

Fairisle Infant and Nursery School

Pupil Premium Impact Report 2019 – 2020

Financial Year	Amount of PP funding
2013-2014	£66,600
2014 - 2015	£96,200
2015-2016	£101,200
2016-2017	£109,560
2017-2018	£107,220
2018- 2019	£110,080
2019-2020	£115,000



Due to the pandemic there is no end of year data for 2020 to measure impact.

The strategy report 2020-2021 reflects the key areas for this recovery year.

	2014 - 2015	2015 - 2016	2016-2017	2017-2018	2018-2019	2019-2020
Percentage of pupils entitled to Pupil Premium	27%	23%	20%	16%	20%	24%

Attainment

Year R 2019 70.2% Cohort	% of children attaining a Good Level of Development	Comments
Disadvantaged	57.9%	Children have received additional support in developing communication and language, through Narrative Groups and speech and language support programmes. Staff have received BLAST training.
Other	73.8%	

Year 1 2019 86.5% Cohort	% of children attaining the expected standard in phonics	Comments
Disadvantaged	74.2%	Children have received additional phonics support in the phonics booster support groups, 1:1 sessions and Phonics Clubs. CPD has been provided to Staff and Phonics workshops were held for parents.
Other	91.8%	

Year 2 2019 Cohort R 81.3% (31.3%GDS) W 79.2%(21.9%GDS) M 80.2%(26%GDS)	% of children attaining the expected standard in Reading	% of children attaining the expected standard in Writing	% of children attaining the expected standard in Mathematics	Comments
Disadvantaged	80.8%	76.9%	76.9%	

Other	81.4%	80%	81.4%	Disadvantaged children receive targeted support to accelerate their learning. This will comprise of reading intervention, phonics and handwriting support. Children who need additional support in mathematics are carefully tracked to close gaps in learning as part of setting. Disadvantaged children are monitored every half term.
--------------	--------------	------------	--------------	--

Pupil Premium used for	<u>Amount allocated to the intervention/action</u> Approx.	New or continued activity	<u>Summary of intervention/action</u> Year group and pupils involved	<u>Intended outcomes</u>	<u>Monitored - Who</u>	<u>Monitored - When</u>
Individual reading Group reading	£55,000	Continued	YR and KS1	Close the gap between disadvantaged and non-disadvantaged pupils through	ESL CT DL	Half termly

				intensive support in reading.		
Results and Impact						
<p>Targeted reading provision provided:</p> <ol style="list-style-type: none"> 1. Personalised Phonics 2. Fluency skills 3. Comprehension strategies <p>Close monitoring of these areas of reading enabled pupils to make at least good progress from their starting points.</p>						
Year R						
89% disadvantaged pupils achieved the ELG in reading compared to 82% Non-Disadvantaged pupils.						
Year 1						
67% of disadvantaged pupils met or exceeded Year 1 expectations in reading compared to 74% Non-disadvantaged pupils.						
Reading Year 2 – End of KS1						
<ul style="list-style-type: none"> ➤ The school gap between disadvantaged pupils and non-disadvantaged pupils is 0.6. (14.4% 2019) ➤ The national gap between disadvantaged pupils and non-disadvantaged pupils is 16.3. ➤ The gap between disadvantaged national (62.0) and disadvantaged school (80.8) is +18.8. ➤ The gap between non-disadvantaged national (78.3) and non-disadvantaged school (81.4) is +3.1. ➤ The gap between disadvantaged school (80.8) and non-disadvantaged national (78.3) is 2.5 ➤ The gap between non-disadvantaged school (81.4) and disadvantaged national (62.0) is +19.4 						
Handwriting support	£9,000	Continued	KS1	Close the gap between disadvantaged and non-disadvantaged pupils through intensive support in writing.	TA ESL DL	Half termly
Results and Impact						

Targeted close monitoring of pupils receiving support enabled pupils to develop and improve their handwriting style. This impacted on the presentation of their writing.

Year 1

57% of disadvantaged pupils met or exceeded Year 1 expectations in writing compared to 65% Non-disadvantaged pupils. Additional handwriting opportunities are to be provided in Yr 2 to close this gap – tracing letters/letter formation within writing sessions and outside writing sessions.

Writing– End of KS1

- The school gap between disadvantaged pupils and non-disadvantaged pupils is 4.9. (17.1 % 2019)
- The national gap between disadvantaged pupils and non-disadvantaged pupils is 18.1.
- The gap between disadvantaged national (54.9) and disadvantaged school (76.9) is +22.
- The gap between non-disadvantaged national (73.0) and non-disadvantaged school (80.0) is 7.
- The gap between disadvantaged school (76.9) and non-disadvantaged national (73.0) is 3.9.
- The gap between non-disadvantaged school (80.0) and disadvantaged national (54.9) is +25.1

Phonics support	£9,000	Continued	YR and 1(Yr 2)	Close the gap between Disadvantaged and non-disadvantaged pupils through intensive support in early reading skills.	TA ESL DL	Half termly
-----------------	--------	-----------	----------------	---	-----------------	-------------

Results and impact

Assessment and daily intervention strategies through the method of hear/see/read/write of the sound families and alternative graphemes, enabled children to make at least good progress from their starting points.

Year R

Children leave Year R with the majority working within Phase 3 and some accessing Phase 4 and 5.

Year 1

72% of disadvantaged pupils passed the Phonics screening in Year 1 compared to 90% Non-disadvantaged pupils. (8 PP and 6 Non PP did not pass)
 A bespoke Phonics program will be implemented to close this gap in Yr 2 and additional support will be provided to reinforce skills learnt in class through intervention.

Year 2 Re-screen

- 11 pupils failed the screening in 2019
- 1 pupil left
- 1 pupil arrived in May from Southern Ireland – he passed on first screen with us
- Of the 10 original children 6 passed and 4 failed
- 2 of the 4 who failed increased their score from 0/2 to 18/24 out of 40
- Both PP children passed

Speech and language	£9,000	Continued	YR and KS 1	To raise CLL and speaking/listening through speech therapy	SENCo	Half termly
---------------------	--------	-----------	-------------	--	-------	-------------

Results and impact

High quality provision provided through our Speech and Language TA (SALSA) supported by the NHS Speech and Language Therapist. Evidence showed that pupils made at least good progress from their starting points.

15 pupils have now either been discharged or transitioned. Of these 15 four are disadvantaged pupils and 11 are Non- disadvantaged pupils.
 3 pupils – Year R, 10 pupils – Yr 1 and 2 pupils – Year 2

Year R

3 pupils - (1 disadvantaged) all met their ELG for Speaking and Reading

Year 1

10 pupils – (2 disadvantaged) 9 passed the Year 1 Phonics screening 1 failed (1 disadvantaged passed and 1 failed)
 A bespoke Phonics program will be in place for this pupil within class and through intervention. This pupil has an IEP and did not meet end of Yr 1 expectations.

Year 2

2 pupils - 1 disadvantaged pupil passed the re-screen but did not meet expectations for reading (WTS).

Mathematics	£9,000	Continued	KS1	Close the gap between disadvantaged and non-disadvantaged pupils.	MSL DL	Half termly
<p><u>Results and impact</u></p> <p>Progressively planned units of work demonstrate appropriate challenge that developed both arithmetic and reasoning skills across the differentiated Maths groups. High quality resources enable targeted provision to accelerate learning. Assessment and monitoring coverage enable gaps to be narrowed. CPD provided by SL</p> <p><u>Year 1</u> 56% of disadvantaged pupils met or exceeded Year 1 expectations in Maths compared to 81% Non-disadvantaged pupils. The subject leader will provide carefully planned lessons and activities that will enable the gap to close.</p> <p><u>Year 2/End of KS1</u></p> <ul style="list-style-type: none"> ➤ The school gap between disadvantaged pupils and non-disadvantaged pupils is 4.5. ➤ The national gap between disadvantaged pupils and non-disadvantaged pupils is 16.6. ➤ The gap between disadvantaged national (62.5) and disadvantaged school (76.9) is +14.4. ➤ The gap between non-disadvantaged national (79.1) and non-disadvantaged school (81.4) is +2.3. ➤ The gap between disadvantaged school (76.9) and non-disadvantaged national (79.1) is 2.2. ➤ The gap between non-disadvantaged school (81.4) and disadvantaged national (62.5) is +18.9 						
Attendance	£3,000	Continued	YR and KS1	Close attendance gap between disadvantaged pupils and other.	Attendance officer	Half termly
<p><u>Results and impact</u></p>						

The attendance officer monitors disadvantaged children's attendance.

The designated lead for PP monitors and liaises with the AO those who have low attendance.

The average over the year for disadvantaged pupils is 94.1% compared to 95.4% Non-disadvantaged pupils 95.4%. There is a gap of 1.3% July 2019
Last year the gap was 2.4%

Release time for teachers for pupil progress tracking meetings x 3 a year	£3,000	Continued	EYFS + KS1	Teachers meet with SLT to review pupil attainment and progress. Impact of interventions are evaluated and reviewed.	HT SENCo DL for PP (DHT)	Half termly
---	--------	-----------	------------	---	--------------------------------	-------------

Results and impact

Progress tracking meetings identified pupils who require additional support and interventions to accelerate progress.
See data above regarding the narrowing/ closing of gaps. Holding Staff to account for the progress and provision they make.
Close monitoring of disadvantaged pupils and discussion with Staff has enabled SMART targets thus faster pupil progress from their starting points.

Curriculum enrichment activities	£13,000	Continued	EYFS + KS1	Workshops/ activities e.g. artists, musicians, authors, sports.	Subject leaders	Half termly
----------------------------------	---------	-----------	------------	---	-----------------	-------------

Results and impact

Children attend a range of activities provided within the year e.g. author visits, theatre company workshops/productions, assemblies, workshops, after school clubs
Children's feedback is very positive and promote SMSC.
All disadvantaged pupils that apply for an after school club receive a place within the year.