

Pupil Premium Annual Report

School overview

School name	Woolenwick Infant and Nursery School
Pupils in school	208
Proportion of disadvantaged pupils	31
Pupil premium allocation this academic year	£302 EYPP (6) £1,806 £1,345 FSM (28) £37,660 £2345 PLA (3) £7,035 Total £46,516
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Usha Dhorajiwala

Pupil premium lead	Laura Pezeshkpour
Governor lead	Shirley Richards

Disadvantaged pupil progress scores for last academic year

The last validated statutory assessment results are from July 2019. There were no statutory data for 2020.

2019 Validated Data	Disadvantaged Pupils	Non-Disadvantaged Pupils	Gap
%pupils achieving the expected standard or above in reading, writing and maths	82%	96%	-14%
Reading	82%	96%	-14%
Writing	82%	96%	-14%
Maths	91%	98%	-7%

'The government believes that head teachers and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make.' Source DfE website.

Post Looked After Children			
	2020-2021	Allocation of Grant	Impact of PP+ spend
Total number of children eligible for	3	Mindfulness – emotional well-being 1 x weekly session	Mindfulness gives the child the opportunity to become aware and learn to express their emotions appropriately. Mindfulness is a practice that individuals

Post looked After Grant			and groups can do on a day-to-day basis. It can enable people to change the way they think and feel about their experiences, especially stressful experiences. As a mind-body approach, it can increase our ability to manage difficult situations and make wise choices.
Amount of PP+G received per pupil	£2,345		
Total PPG funding received:	£7,035	<p>Let's Get Gardening at the offsite allotment– emotional well-being support for identified, vulnerable pupils (& science skills) 1 x weekly session</p> <p>Go Girls Stevenage Sporting Futures</p> <p>School interventions: Daily ELS Literacy Support for confidence in the subject Daily Letters & Sounds Support to challenge and extend learning</p>	<p>This intervention is to support the child's emotional well-being and mental health. The children are given the time in a small group to discuss issues which are important to them within an informal setting. The project also teaches children how to care and nurture our environment and support living things so they grow and flourish.</p> <p>Go Girls are fun extra-curricular dance activities that we hope will be enjoyed. It will support the child to work as part of a team as they work together to practice performances.</p> <p>ELS will support the child at making continued progress in Literacy.</p>

Objectives 2020/2021

	Objectives	Funding allocated
1	<p style="text-align: center;">Raising Attainment</p> <p>To raise attainment and accelerate progress of pupils therefore narrowing the gap between disadvantaged pupils and their peers.</p> <ul style="list-style-type: none"> ➤ Provide precise and effective 1:1 interventions led by skilled Intervention Teaching Assistants to accelerate pupil progress: FFT reading intervention and Daily Read /Daily Write Programme. ➤ Provide precise and effective small group interventions led by skilled Intervention Teaching Assistants to accelerate pupil progress: Early Literacy Support/ ELS, Max's Marvellous Maths, Fun with Phonics. ➤ Provide precise and effective 1:1 Speech, Language, Communication interventions led by skilled Wellcomm Intervention Nursery Nurse. ➤ Provide Consultant Speech and Language Therapist to deliver Speech, Language, Communication PLUS programme to accelerate pupil progress. ➤ Provide precise and effective 'booster clubs' opportunities before and after school to accelerate/sustain progress. ➤ Invest in quality resources and CPD which are targeted to support pupils learning and attainment enabling them to make at least expected progress. ➤ Pupil Premium children have been identified in the current Year 1 cohort to receive an additional one-to-one Phonics intervention to support them passing the statutory phonics screening test. 	<p style="text-align: center;">£30,000</p> <p>Intervention team trained to deliver specific programmes</p> <p style="text-align: center;">£2,000</p> <p>1X Speech and Language Therapist to deliver PLUS programme 1:1 and group sessions</p> <p style="text-align: center;">£1,000</p> <p>Wellcomm, CPD and resource</p>
2	<p style="text-align: center;">Reducing barriers to learning</p> <p>To meet the personal, social and emotional (PSE) needs of the individual pupils identified at risk of falling behind in their learning. Pupils have a positive emotional state and are ready to learn</p> <ul style="list-style-type: none"> ➤ One to one and group PSE interventions led by skilled Intervention Teaching Assistants to provide behaviour, emotional and social support to individual pupils identified at risk of falling behind in their learning: 'Bright Stars,' 'Mindfulness,' 'Happy to be Me' and 'Let's Get Gardening.' Pupil behaviour and confidence displays happy, settled pupils whose needs are being met both cognitively and emotionally. ➤ Family Support Worker to provide a range of support for identified pupils and families. Provide behaviour, emotional and social support to individual pupils identified at risk of falling behind in their learning. Pupils are motivated and ready to learn, improved attendance, behaviour and parental engagement. ➤ Provide 1:1 counselling for targeted children with identified emotional barriers to learning. 	<p style="text-align: center;">£1,000</p> <p>PSE CPD and resources</p> <p style="text-align: center;">£8,000</p> <p>FSW</p>
3	<p>Enrichment</p>	<p>£4,516</p>

	<p>To maximise access to experiences that widen children’s knowledge and skills for life.</p> <ul style="list-style-type: none"> • Continue to offer Little Acorns before/after school and lunchtime club subsidies which support attendance, punctuality and readiness to learn. • Continue to offer educational visits and visitors subsidies. • Work in partnership with parents/ carers on healthy food initiative and well-being. Develop the children’s interest in both cooking and eating food so that they have a healthier and happier relationship with food, helping pupils to develop skills that will last a lifetime. • Continue to broker in services of external professional partners/ visitors for engaging learning experiences. 	
	Total	£46,516

Objectives 2019/20

	Objectives	Funding allocated	Evidence	Impact
1	<p style="text-align: center;">Raising Attainment</p> <p>To raise attainment and accelerate progress of pupils therefore narrowing the gap between disadvantaged pupils and their peers.</p> <ul style="list-style-type: none"> ➤ Provide precise and effective 1:1 interventions led by skilled Intervention Teaching Assistants to accelerate pupil progress: FFT reading intervention and Daily Read /Daily Write Programme. ➤ Provide precise and effective small group interventions led by skilled Intervention Teaching Assistants to accelerate pupil progress: Early Literacy Support/ ELS, Max’s Marvellous Maths, Fun with Phonics. ➤ Provide precise and effective 1:1 Speech, Language, Communication interventions led by skilled Wellcomm Intervention Nursery Nurse. ➤ Provide Consultant Speech and Language Therapist to deliver Speech, Language, Communication PLUS programme to accelerate pupil progress. ➤ Provide precise and effective ‘booster clubs’ opportunities before and after school to accelerate/sustain progress. ➤ Invest in quality resources and CPD which are targeted to support pupils learning and attainment enabling them to make at least expected progress. 	<p style="text-align: center;">£27,660 Intervention team trained to deliver specific programmes</p> <p style="text-align: center;">£2,000 1X Speech and Language Therapist to deliver PLUS programme 1:1 and group sessions</p> <p style="text-align: center;">£1,000 Wellcomm, CPD and resource</p>	<ul style="list-style-type: none"> • Pupil Progress Learning meetings • PPG Case Studies • Intervention analysis • The Wellcomm Programme Screening analysis • End of KS1 / EYFS Data analysis 	<p>During lockdown, support staff were deployed to provide essential childcare.</p> <p>☑ All provision took place during autumn term 2019, prior to lockdown. Data collected at this point indicated good progress by all children.</p>

2	<p style="text-align: center;">Reducing barriers to learning</p> <p>To meet the personal, social and emotional (PSE) needs of the individual pupils identified at risk of falling behind in their learning. Pupils have a positive emotional state and are ready to learn</p> <ul style="list-style-type: none"> ➤ One to one and group PSE interventions led by skilled Intervention Teaching Assistants to provide behaviour, emotional and social support to individual pupils identified at risk of falling behind in their learning: 'Bright Stars,' 'Mindfulness' and 'Happy to be Me.' Pupil behaviour and confidence displays happy, settled pupils whose needs are being met both cognitively and emotionally. ➤ Family Support Worker to provide a range of support for identified pupils and families. Provide behaviour, emotional and social support to individual pupils identified at risk of falling behind in their learning. Pupils are motivated and ready to learn, improved attendance, behaviour and parental engagement. ➤ Provide 1:1 counselling for targeted children with identified emotional barriers to learning. 	<p style="text-align: center;">£3,000 PSE CPD and resources</p> <p style="text-align: center;">£8,000 FSW</p>	<ul style="list-style-type: none"> • Pupil Progress Learning meetings • PPG Case Studies • Intervention analysis 	<p>During lockdown, all disadvantaged children were offered essential childcare within school. If this was refused, staff stayed in regular contact with parents to offer support and guidance. Work was set by the class teachers and completed at home.</p> <p>Case studies of identified vulnerable children have shown the support offered by the school during lockdown has had a positive impact on their social and emotional well being.</p>
3	<p style="text-align: center;">Enrichment</p> <p>To maximise access to experiences that widen children's knowledge and skills for life.</p> <ul style="list-style-type: none"> • Continue to offer Little Acorns before/after school and lunchtime club subsidies which support attendance, punctuality and readiness to learn. • Continue to offer educational visits and visitors subsidies. • Work in partnership with parents/ carers on healthy food initiative and well-being. Develop the children's interest in both cooking and eating food so that they have a healthier and happier relationship with food, helping pupils to develop skills that will last a lifetime. • Continue to broker in services of external professional partners/ visitors for engaging learning experiences. 	<p style="text-align: center;">£4,160</p>	<ul style="list-style-type: none"> • Pupil Progress Learning meetings • PPG Case Studies 	
Total			£45,820	