

Greenfields Federation

Littlehaven Infant School and Northolmes Junior School



Growing Together, Aiming High

Our vision at Greenfields Federation is that we will work together as a community to ensure all pupils achieve their best and everyone feels valued and respected. We will have high expectations for behaviour to create an inspiring and motivating learning environment where all children can deepen their knowledge and develop new skills.

Pupil Premium Strategy: Littlehaven Infant School

School overview: 2020-2021

Metric	Data
School name	Littlehaven Infant School
Pupils in school	125
Proportion of disadvantaged pupils	15% (19/125 pupils) This includes 18 FSM and 1 PP+
Pupil premium allocation this academic year	£26,555
Academic year or years covered by statement	2019-2022 (priorities adapted in 2020 due to Covid-19)
Publish date	October 2019
1 st Review date	September 2020 (priorities adapted due to Covid-19)
Next Review date	July 2021
Agreed by	Resources Committee
Pupil premium lead	Lyndsay Woodland (maternity leave to be covered by Kathryn Saunderson from December 2020)
Governor lead	Kate Leyshon

Disadvantaged data for academic year 2018-2019

	<i>Expected Progress</i>	<i>Age Related Expectation</i>
EYFS (6 children)		
GLD	83% (5/6)	50% (3/6)
Year 1 (5 children)		
Reading	100% (5/5)	0
Writing	100% (5/5)	0
Maths	100% (5/5)	20% (1/5)

Year 2 (3 children)		
Reading	33% (1/3)	0
Writing	33% (1/3)	0
Maths	0	0

Please note there is no progress and attainment data for 2019-2020 due to Covid-19 and school closure.

Strategy aims for disadvantaged pupils: 2020-2021

Due to Covid-19, the school’s focus for disadvantaged children is to ensure that gaps that may have occurred due to school closure are identified and addressed and that children’s emotional well-being and mental health is prioritised

Priority 1: *To identify and close attainment gaps for disadvantaged children which are likely to have widened as a consequence of Covid-19 and school closure.*

NB: *This priority will need to be reviewed and adapted throughout the year as gaps are identified.*

Priority 2: *To support the emotional well-being and mental health of our disadvantaged children so that they are not adversely impacted by school closure.*

Priority 3: *To improve the attendance of Pupil Premium children so that it is in line with the attendance of all children*

<p>Priority 1: <i>To identify and close attainment gaps for disadvantaged children which are likely to have widened as a consequence of Covid-19 and school closure.</i></p> <p>NB: <i>This priority will need to be reviewed and adapted throughout the year as gaps are identified.</i></p>	
<p>Barriers to learning these priorities address</p>	<p>School closure has undoubtedly had an impact on the progress of some of our children and it is widely recognised that disadvantaged children have been impacted the most.</p> <p>It essential for us to target resources to ensure we are able to identify and close these gaps so that no child is left behind.</p> <p>This priority must be reviewed and adapted throughout the year as gaps are identified so that appropriate strategies and interventions can be put in place to address these</p> <p>During the Autumn term, we have so far prioritised progress in reading for those children who may have fallen behind during lockdown.</p>

All children	<p>Teacher assessments to identify gaps in learning Quality First teaching to address these gaps, with learning planned from each child's individual starting point</p> <p>Termly pupil progress meeting to track progress of all children and identify any children not making expected progress.</p> <p>Half termly work sampling to discuss appropriate challenge and support for all children</p>
Targeted children	<p>Individual Pupil Profiles in place for disadvantaged children to identify gaps and next steps for each child. These will be reviewed half termly and discussed with parents termly.</p> <p>Pupil Profiles set out clear targets and how these will be achieved.</p> <p>Funding is used to provide resources/ support to achieve these targets and this may change throughout the year depending on these targets.</p>
Projected spending	<p>Support identified so far:</p> <p>Nessy app: £262</p> <p>Additional hours for teaching assistant for Year 1 and 2 interventions for the afternoon: £2,832</p> <p>WellComms screening pack: £470</p> <p>£1,003 left unallocated under this priority- this priority needs to be reviewed throughout the year and support provided where needed</p> <p>Total: £4,567</p>
Review July 2021	<p>Pupil Profiles and subsequent progress meetings with teaching staff enabled specific targets for children to be identified and met across the year ensuring that all children made progress from their starting points.</p> <p>WellComms was successfully introduced into Reception and 23 were identified from initial screenings. Of these 100% made progress with 13 making more than one step of progress.</p>

Priority 2: *To support the emotional well-being and mental health of our disadvantaged children so that they are not adversely impacted by school closure.*

Barriers to learning these priorities address	<p>It is widely recognised that the mental health and emotional well-being of many children has been adversely impacted by lockdown and school closure. We have seen first-hand that some of our disadvantaged children have been particularly impacted.</p> <p>It is essential that we put in place support for these children so that low emotional well-being does not</p>
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	<p>prevent them from full-filling their academic or social potential and that they are provided with the skills they need to succeed.</p>
All children	<p>Jigsaw PSHE programme focuses on well-being and mindfulness for all children, including circle time each week</p> <p>Opportunities for outdoor learning for all children, founded in evidence relating to improving well-being</p> <p>Outdoor forest learning session once a week</p> <p>Information provided for parents to support this via newsletter and free local courses</p>
Targeted children	<p>Learning Mentor support for targeted children to support with emotional well-being</p> <p>Small nurture and social skills groups run for targeted children to improve confidence and self-esteem</p> <p>Extra-curricular activities such as clubs and trips funded to provide a range of opportunities for all children</p> <p>Additional outdoor learning sessions for targeted children</p> <p>Project for parents to cook with their children to be set up- support well-being and healthy eating for families.</p> <p>Counselling sessions provided for targeted children by Fegans</p>
Projected spending	<p>Learning Mentor and social skills groups: £2,618</p> <p>Outdoor Learning Lead: £7,688</p> <p>Resources for outdoor learning: £300</p> <p>Extra-curricular activities: £200</p> <p>Kitchen project: £6,000</p> <p>Fegan Counselling sessions: £460</p> <p>Total: £17,266</p>
Review July 2021	<p>Learning Mentor and social skills groups have run throughout the year with xxx children having access to these. Children are calmer and better placed to learn. The learning mentor made phonecalls to these children during the last lockdown so that they could keep in touch with her and the school.</p> <p>Outdoor learning has been successfully introduced at Littlehaven and all children enjoy a weekly session with the outdoor learning lead.</p> <p>Due to COVID restrictions the Kitchen project has been delayed but should be completed early in the Autumn term.</p> <p>Three children were identified to receive counselling with Fegans this year. This started at the beginning of the summer term.</p>

<p>Priority 3: <i>To improve the attendance of Pupil Premium children so that it is in line with the attendance of all children</i></p> <p>2018-2019: <i>All children: 96.2%, Pupil Premium children: 90%</i></p> <p>2019-2020: <i>Attendance data is incomplete due to Covid-19 but the attendance of PP children is projected to be lower than the attendance of all children</i></p>	
Barriers to learning these priorities address	Attendance of PP children has historically been lower than attendance of all children. Missing school impacts on these children's academic learning and social development.
All children	AHT to monitor attendance of all children every 3 weeks and identify any children whose attendance is below 90%. Identify reasons for this and speak with parents where absence is a concern. Attendance display to encourage this with the children- the winning class each week earns a marble which then contributes to an end of term reward for the class with the most marbles
Targeted children	AHT to work with targeted families to provide appropriate support and resources
Projected spending	Family link support: £4,522 Resources: £200 Total: £4,722
Review July 2021	Attendance Sept 20 – July 21 – all children 96% PP children 92.37%

Due to Covid-19 and school closure, we do not have full data for 2019-20 and no data was reported for 2020-21.