more areas. This will involve some children making accelerated progress from their starting points – in order to close the gap to ARE and GDS. (2/5 of these children have additional SEN).</p> <p>This will be measured by data tracking throughout the year and the final outcomes in 2022.</p>	<p>60% (3/5) achieve RWM+</p>
<p>To maintain the percentage of pupil premium children whose attendance meets the school target of 96.5% and continue to ensure the percentage of PA in this group is 0%. This will be measured by tracking throughout the year and the final outcomes in 2022</p>	<p>The attendance of pupil premium children will be at least 96.5%. The number of pupil premium children who are classed as PA will be 0%</p>
<p>To continue increase the percentage of pupil premium children passing the end of Year 1 phonics check so that it is above national. This will be measured by data tracking throughout the year and the final outcomes in 2022.</p>	<p>The percentage of pupil premium children passing the end of Year 1 phonics score will be 86% (6/7).</p>
<p>To continue to ensure that the percentage of pupil premium children achieving a GLD at the end of Foundation Stage is at least in line with national (non PP). This will be measured by data tracking throughout the year and the final outcomes in 2022</p>	<p>The percentage of pupil premium children achieving a GLD at the end of EYFS remains at least in line with national (non PP)</p>
<p>To maintain the engagement of parents and carers of disadvantaged pupils in accessing support and working with their children in school, in order to encourage further support at home. (With an emphasis on reading and sharing expectations). To ensure families of pupil premium children are well supported by school. This will be measured by attendance at events, feedback from parents, monitoring of reading/ reading journals and data outcomes in school, particularly reading.</p>	<p>The percentage of parents and carers of disadvantaged children accessing events/training in school is above 75%. Monitoring of reading journals show that more than 75% of disadvantaged children in school read at home at least three times a week. All families of pupil premium children have accessed/been given support from school.(If appropriate / required).</p>
<p>To maintain the engagement and participation of disadvantaged children in ALL wider opportunities on offer at school, including full participation in the Lee Brigg Award. This will be measured by outcomes in the wider curriculum such as Physical Development and Expressive Arts and Design at the end of EYFS. At Key Stage 1 this will be measured by the outcomes in all subject assessment at the end of each term as well as examples of learning. Pupil voice surveys, through the year, will measure the impact of events and participation in these. Attendance at after school clubs and cross school competitions will be measured, along with participation in all elements of the Lee Brigg Award.</p>	<p>The percentage of disadvantaged children accessing after school clubs remains above 75% The percentage of children participating in events to represent the school increase to 100% The percentage of children achieving expected in PD at the end of EYFS will at least be in line with National. The percentage of disadvantaged children achieving expected in EAD at the end of EYFS will at least be in line with National. The percentage of children assessed at ARE or above in all other subjects continues to be above 80% Examples of planning and children's work will evidence progress and development of skills and knowledge across a range of subject areas. Achievement of end of year badges and certificate for Lee Brigg Award</p>

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: £7,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strengthening the teaching and acquisition of vocabulary across all subject areas, so that all children can access the ambitious school curriculum</p>	<p><i>Research has shown that there is a direct link between language acquisition by the age of 3 and outcomes in later life, (including academic, health & well-being, employment). It is therefore our duty as early educators to close this language deficit for all of our children. We need to continue our commitment that all staff see this not only as a priority for children's current learning in school, but the impact that this will have on our pupils for the rest of their life.</i></p> <p>The development of language as a precursor to writing is supported by a new report 'Talking About a Generation, from The Communication Trust, which identifies the development of language as key, particularly for disadvantaged children. The new approaches in place focus on continued development of communication and language as a precursor to future successes in Literacy. <i>An additional adult means further high quality interactions to develop language and vocabulary can take place.</i></p> <p>'The EEF toolkit suggests that oral language interventions which include – Targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension can improve outcomes by up to 5 months. This work will also address the barriers of language and communication and support those children who receive less support with Literacy development at home.</p> <p>Preparing for Literacy' (EEF), also suggests supporting evidence for these approaches chosen, including the vital role which adults play in modelling effective language and communication in the learning environment and the use of high quality targeted support for children.</p> <p>The EEF toolkit suggests that quality teaching (including phonics teaching), carried out by a teacher, which specifically meets the needs of the child/group can improve outcome by up to 4 months. Having an additional adult present would enable the teacher to be able to carry out this role as well as support with individualised reading and comprehension activities, targeted guided reading groups.</p>	<p>1, 6</p>
<p>Sustaining high quality first teaching in writing, to improve outcomes for children (particularly boys and disadvantaged children) at the end of EYFS and KS1</p>	<p>Where High Quality First teaching is outstanding in school, children, including disadvantaged children attain age related expectations and above. As an approach this needs to be consistent and maintained throughout every class in school.</p> <p>Historically when pupil premium children have been in classes taught by consistently good or better teachers, outcomes for these children have been good and accelerated progress has been made.</p> <p>This is supported by the EEF document, 'The Attainment Gap' (2017), which states that, the '<i>Quality of teaching is the biggest driver of pupil attainment, particularly for those from a disadvantaged background</i>' and goes on to discuss research to support this.</p> <p>EEF Guide to the Pupil Premium' (June 2019). '<i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</i>'</p> <p>Research cited by The Teacher Development Trust from Kraft & Papay, 2014 suggests that in schools where teachers improve, the following aspects of the professional environment seem to relate to whether teachers are improving: Peer Collaboration: the extent to which teachers are able to collaborate to refine their teaching practices and work together to solve problems in the school; and Professional Development: the extent to which the school provides sufficient time and resources for professional development and uses them in ways that enhance teaching.</p>	<p>2</p>

<p>Embedding improvements to the outdoor learning environment in the early years foundation stage, so that children have a wider range of opportunities to progress through the ambitious EYFS curriculum, supported by effective interactions from adults.</p>	<p>The development of language as a precursor to writing is supported by a new report '<i>Talking About a Generation</i>', from The Communication Trust, which identifies the development of language as key, particularly for disadvantaged children. The new approaches in place focus on continued development of communication and language as a precursor to future successes in Literacy. <i>An additional adult means further high quality interactions to develop language and vocabulary can take place</i></p> <p>'Preparing for Literacy' (EEF), suggests supporting evidence for these approaches chosen, including the vital role which adults play in modelling effective language and communication in the learning environment and the use of high quality targeted support for children. This document goes on to state that</p> <p><i>'High quality targeted support can ensure that children falling behind catch up as quickly as possible and that small-group support is more likely to be effective when:</i></p> <ul style="list-style-type: none"> • <i>children with the greatest needs are supported by the most capable adults;</i> • <i>adults have been trained to deliver the activity being used</i> 	<p>1, 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed reading intervention including 'Better Readers' for children Reception to Year 2</p>	<p>The EEF toolkit suggests that oral language interventions which include – Targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension can improve outcomes by up to 5 months. This work will also address the barriers of language and communication and support those children who receive less support with Literacy development at home. The EEF toolkit suggests that 'Feedback' can improve outcomes by up to 8 months. This is obviously part of Quality first teaching as well as part of key interventions in place. Successful feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal.</p>	<p>4</p>
<p>Review and embed phonics interventions based upon 'Little Wandle' programme.</p>	<p>The EEF toolkit suggests that quality teaching (including phonics teaching), carried out by a teacher, which specifically meets the needs of the child/group can improve outcome by up to 4 months. The additional adult present would enable the teacher to be able to carry out focussed phonics interventions.</p>	<p>5</p>

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children, including those who are disadvantaged, are provided with experiences and opportunities to develop skills which will support their personal development by</p>	<p>The EEF toolkit suggests that from wider involvement in the arts, improved outcomes have been identified in English, mathematics and science learning. Wider benefits on attitudes to learning and wellbeing have also consistently been reported.</p>	<p>6</p>

<p>Embedding effective, purposeful wider opportunities across the curriculum, in order to further develop children's knowledge and breadth of vocabulary.</p>	<p>Participating in sports and physical activity is also likely to have wider health and social benefits.</p> <p>Further evidence taken from the EEF's Teaching and Learning Toolkit supports that collaborative learning through such experiences have a consistently positive impact on pupils</p> <p>These actions will therefore support with addressing the barriers to learning that are linked to poor fine and gross motor skills, poor fitness and diet and children's low self-efficacy attributes.</p>	
<p>Continue to support the individual needs of all of our children by developing consistently strong practice across school, including those early in their career, in managing the behaviour of pupils with specific needs, resulting in an improvement in teacher confidence and knowledge.</p>	<p>Actions linked to developing pupil engagement and supporting children socially and emotionally are part of our wider pupil premium strategy and are supported by the EEF evidence guides – 'Parental Engagement' (2019) and 'Social and Emotional Learning in Schools' (2019).</p> <p>Alongside these, additional research and guidance supports our approach in this area – for example DFE Guidance – Supporting Mental Health in Schools (2018), states that '...partnerships with families should be part of a whole school approach to promote consistent support for children's health and well-being,</p> <p>Improving behaviour in schools (EEF 2019) identifies strategies to support and understand children's behaviours and recognises that classroom management alongside adapting individual approaches for high needs children are just some ways – based upon evidence of improving behaviour and therefore outcomes. The teaching and learning toolkit recognises that behaviour interventions can improve progress by up to 3 months.</p>	7

Total budgeted cost: £15,100 (to be updated)

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.

Focussed CPD

Despite the school closure period and high percentages of Covid related staff absences, a focussed CPD programme continued (see CPD Impact overview). This was not only directly linked to the school improvement plan, but also pertinent to the needs of the individual staff, in particular those early in their career or new to school. Weekly planning and bespoke teacher development meetings continued for those ECT and those new to school throughout the year. This included support to plan and deliver high quality remote learning. Opportunities to work with more experienced colleagues were also in place. Monitoring focussed on key groups of disadvantaged pupils, the Executive Headteacher continued to collate work samples and review individual case studies to ensure that each disadvantaged child was continuing to make progress.

Bespoke Maths CPD for EYFS teachers supplemented the new approach to teaching mathematics through a carefully structured and progressive curriculum. This also ran alongside the school being an early adopter for the EYFS framework. Staff confidence in teaching mathematics improved and outcomes, despite the school closure period remained high – this was due to a renewed focus on children having a ‘deeper’ understanding of key mathematical concepts in nursery and reception before moving on to new learning.

All children met targets based upon those set from the end of EYFS. Some children surpassed these targets.

Development of language including implementation of Launchpad for Literacy

All staff have an improved understanding of the importance of develop language and vocabulary through CPD work that was carried out. Children at Lee Brigg are confident speakers and are given the opportunity to develop and use new vocabulary. Work in this area will continue in 2021-22.

The EYFS team are secure in their understanding and implementation of the Launchpad for Literacy. The EYFS leader has continued to work with the author of this approach and access regular high quality training for her team. She has modelled and coached others, from other schools, in the implementation and benefits of this work in developing early language skills.

Outcomes in Reception in July 2021, resulted in 93% of children achieving the ‘speaking’ ELG at the end of reception – including 100% of disadvantaged children. 88% achieved both communication and language ELGs, including 100% of disadvantaged children. This is the impact of the EYFS team now implementing this approach for the last two years. The % of disadvantaged children attaining GLD at the end of reception continues to increase from 0% in 2017 to 50% in 2018 to 78% in 2019. In 2021, despite the school closure period 71% achieved GLD. This use of funding to support an additional adult in EYFS not only led to continued good outcomes for disadvantaged pupils, it was continuing to have a positive impact on outcomes for the rest of the cohort and as such funding will continue to be used to support this in 2021-22 where there will be a continued focus on the development of communication and language through the implementation of the NELI programme for specific individuals.

Delivery of phonics was consistent across school, which despite the school closure period still resulted in 87% of the 2020-21 Y1 cohort are surpassing the 32/40 benchmark on practise phonic checks. Alongside internal assessments, which identify individual improvements for children – bespoke interventions were planned and will continue into Autumn 2021.

Y2 – Phonics Check (Dec 2020) 100% of disadvantaged children passed. 3/7 children achieved a score of 40.

Development of wider opportunities / character and wellbeing

Despite the school closure period and the limitations in place in regards to the mixing of classes and bubbles, we have continued to provide personal development and wider opportunities for all pupils.

During the school closure period, events to promote health and wellbeing and the arts were planned in daily and weekly. Resources were provided for the children such as paints and clay etc. that they could use at home. The curriculum carefully matched that planned in school. All children identified as disadvantaged were offered a place in school. Despite only 42% attending due to either parental choice or shielding, careful monitoring and work with parents ensured that all engaged with some form of remote home learning. This was often adapted and bespoke to the needs of the families.

Events, activities and other elements of our offer for disadvantaged pupils resumed on their return in March 2021. All children classed as disadvantaged were given roles in school, ranging from school councillors, bump buddies to register monitors. This supporting their personal and social development – an integral part of the key actions identified by staff to benefit specific individuals.

All children took part in the skills development programme as part of the Lee Brigg Character and Wellbeing charter – this saw children practising key skills at home and in school and having the opportunities to organise and take part in events such as litter picking, book swaps in the community and first aid.

Sports events and competitions were run both in school and as part of virtual competitions from Wakefield local authority. All children took part in these. After school clubs resumed with 78% of disadvantaged children attending.

Visit to enhance learning and promote language development included a visit to school from a 'farm'.

Performance for parents ensured that all children had the opportunity and the audience to practise language and speaking skills.

At the end of reception 100% of disadvantaged children met ELGs in communication and language, physical development and Expressive Arts and Design.

Outcomes of the parent voice survey in summer 2021 saw 100% of parents agree that the school promotes the wider personal development of children. 100% of our children state that they enjoy coming to school and identify a range of subjects across the curriculum as their favourite.

This will continue to be a whole school priority in 2021-22. The Covid-19 pandemic has resulted in some of our children, particularly those classed as disadvantaged, missing out on key experiences and wider opportunities. These are not only essential for the development of key knowledge, but also as a driver for the development of language and for health and wellbeing. Actions planned for 2021-22 will therefore continue and be enhanced in this area.

Support for reading

Due to the limitations of the restrictions in place – face to face events were replaced by other communication channels to parents. During the school closure period, class teachers made weekly phone calls to parents to support with their child's learning at home. In addition to this SLT members made additional calls to support the most vulnerable families and learners. Teachers monitored engagement of all children and responded individually to work sent in online. 97% of parents stated that communication between home and school was good or excellent during this period. Teachers recorded power points on how to hear your child read and used interventions online to listen to children read in smaller groups with their parents present.

On return to school an analysis of reading needs was conducted within the first week. Children were then targeted for interventions – primarily based upon reading and phonics.

Despite the school closure periods outcomes at the end of EYFS and KS1 in reading remained strong for all groups – including those classed as disadvantaged.

All children met targets based upon those set from the end of EYFS. Some children surpassed these targets.

Y2 – Phonics Check (Dec 2020) 100% of disadvantaged children passed. 3/7 children achieved a score of 40.

Y1 – 3/5 disadvantaged children are working at ARE. (2/5 have an additional SEN).

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
Launchpad for Literacy	Kirstie Page

Further information (optional)

Support given to disadvantaged pupils / families during the FIRST school closure periods (March 2020)

- In the week prior to the school closure (20.3.20) Learning packs were produced and sent home to all pupils – nursery to Y2. A specific home learning page was set up and well populated with a variety of suggested activities and ideas for staff and children. This was updated throughout the school ‘closure’ period, not just with learning ideas, but with well-being information and links to key websites / information. Additional ‘paper packs’ were given to disadvantaged children.
- Food hampers were offered for all pupils on FSM. A total of 12 families took up this offer, with weekly collection at school (and some delivered to homes). This is continuing until the 10th July. Following this, vouchers were issued for the summer holiday period.
- A weekly SEN phone call (along with paperwork) with SEN services took place (for those disadvantaged pupils with additional SEN).
- The school phone number was diverted to a mobile phone for the period of the school closure so that parents could speak with Miss Gordon directly when required.
- Parent hub messages / Twitter were updated and sent out regularly to keep parents fully informed (Admin staff ensured that all parents of disadvantaged children had access and were ‘picking up’ messages. If they did not appear to be able to use the service a phone call was made to them.
- All families in school were telephoned once a fortnight during the school closure period. This has continued weekly for those that have not chosen / been able to return. Additional calls were made when it was felt a parent needed ‘checking in’ on.
- Families / children considered vulnerable were telephoned weekly, with some telephoned every other day to begin with.
- A safeguarding tracker (which included some disadvantaged children), was completed weekly and returned to the LA – this is continuing with phone calls in-between.
- On reopening (June 1st) - All parents were contacted by school staff to ascertain a clearer picture of numbers of children expected to return.
- Teachers continued to set weekly home learning for those children who did not return.
- Vulnerable children/families were contacted weekly.
- Additional ‘hard copies’ of learning packs were sent out.
- Meetings were held with AJS in regards to Y2 transitions and planning for these, (including the needs and barriers of the disadvantaged children).
- Children with additional needs were taken on further visits.

Numbers of Disadvantaged Children in school from June 1st 2020.

<i>Cohort</i>	<i>Number</i>	<i>Comments</i>
<i>Nursery</i>	<i>4/7</i>	<i>Places were reserved in case circumstances changed. Weekly phone calls, food hampers and learning packs continued.</i>
<i>Reception</i>	<i>2/4</i>	<i>2/4 (1 child shielding due to health needs) Places were reserved in case circumstances changed. Weekly phone calls, food hampers and learning packs continued.</i>
<i>Year 1</i>	<i>2/8</i>	<i>6/8 (1 child relocated home and attended new school from 1st June, 1 child had a ‘shielding’ family member). Places were reserved in case circumstances changed. Weekly phone calls, food hampers and learning packs continued.</i>
<i>Year 2</i>	<i>1/3</i>	<i>2/3 unable to attend due to ‘shielding’ parents. Places were reserved in case circumstances changed. Weekly phone calls, food hampers and learning packs continued.</i>

Support given to disadvantaged pupils / families during the Second school closure periods (January 2021) – see also engagement overview.

- Weekly phone call from class teacher – followed up with SLT/Pastoral phone call
- Parent hub messages / Twitter were updated and sent out regularly to keep parents fully informed (Admin staff ensured that all parents of disadvantaged children had access and were ‘picking up’ messages. If they did not appear to be able to use the service a phone call was made to them.
- Food vouchers allocated to all pupils on FSM.
- Laptops given out to families
- Free Wifi / Internet codes have been distributed
- Technical support – throughout the day – dedicated staff members / phone number for this
- Daily ‘LIVE’ check in / registration – to set the learning / routine for the day
- Recorded lessons so parents can access around work / other childcare commitments
- Variety of learning – teacher recordings, tasks, live stories, use of other websites – to keep things interesting (SLT weekly monitoring of this)
- Theme days / weeks – coming up – to rejuvenate engagement!!
- Packs / paper given out to any children with additional needs / SEN
- Differentiated work for some groups on TEAMs inc disadvantaged group
- Additional resources on offer – workbooks, pencils (even paints and clay!)
- Reading book swaps
- Home learner of the week awards / Class points, merits etc continuing
- Weekly Assemblies
- Use of social media / parent hub etc to celebrate work sent in from home.
- Sharing of ideas / tips etc at weekly staff meeting
- Contact made with those children currently isolating overseas (Brazil / India).
- SLT weekly monitoring of engagement and follow up discussion with class teacher
- Home visit is carried out (following Covid RA) if felt needed.
- Staff meeting to discuss children / share any concerns
- DSL record information on CPOMS
- Safeguarding Tracker updated – weekly meeting SG/EDC and LA

Numbers of Disadvantaged Children in school from January 2021.

Cohort	Number	Comments
Reception	3/7	1 child had shielding family member
Year 1	4/5	1 child had shielding family member – however had 100% engagement online
Year 2	3/7	