

Glodwick Infant and Nursery School, 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	Glodwick Infant and Nursery School
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	22.6% (December 2021) 74 children
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	28/12/2021
Date on which it will be reviewed	21/11/2022
Statement authorised by	J. E. A. Brierley, Head Teacher
Pupil premium lead	S. Peachey Deputy Head Teacher M. Russell Deputy Head Teacher
Governor / Trustee lead	J. E. A Brierley S. Peachey M. Russell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 90,120
Recovery premium funding allocation this academic year	£4,857 (April 2021/ March 2022)
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	£94,977

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all children at our school to achieve their personal best in every area of the curriculum, irrespective of their starting point and including children in receipt of pupil premium. As a school with very high overall disadvantage it is important to highlight that children attending our school who are not in receipt of pupil premium are considered to have comparable disadvantage and vulnerability to those who are in receipt of Pupil Premium. The IMD profile for Glodwick Infant and Nursery is 58% against a national figure of 31.4%. The level of deprivation indicated by the Pupil Premium allocation does not tally with this figure. We recognise and consider the challenges that vulnerable children face and support them, regardless of whether they are disadvantaged or not. Our focus for our Pupil Premium children is to ensure that additionality is provided to make the greatest difference. This strategy plan outlines our effective implementations illustrating how we are achieving this goal. It is also important to note that some of our identified Pupil Premium (PP) children are high attainers and our policy is to provide additionality to improve outcomes irrespective of ability. Our strategy is aligned with the key priorities within our School Development Plan. Our contextual factors need to be considered. There are 20 noted languages spoken by our children with parents declaring that 16.5 % of our pupil population have English as their first language. On analysis, the fluency of these children in English is not comparable to children from a White British Ethnic background. This is a significant and unique challenge for our school.

The attainment of children at Glodwick is hindered by a range of issues including attendance, due to early childhood illness and unauthorised extended absence; learning engagement, due to lack of support from home; low income resulting in reduced access to technology and learning resources, including access to books in the home and well-being, mental health and safeguarding which has increased during the Covid-19 Pandemic in our school community.

The level of PP funding increased by £36,320 in 2021/22, as a result of the offer of supermarket vouchers for PP pupils. This enticed parents, who otherwise, would not have applied, to do so. This factor emphasises the pedagogy for our school to meet every child's individual needs. We acknowledge need and respond to it appropriately.

At Glodwick, we operate a tiered approach with high quality teaching, targeted support and a range of wider strategies to ensure that all pupils make at least good progress from their individual starting point. We focus on strategies which change each year to meet need, setting goals and monitoring within a rigorous evaluation schedule that indicates next steps and actions.

Professional development is prioritised by school leadership. We engage all staff, including support staff, in an annual programme of internal and external professional development. The intention of this is to develop expertise through training, research and collaboration which provides colleagues with challenge that is sustained over time and evaluated during performance management. We also work as a school following Coaching Principles identifying a key area for research and action each academic year. We have focussed on phonics, maths reasoning and guided reading over the past three years. These areas of foci have significant impact on outcomes as well as developing staff expertise and teaching delivery.

Our monitoring and evaluation of robust assessments ensures that all children are challenged throughout the curriculum. Appropriate early intervention is key and is applied to all areas of the curriculum including consideration to child development, which is a key part of our whole school approach. We actively use the Education Endowment Foundation research and DfE guidance to support our practise.

Challenges

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

Challenge number	Detail of challenge
1	On-entry assessments and observations identify significant disadvantage for all of our children, including PP children, from their starting points. These include specific issues with underdeveloped oral language skills and extensive vocabulary gaps in all subject areas as well as in social interaction and learning. This impacts on the whole curriculum.
2	School closure during the Covid-19 Pandemic has had a negative impact on pupil progress. Internal assessments, observations and professional dialogue evidence lost learning, children disconnecting with the routines of school and normal life.
3	Ongoing half termly assessments demonstrate difficulties in phonics which hinders their development in reading.
4	Observations have highlighted our EYFS children are particularly disadvantaged by limited PSED skills. This has worsened as a result of the pandemic with children interacting much less than they were and non-attendance at pre-school establishments.
5	Attendance for disadvantaged children is below the national expectation which is c 95% but the actual figure for national primary attendance on 16 December 2021 was 85.9%. Attendance for disadvantaged children is below the national expectation. (Please see the table below and in section 7)

Pupil premium attendance initially lags behind non-PP but then catches up in Year 2. This could be due to poor housing, poor access to health in the early years particularly during the pandemic.

The table below shows that there is no difference between the different groups. This would suggest that at Glodwick school all children are as vulnerable as vulnerable groups measured nationally.

Group Analysis by Vulnerability

Period: 07/09/2021 AM to 17/12/2021 PM

Year Group R

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	16	80.76	6.21	13.03	1.75	0.55
Not Pupil Premium	76	90.57	7.49	1.94	1.08	0.14

Group Analysis by Vulnerability

Period: 07/09/2021 AM to 17/12/2021 PM

Year Group 1

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	29	87.98	3.37	8.76	2.04	0.18
Not Pupil Premium	63	92.90	5.13	1.98	1.27	0.22

Group Analysis by Vulnerability

Period: 07/09/2021 AM to 17/12/2021 PM

Year Group 2

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	29	92.93	4.72	2.35	2.81	0.64
Not Pupil Premium	61	92.74	4.61	2.65	1.76	0.24

6

Children have limited and very few opportunities for enrichment activities outside school.

7

The increasing school population of families from Eastern Europe. Their children have had no previous experience of school and their lack of engagement creates challenge in terms of persistent absence, lack of resources in the home to learn, mobility and safeguarding. This is significant to us as a stand-alone infant and nursery school because children in Eastern Europe do not attend school until they are much older. 2 out of the 6 Eastern European children currently on roll are in receipt of PP.

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
The adverse effects of Covid-19 for all children will be diminished.	Assessment data indicates children making at least good progress in all areas of the curriculum, achieving their personal best from their starting point via high quality targeted teaching and learning and accurate assessments demonstrating positive impact.
Children will have improved oral language skills.	Children will have successfully completed the Wellcomm and BLAST speech and language programmes. Children will have learnt and retained the new vocabulary from all areas of the curriculum.
Children will improve their phonic skills and knowledge due to the delivery of a DfE validated phonics programme (Little Wandle, Letters and Sounds)	Children will pass the phonics screening check in Year 1. The reading outcomes for all children will continually improve with the aim of meeting or exceeding national expectation. Reading fluency will improve for all children.
Children in the EYFS will become more independent.	Children will show more self confidence in their abilities. Children will develop their self-awareness and perseverance.
Attendance will improve significantly moving to match the expected national percentage. Alongside this attitude towards learning will improve.	Children will attend school every day. Children's attendance and participation in school activities will improve, children will read at home, use Class Dojo and complete their homework.
Children will begin to experience a range of activities outside school.	School will support families to access activities outside school, including the Oldham Early Years initiative, '50 things to do before you are five". School will proactively encourage Oldham Library membership.

<p>Children will begin to develop their Maths reasoning skills and abilities – access to Maths Hub/Mastery in Number.</p>	<p>School will engage in maths reasoning from Nursery to Year 2 developing children’s independent thinking and confidence to explain their understanding of what they have been learning.</p> <p>Children will have the confidence and knowledge to understand and use their rapid recall of number facts.</p>
<p>Children working at the expected standard in receipt of PP</p>	<p>Children to make at least good progress from their starting points.</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: £ 37,994,92

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and delivery of the WellComm speech and language intervention for KS1</p> <p>TA Time £24,625 Purchase of KS1 WellComm intervention Pack £400</p>	<p>WellComm has been used successfully in EYFS and beyond to support language and vocabulary development demonstrating a positive enrichment of oral language.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Purchase of DFE Validated Systematic Synthetic Phonic Programme to secure stronger phonic teaching for all staff.</p> <p>£7,452 purchase of Little Wandle Phonic Scheme including books that match current phonic teaching</p>	<p>Synthetic Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.</p> <p>New group reading books purchased for EYFS and KS1 that match the phonic code.</p>	<p>3</p>
<p>Purchase of annual subscription to the online To Little Wandle Letters and sounds.</p> <p>Access to training and resources for all staff £1,250</p>	<p>Staff to have ongoing access to high quality phonic training and support. With additional resources and quality planning to support the delivery of Little Wandle Letters and Sounds.</p> <p>https://educationinspection.blog.gov.uk/2019/11/04/early-reading-and-the-education-inspection-framework/</p>	
<p>Purchase of Reading Books and Guided reading Books that</p>	<p>The sequence of reading books should show a cumulative progression in phonics knowledge that is matched closely to the</p>	

<p>match GPC progression of Letters and Sounds</p> <p>£3,000</p>	<p>school's phonics programme and that children should read and re-read books that match the grapheme-phoneme correspondences they know.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf</p>	3
<p>Words First Programme</p> <p>£200</p>	<p>Whole word Reading scheme for children who are not as successful in using The Letters and Sounds Phonic based programme (Autistic Spectrum)</p>	
<p>Embedding the Maths curriculum using EEF guidance and White Rose materials developing a bespoke Glodwick Maths Curriculum (TRG groups)</p> <p>18 hours for teachers</p> <p>£686.52</p>	<p>DFE guidance on the teaching of mathematics drawing on evidence-based approaches.</p> <p>White Rose Materials and external training.</p>	4
<p>Maths Mastery</p> <p>Developing early number sense and embedding reasoning. (Maths Team and Staff CPD)</p> <p>10 hours of staff cover</p> <p>£381.40</p>	<p>Support from Local Maths Hub and EEF Evidence Improving Mathematics in EYFS and KS1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	4
<p>To provide high quality additional adult support for classes and groups of children.</p>	<p>A higher adult / child ratio to consistently deliver interventions such as phonics and Wellcomm and the embedding of our Early Years Communication Friendly status.</p>	1, 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 19,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm £12,532 (TA)	Use of WellComm in EYFS has been successful and the children's use and understanding of language has improved. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Additional Phonic Teaching (intervention) TA and Teacher time and additional resources 3 hours R & Y1 4 hours Y2 £2135.16 (Rec/Yr1) £1423.44 (Year 2) £3,558.60	Targeted and regular phonic interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. Phonics Toolkit Strand Education Endowment Foundation EEF	2
Additional Reading Opportunities – one to one and guided reading time 4 hours per year group x5 days a week £3,558.68	Reading Recovery research shows that children who are not supported with reading at home do less well than those children who are. This is bespoke according to personal need.	1

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

Budgeted cost: £ 37,334

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing PSED in EYFS £450 resource bags for Reception Children £200 Teacher and TA time to provide all children with The Real Programme activities and resources</p>	<p>Resource bags provided to all children before they started school to encourage independence in personal skills. They included resources to develop reading, eating using cutlery, toileting and getting dressed and undressed. PSED is embedded across the EYFS curriculum and support is given to parents and children.</p> <p>The REAL programme which school has delivered with and without funding to improve outcomes and develop learning at home.</p>	3
<p>Attendance Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Assistant Head £23,263 Attendance Support Assistant £10,675 Total £33,938</p>	<p>A new role has been created to focus on Attendance Improvement by our Assistant Headteacher and Office Administrator. Early evidence is highlighting that we are just above the national percentage and the LA.</p>	4

<p>Developing children's enrichment activities 2x teachers 2 hours per week £76.28 £2,746</p>	<p>Curriculum development and enhancement alongside a range of homework activities to support children's learning enrichment in school and at home. Positive praise and encouragement to engage children in home learning. Pupil premium children access these activities in school free of charge.</p>	<p>5</p>
<p>Developing a positive attitude towards education for our Eastern European children</p>	<p>Our Assistant Head Teacher will conduct home visits for any children whose parents have not given a valid reason for absence. Class Dojo will be used to communicate with parents. Only 6 Eastern European children on role at the moment, 2 in receipt of PP.</p>	<p>6</p>
<p>Encouragement for families to apply for Pupil Premium</p>	<p>Eligible families have not always applied for Pupil Premium due to Universal Free School Meals. To encourage this school has provided ongoing supermarket vouchers during holidays and enrichment activities free of charge.</p>	<p>1 to 6 inclusive</p>
<p>Improved SEMH as a result of high-level staff training focussing on pupil and staff well-being during these unprecedented times All staff CPD time</p>	<p>Research evidence shows that happy, settled children demonstrate positive behaviour, have improved mental health and better learning outcomes. EEF Positive social and emotional learning https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	<p>1 to 6 inclusive</p>

Total budgeted cost: £ 94,977

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.

Due to COVID-19 the activities and the way we spent our pupil premium money was very different.

All pupil premium children were given the opportunity to attend school during the periods of school closure.

The pupil premium children who accessed face to face teaching in their year group bubble received a high level of quality first teaching and made at least good progress in all aspects of their learning.

Pupil Premium children who accessed their learning remotely via our learning platform, Class Dojo and live or recorded teaching sessions made at least good progress. They received daily phonic lessons and twice weekly 1-1 reading with a teacher and a teaching assistant. Support was also given via Class Dojo to help parents support their children to complete daily activities in other areas of the curriculum. Noted progress was made.

Support was also provided via telephone calls with parents. This ranged from academic support for their child's learning development to emotional support for their child, themselves and their family. This enhanced learning progress for these children and in some cases reduced the potential social care involvement.

Tablets and free access to the Internet was provided for children to access remote learning where this was an identified issue. Children made progress in their learning.

2019 Pupil Premium Data at the end of K1:

Y1 Phonics 2019 13/91 PP 76.9% Expected

Y2 Phonics Recheck 3/28 PP 66.7% Expected

KS1 Reading 2019 11/87 PP 81.8% Met the standard

KS1 Writing 2019 11/87 PP 63.6% Met the standard

KS1 Maths 2019 11/87 PP 72.7% Met the standard

KS1 Science 2019 11/87 PP 81.8% Met the standard

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
White Rose premium resources	White Rose
Rising Stars Reading Planet.	Rising Stars.
Times Tables Rock Stars	Maths Circle
Communication Friendly Status	BIRD
Charanga	Charanga
Little Wandle	Little Wandle Letters and Sounds Revised
Spelling Shed	Ed Shed
Phonics Play	Phonics Play
Letterjoin	Green & Tempest

Further information (optional)

As a parent, please access your eligibility for Pupil Premium via the Oldham Council website.

