



## Pupil premium strategy statement:

UPDATE: Due to changes to educational provision caused by the COVID-19 pandemic, the detail in this pupil premium strategy has been subject to review since March 2020. Our use of the funding has been adapted to meet the pupils' needs as they have arisen, whilst maintaining where possible the main outcomes outlined in this document. During the pandemic the following steps have been taken to ensure that 'disadvantaged' pupils' barriers to learning will continue to be overcome wherever possible. (Maslow Hierarchy of Needs- importance of physiological and safety needs to be supported by school at this time) 1. Weekly phone calls to all disadvantaged pupils 2. Provided supermarket vouchers to top up food bank and pupils free school meal vouchers 3. Provided clothing, toys, furniture and games to vulnerable children 4. Adapted learning resources 5. HSLW time to resource online learning for 6 families through providing laptops.

1. Summary information					
<b>School</b>	Farnborough Grange Nursery and Infant Community School.				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£49,420	<b>Date of most recent PP Review</b>	20/06/2021
<b>Total number of pupils</b>	136	<b>Number of pupils eligible for PP</b>	44 (32%)	<b>Date for next internal review of this strategy</b>	20/09/2021

2. Current attainment								
Attainment for: Summer term 2020 Whole school	Pupils eligible for PP (Aut → Sum)				Pupils not eligible for PP (Aut → Sum)			
	W/S	YrR	Yr1 13% → 30%	Yr2 29% → 40%	W/S	YrR	Yr1 17% → 38%	Yr2 39% → 57%
<b>44% ( on track) achieving expected standard or above in reading, writing and maths</b>								
<b>61% ( on track) achieving expected standard or above in reading</b>	<b>61%</b>	CLL 65.3% → 50%	47% → <b>69.3%</b>	43% → 47%	<b>62%</b>	CLL 68.2%	37% → 53.8%	44% → <b>64.1%</b>
<b>52% (on track) achieving expected standard or above in writing</b>	<b>43%</b>	Lit 50% → 8.3%	20% → <b>34.6%</b>	43% → 47.1%	<b>55.4%</b>	Lit 50%	19% → 44%	61% → <b>61.5%</b>

<b>64% (on track) achieving expected standard or above in maths</b>	<b>61%</b>	Maths 58.3 → 41.7%	33% → 69.3%	36% → 47.1%	<b>65%</b>	Maths 68.2%	31% → 62.2%	64% → <b>61.6%</b>
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### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	Poor oral language skills
<b>B.</b>	Poor phonic awareness skills for reading and writing.
<b>C.</b>	Poor development of Independence.
<b>D.</b>	Lack of cultural capital- limited life experiences leading to diminished cultural capital.

#### External barriers (issues which also *require* action outside school, such as low attendance rates)

<b>E.</b>	39% of Children in receipt of PP funding are Children of Concern (Social Services involvement, EHH, SGO, or low attendance, within the last 12 months).	
<b>F.</b>	Attendance 19% below 90% (% YrR/ KS1 + % N1/ 2) 34% below 95%	(Compared to 12% Non-PP <90% and 23% < 95% )

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All PP children will have an improved level of vocabulary and spoken language measured by vocabulary and language assessments.	By the end of the Summer Term, all PP children will have made an average improved vocabulary level (+3 months or more) and an improved spoken language level (+ 20percentile rank or more).
<b>B.</b>	All staff will have training in phonics and spelling. They will develop a good level of understanding of teaching phonics and spelling to improve reading and writing attainment for PP children.	95% of phonic and spelling lessons given by teachers and LSAs will be judged good in learning walks and observations.
<b>C.</b>	All classes will use metacognition and self-regulation strategies to develop independence in learning.	Pupil Conferencing and observations will show that children know how to help themselves approach a task, organising themselves and thinking through a task.

<b>D.</b>	All PP children will have the opportunity to access a range of trips, events, clubs and first-hand experiences to expand their cultural capital, within the school programme and will be encouraged to take advantage of them.	Records will show that at least 50% of PP children have accessed one of the clubs and all children on PP have been on the trips and events offered by the school.
<b>E.</b>	All staff will have a better understanding of Adverse Childhood Experiences (ACEs) and Attachment issues and Emotion Coaching, using emotion and resilience strategies as appropriate.	Staff will have attended CPD in ACEs, Attachment and Emotion-Coaching, and will be seen using appropriate strategies in learning walks and observations.
<b>F.</b>	90% of PP children will be attending school more than 90% of the time during the Autumn Term and beyond. Attendance Data. (This is a continuing outcome target).	School data (on PA) will show that attendance for all children on PP will have increased and that 90% are attending more than 90% of the time by the Summer term.

## 5. Planned expenditure

**Academic year**      **2020-21**

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

<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>
<b>B</b> <b>Spelling and Phonics Provision will be good to outstanding.</b>  <b>Phonics and spelling learning will be transferred to reading and writing outcomes.</b>	1)Staff, including LSAs, will have training to provide a secure understanding of how to teach phonics and spelling well.  2)Children will make good progress, as well as recovering the learning lost in phonics and spelling during the Lockdown.	Phonic awareness improves children's attainment significantly. Spelling is a whole school improvement target coming from the 20-21 baseline data. Phonics has a significant role to play in improving spelling.	Training attended Observations Learning Walks	HH/ CL	Each half term.

<p><b>C</b> <b>Metacognition and self-regulation strategies will develop independence skills.</b></p>	<p>1)Planning will show how the children will access their learning as independently as possible.</p> <p>2)Effective TA support to build independence skills e.g. backward chaining.</p> <p>3))Metacognition and self-regulated learning strategies will be taught discreetly to improve independence skills.</p>	<p>Planning activities in a way that can be accessed independently by all abilities.</p> <p>Teaching children appropriate strategies for independence will support them to understand what it means to be independent. In turn, this will support their problem-solving and self-help skills.</p>	<p>Planning Pupil Conferencing Learning Walks Observations Book Looks</p>	<p>SLT/ HH  SLT/ HH</p>	<p>Autumn 1  Autumn 2  Spring 1</p>
<p><b>A</b> <b>Language Link Class Strategies will improve Language skills identified by the assessments.</b></p>	<p>1)Class level interventions identified by language assessments will be utilised.</p> <p>2)</p>	<p>Teaching generalised areas of delayed language knowledge (e.g. concepts) identified by Language Link, within the class should benefit all children who may be less secure on this, as well as developing the language in context.</p>	<p>Discussions with relevant staff Planning Pupil conferencing.</p>		<p>Spring 1</p>
<p><b>D</b> <b>Trips, events and first-hand experiences (e.g. loan boxes) will extend the cultural capital of Pupil Premium Children.</b></p>	<p><b>A wide range of trips, events and experiences will be planned into the Curriculum for all PP children in order to extend Cultural Capital.</b></p>	<p>Building on children's own Cultural Capital, to help them understand a wider range of experiences, will support their aspirations for the future.</p>	<p>School Data</p>	<p>SLT</p>	<p>Summer Term</p>
<p><b>D</b> <b>Extra-curricular clubs will extend the cultural Capital of Pupil Premium Children.</b></p>	<p><b>A wide range of clubs, free and/ or paid with PP funding will be provided for PP children to build on their Cultural Capital.</b></p>	<p>Building on children's own Cultural Capital, to help them understand a wider range of experiences, will support their aspirations for the future.</p>	<p>School Data</p>	<p>SLT</p>	<p>Summer Term</p>
<p><b>ii. Targeted support</b></p>					

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?
<b>E</b> <b>Strategies from the ACE training and emotion-coaching training will be used where appropriate.</b>	1) Training will be given to all staff in ACE, Emotion Coaching and appropriate strategies.  2) Staff will use ACE strategies where necessary for children of concern.	Adults will be better able to support children's emotions and self-regulation if they have a secure knowledge of how to do this.	Learning Walks Observations	CL/ HH  JH/ HH	Feb half-term.  Beginning of Summer Term
<b>F</b> <b>Attendance of children in receipt of Pupil Premium funding will improve by at least 40% below 90% and 95%.</b>	Pastoral Care Worker (Overseeing the <b>Universal Attendance Strategy</b> - Informing all parents of children's ½ termly attendance and <b>Targeted Attendance strategy</b> of Official Attendance Leaflets, Attendance concern letter, Invite for meeting offering support, Warning letter).	Parental Engagement is key to ensuring attendance and therefore children's increased opportunity to learn.	Meetings Responses to letters Attendance data	SLT/ HH	½ termly
<b>B</b> <b>Pupil Premium Children will have the opportunity for improved social relationship building skills (Attachment) and Cultural Capital.</b>	After-School Activity Clubs- Library, Dance, Gym, Multi-Sports, Papercraft etc.	Encouraging children to learn the less formal rules for building up social relationships in a supervised entertaining activity is important for dealing with some attachment issues.  This will build opportunities for extending experience of Cultural Capital.	School Data Fewer behaviour incidents Discussions with staff	SLT	Spring 2
<b>A, D, E</b> <b>Targeted children will have improved social relationship building skills (Attachment)</b>	Behaviour Support, including Lunchtime support for vulnerable pupils and those with behaviour support to reduce incidents in the playground.	This will provide a safe space for learning social rules in a calm and supervised environment, designed for the children's well-being.	Notes and observations Meetings	SLT	Spring 2

<b>A, E</b> <b>Targeted children will have improved emotional security within personal goals.</b>	ELSA intervention and support/ SNA Emotional intervention and Socially- Speaking Group, Lego Therapy. interventions.	Emotional support and learning social rules in a safe and supervised environment and in a way that utilises the child's interests.	Intervention notes and observations	JH/ SLT/ HH	Spring 2
<b>A, E</b> <b>Targeted children will access the curriculum in a socially inclusive way with appropriate support.</b>	TA support- For targeted children to raise attainment and support children with cognitive, attention, language, organisational and attachment issues.	Focused group work in class with adult support where necessary will help children to access the curriculum in an appropriate way.	Book Looks Observations	CT/ SLT	Spring 1
<b>B, C, D, E</b> <b>Targeted children will access the curriculum in a socially inclusive way with appropriate support.</b>	Interventions- personalised learning, Reading Support, Max's Marvellous Maths, ELS, Phonics, Precision Teaching.	Focused 1-1 or group work in class with adult support where necessary will help children to access the curriculum in an appropriate way.	Book Looks- has the LO been carried over into class work? Intervention notes Observations	CT/ SLT/ HH	Spring 1
<b>C</b> <b>Targeted children will improve their attention and listening skills within their own goals.</b>	Listening and Attention interventions, such as Lycra or Bucket Time.	Focused group work with adult support will help children learn to access the curriculum in an appropriate way.	Observations, Intervention Notes.	HH	Autumn 2/ Spring 1

## 6. Planned expenditure

<b>Academic year</b>	<b>2020-21</b>
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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.

**iii. 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?
<p><b>B</b> Children will be able to identify and label their own emotions, talking about how they feel.</p>	<p>1) Emotion charts will be fully established and being used every day in each class.  2) Emotion coaching by staff</p>	<p>Supporting children to name and understand their emotions is key to beginning to independently control their feelings.</p>	<p>Learning Walks Observations</p>	<p>CL/ HH  JH/ HH</p>	<p>Feb half-term.  Beginning of Summer Term</p>
<p>Children will have improved self-regulation.</p>	<p>1) SCARF will be actively employed for PSED across the school.  2) Self-regulation strategies</p>	<p>This will provide a secure and consistent message for safety and values (such as resilience and achieving) across the school. Sense of belonging</p>	<p>Planning Observations</p>	<p>PSED Coordinator  JH/ HH</p>	<p>Summer Term</p>
<p><b>C</b> Children will be able to show that they are ready to learn before each lesson.</p>	<p>1) Ready to learn charts will be established and being used in every class before each lesson.  2) Visual timetables and visual reminders of what ready looks like will be in each class and used as reminders of what will be happening next.  3) Timers will be used to check that children know how much time they have to complete an activity.</p>	<p>Children need to be clear of what to expect and what is expected of them in order to make the most of their learning time.</p>	<p>Learning Walks Observations</p>	<p>MT/ HH  HH  HH</p>	<p>Spring 1  Autumn 2  Autumn 2</p>

<b>D</b> Children will be able to show that they are developing skills associated with being independent, e.g. getting themselves organised to start a task or completing the end of a task independently after help to start.	1)Effective TA support to build independence skills e.g. backward chaining.  2)Metacognition and self-regulated learning strategies. E.g. Growth Mindset.	Teaching children appropriate strategies for independence will support them to understand what it means to be independent. In turn, this will support their problem-solving and self-help skills.	Learning Walks Observations Book Looks	SLT/ HH  SLT/ HH	Spring 1
<b>C</b>	Attention and listening strategies - movement breaks (jobs e.g. rub board off). -different instructional strategies every 15/ 20 mins. -special zone out signals - leverage interests. -seat away from distractions -break tasks into chunks.	Teaching children appropriate strategies for Attention and Listening will support them to understand what it means to be focused. In turn, this will support their problem-solving and self-help skills.	Learning Walks Observations	HH	Spring 2
<b>E</b>	<b>A wide range of Trips, events and experiences will be planned into the Curriculum for all PP children in order to extend Cultural Capital.</b>	Building on children's own Cultural Capital, to help them understand a wider range of experiences, will support their aspirations for the future.	School Data	SLT	Summer Term
<b>E</b>	<b>A wide range of clubs, free and/ or paid with PP funding will be provided for PP children to build on their Cultural Capital.</b>	Building on children's own Cultural Capital, to help them understand a wider range of experiences, will support their aspirations for the future.	School Data	SLT	Summer Term

#### iv. Targeted support

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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A Attendance	Free/ subsidised wraparound care (Before and After School Club)	Encouraging parents to bring children to school at beginning and end of day is key to ensuring attendance and therefore children's increased opportunity to learn.	School Data	JH	Spring 2
A Attendance	Pastoral Care Worker	Parental Engagement is key to ensuring attendance and therefore children's increased opportunity to learn.	Meetings	SLT/ HH	Autumn 1
<b>B</b> Social relationship building ( <b>Attachment</b> ) and <b>Cultural Capital</b>	After-School Activity Clubs- Library, Dance, Gym, Multi-Sports, Papercraft etc.	Encouraging children to learn the less formal rules for building up social relationships in a supervised entertaining activity is important for dealing with some attachment issues.  This will build opportunities for extending experience of Cultural Capital.	School Data	SLT	Spring 2
<b>B</b>	Behaviour Support, including Lunchtime support for vulnerable pupils and those with behaviour support to reduce incidents in the playground.	This will provide a safe space for learning social rules in a calm and supervised environment, designed for the children's well-being.	Notes and observations Meetings	SLT	Spring 2
<b>B</b>	ELSA intervention and support/ SNA Emotional intervention and Socially- Speaking Group, Lego Therapy. interventions.	Emotional support and learning social rules in a safe and supervised environment and in a way that utilises the child's interests.	Intervention notes and observations	JH/ SLT/ HH	Spring 2
<b>B, C, D</b>	TA support- For targeted children to raise attainment and support children with cognitive, attention, language, organisational and attachment issues.	Focused group work in class with adult support where necessary will help children to access the curriculum in an appropriate way.	Book Looks Observations	CT/ SLT	Spring 1
<b>B, C, D</b>	Interventions- personalised learning, Reading Support, Max's Marvellous Maths, ELS, Phonics, Precision Teaching.	Focused 1-1 or group work in class with adult support where necessary will help children to access the curriculum in an appropriate way.	Book Looks- has the LO been carried over into class work? Intervention notes Observations	CT/ SLT/ HH	Spring 1

C	Listening and Attention interventions, such as Lycra or Bucket Time.	Focused group work with adult support will help children learn to access the curriculum in an appropriate way.	Observations, Intervention Notes.	HH	Autumn 2
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### Summary of Review

Across the whole school, both children with PP funding and those without, were similar for Reading and Maths. Writing was an area that children without the funding achieved a higher percentage at ARE or above.

From the Autumn term, KS1 year groups have raised the number of children achieving ARE or above across children with PP funding and those without. Year 1 children with PP funding have outperformed those without in Reading (+22% (more children achieving ARE or above) compared to +16%) and maths (+36% compared to +31%), although not in writing (+14% compared to +25%). Fewer children with PP funding in Year 2 have achieved ARE or above by the summer, but percentage gains in numbers achieving writing and maths was higher in this group (Writing +4% compared to +0.5% and Maths +11% compared to -2%). While the percentage of PP children on track to achieve ARE in Autumn was comparable to those without the funding in Reading, by the summer numbers of Non-PP children had gone up by 20% compared to 4% PP children.

Phonics was an area of priority for children with PP funding this year. 62% of Year 1 children with PP funding passed the phonic screening test this year compared to 55% of all Year 2 children. A phonic intervention (Rapid Phonics) was bought and accessed online with staff support for targeted children through Lockdown and into the following terms. Where parental engagement was highest in accessing the intervention, it was the most successful.

During the Autumn term, book scrutiny showed that children with PP funding, as well as those with SEN, were more independent in their learning by the end of the term.

Attendance has remained a priority as some children with PP funding did not attend school places offered during Lockdowns and took periods of time self-isolating with their families due to Covid-type symptoms more frequently. This has happened particularly in Year R and has resulted in fewer children with PP funding making expected or accelerated progress due to not accessing interventions. Attendance strategies were in place, parent interviews, support offered etc., but the effect was limited by government restrictions in place. Regular mandatory daily virtual sessions with teachers facilitated engagement with remote learning schedules whilst children were at home. Use of the Before and After School Clubs has been limited due to bubbles being maintained between year groups.

Listening and Attention QFT and small group interventions became a priority for children with PP funding in Year R after the second Lockdown, due to low attendance of offered places, disruption to routine and the high number of SEN (and SEN monitored) children in this group. The impact of the interventions was beginning to be felt generally in the classroom, with children more independently engaged by the end of the summer term, and small group work showed a better willingness for these children to take turns and listen more constructively.

Lack of confidence in communication was identified with a number of children with PP funding across all abilities, affecting engagement with class discussions and understanding subtle social rules in friendship communication. Chatterbox groups were set up which enhanced social confidence, self-esteem, verbal turn-taking, and general language skills for these children, leading to better engagement with class learning activities. This will be continued next year to build on the advances made.

Opportunities for accelerated learning in all areas for targeted children were expanded after the Lockdown, including a wide range of interventions. This enabled a higher number of children to reach ARE (or above) by the end of the summer term, than had started 'On Track' in September following the first Lockdown.

Trips, events and clubs have not been established due to the continued restrictions this year, and cultural capital accessibility will continue to be a priority for next year.

More SEMH issues were apparent after the second Lockdown due to the disruption in routine, as well as towards the end of term due to anxiety about transitioning with a reduced ability for practical transition activity, such as meeting the new teacher. A number of measures were employed for individuals, groups and classes, such as extra transition activities, 'moving on' circle time, mindfulness etc. ELSA support and Lego Therapy was used successfully for individual children, however extra adult time was required to effectively decelerate incidents and put additional support protocols in place. Playtime nurturing groups were fully in place.