



Watford Field School Infant and Nursery



School Overview

Metric	Data
School name	Watford Field School Infant and Nursery
Pupils in school	228
Proportion of disadvantaged pupils	19.3%
Pupil premium allocation this academic year	£39,098
Academic year or years covered by statement	2020 – 2021
Publish date	December 2021
Review date	November 2022
Statement authorised by	Nicky Selby
Pupil premium lead	Bernie Martino
Governor lead	Karen West

Disadvantaged pupil attainment for 2019 academic year

Measure	Score
Reading	66.7%
Writing	66.7%
Maths	66.7%

Measure	Score
Meeting expected standard at KS1 in 2019	80.3%
Achieving high standard at KS1 in 2019	12.7%

Strategy and aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all members of staff (including NQTS and TAs) have received up-to-date training in order to deliver high quality phonics sessions and that the scheme is delivered consistently
Priority 2	To use assessment for learning to identify the lost learning to impact on concise planned catch up programme
Priority 3	To ensure there is a holistic approach to identifying the gaps in the children's learning and addressing the emotional impact of the COVID lockdown has had on the well-being of the children.
Barriers to learning these	A large proportion of our children entering our Nursery have English as an additional language which impacts on Communication and Language.



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priorities address	Current Year 2 which has the highest % of disadvantage children did not receive a full face to face education due to the COVID lockdown which has resulted in gaps in their learning and language. Emotional effects from the current climate has had an impact on children's perception and their approach to their learning.
Projected spending	£12, 550

Teaching priorities for current academic year

Aim	Target	Target date
To secure good progress in Reading	Demonstrate accelerated progress for children with low prior attainment	July 21
To secure good progress in Writing	Demonstrate accelerated progress for children with low prior attainment	July 21
To secure good progress in Mathematics	Demonstrate accelerated progress for children with low prior attainment	July 21
To develop children's phonic skills	To achieve the national average expected standard on Phonics Screening check Year 1 and Year 2	July 21
To enhance language acquisition across EYFS to raise standards in reading	To make accelerated progress in the Prime Areas in the Foundation Stage profile.	July 21

Remember to focus support on disadvantaged pupil reaching the expected standard in phonics check at the end of year 1

Targeted academic support for current academic year

Measure	Activity
Priority 1	High quality and consistent teaching of phonics - RWI training for all staff and implement into Early Years.
Priority 2	Attend the Back on Track Assessment for Learning, Champion teacher to implement strategies that incorporates Growth Mind-set and
Priority 3	Develop the love of reading through reading enticing stories
Barriers to learning these priorities address	These priorities will help give children the best skills in phonics to help with developing reading. Children will attain the required skills despite having a lockdown.



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	Ensuring parents are confident in being able to support their child's learning at home.
Projected spending	£10000

Wider strategies for the current academic year

Measure	Activity
Priority 1	For all disadvantage children to have access to breakfast club
Priority 2	Support for their Well-being and emotions through learning strategies to regulate - Happy Human Project - School dog to support with emotional well being
Priority 3	Family support worker – support families who need directions to agencies to help with financial information
Priority 4	Termly Portrait and Target setting for disadvantage children to be discussed at Pupil Progress Meetings to review Precision intervention plans
Barriers to learning these priorities address	Improve attendance and readiness to learn for disadvantage children engaging parents so they feel equipped to support their child with their learning.
Projected spending	£22,000

Monitoring and Implementation

Monitoring and Implement

Area	Challenge	Mitigating action
Teaching	Planning in time for all staff to be trained. No face to face training For RWI leader to monitor across the school	Move the April Inset day to facilitate the training for all staff. To arrange cover to allow RWI lead to monitor the teaching of RWI.
Targeted support	Ensuring enough time for staff to support children and that closing of 'bubbles' doesn't effect this.	Teachers plan in time for interventions if required. Ensuring that high quality first teaching has the most impact rather than resorting to interventions
Wider strategies	Attendance and readiness to learn	Office staff to call absent children by 9:30 to check why they are absent



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		Breakfast club is offered to all Pupil premium children for free Teachers to build a rapport with the parents and make instant contact to discuss any needs of their child.
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Review: Last year's aims and outcomes

Aim	Outcome
Pupils within the Early Years to continue to make accelerated progress from their starting points in Communication and Language (CL)	Due to the Corvid 19 Pandemic and school being close to most child this target was not completed. The ELG were not completed. Due to the possibility of further lockdowns or disruption to children learning this target was not rolled over to the academic year of 2020 -2021
Pupils within Key Stage One who are eligible for PP will make accelerated progress from their starting points in Reading, Writing and Maths.	Due to the Corvid 19 Pandemic and school being close to most child this target was not completed. Due to the possibility of further lockdowns or disruption to children learning this target was not rolled over to the academic year of 2020 -2021
Pupils eligible for PP across the school will have an improved wellbeing and involvement score. Pupils eligible for PP will have increased levels of punctuality and attendance	Due to the Corvid 19 Pandemic and school being close to most child this target was not completed. The ELG were not completed. Due to the possibility of further lockdowns or disruption to children learning this target was not rolled over to the academic year of 2020 -2021