

# Mrs Bland's Infant and Nursery School

## Pupil premium strategy statement



### School overview

| Metric                                      | Data                                  |
|---|---------------------------------------|
| School name                                 | Mrs Bland's Infant and Nursery School |
| Pupils in school                            | 173                                   |
| Proportion of disadvantaged pupils          | 17.9%                                 |
| Pupil premium allocation this academic year | £46,300                               |
| Academic year or years covered by statement | 2019-2022                             |
| Publish date                                | December 2019                         |
| Review date                                 | December 2022                         |
| Statement authorised by                     | Catherine Nisbet                      |
| Pupil premium lead                          | Sarah Williams                        |
| Governor lead                               | Chris Rowlands                        |

### Disadvantaged pupil progress data for last academic year (2019)

| Measure  | Results |
|--|---------|
| % Achieving GLD at the end of EYFS   | 50%     |
| % Achieving expected level or above in Reading at the end of KS1                   | 46%     |
| % Achieving expected level or above in Writing at the end of KS1                   | 46%     |
| % Achieving expected level or above in Maths at the end of KS1                     | 42%     |
| % Achieving expected level or above in Reading Writing and Maths at the end of KS1 | 36.4%   |

### Disadvantaged pupil performance overview for last academic year (2019)

| Measure                          | Score |
|----------------------------------|-------|
| Meeting expected standard at KS1 | 36.4% |
| Achieving high standard at KS1   | 8%    |

### Strategy aims for disadvantaged pupils

| Measure    | Activity   |
|------------|--|
| Priority 1 | All children to attend weekly Forest School sessions led by a Forest School leader to support physical, social and emotional development in the outdoors |

|   |  |
|---|--|
| Priority 2                                    | To support positive mental health and well-being through the use of trained professionals (ELSA and Emotional Health Academy)  |
| Priority 3                                    | Develop an improved relationship with parents/carers that focuses on the learning of the child, giving them the confidence to become learning partners that will continue into school and beyond (AfA) |
| Barriers to learning these priorities address | Ensuring the children are keen to attend school and have the emotional support they need to learn effectively  |
| Projected spending                            | £25,000  |

### Teaching priorities for current academic year

| Aim                          | Target  | Target date |
|------------------------------|---|-------------|
| Progress in Reading          | Achieve average KS1 Reading results               | Sept 21     |
| Progress in Writing          | Achieve average KS1 Writing results               | Sept 21     |
| Progress in Mathematics      | Achieve average KS1 Mathematics results           | Sept 21     |
| Phonics Screening Check (Y1) | Achieve national average expected standard        | Sept 21     |
| Other                        | Improve attendance of disadvantaged pupils to 93% | Sept 21     |

### Targeted academic support for current academic year

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | Two members of staff to complete FFT wave 3 training to lead early interventions to accelerate learning in reading and writing              |
| Priority 2                                    | SLT establish small group maths and writing interventions for disadvantaged pupils falling behind age-related expectations provided by HLTA |
| Priority 3                                    | SEN teacher (0.5) to provide 1:1 targeted support to SEN/PPG pupils with a focus on early reading   |
| Barriers to learning these priorities address | Providing targeted support and interventions to accelerate progress for PPG pupils  |
| Projected spending                            | £13,800   |

## Wider strategies for current academic year

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | Enrichment opportunities - children attending extended provision including clubs which support children's gifts and talents, increase self-esteem and widen interests of children |
| Priority 2                                    | ELSA drop-in sessions for parents x 3 weekly  |
| Barriers to learning these priorities address | Improving attendance and readiness to learn for the most disadvantaged pupils   |
| Projected spending                            | £3,500  |

## Monitoring and Implementation

| Area             | Challenge  | Mitigating action   |
|------------------|--|---|
| Teaching         | Ensuring enough time is given over to allow for staff professional development | Use of INSET days and additional cover being provided by senior leaders |
| Targeted support | Ensuring enough time for school SEN team to support small groups               | SEN teacher to work with staff on writing SAP's and GAP's               |
| Wider strategies | Engaging the families facing most challenges                                   | Working closely with families through our 'Time for Talk' sessions      |

## Review: last year's aims and outcomes

| Aim                 | Outcome   |
|---------------------|---|
| Progress in Writing | Improvement in disadvantaged pupil progress from 2018 to 2019 was impacted by the high number of pupils who were also identified as SEN |
| Phonics             | New aim of disadvantaged pupils meeting national average for all pupils by September 2021.  |
| Other               | No improvement in attendance since last year. New focus on cross-school and across-LA working to address this issue.                    |