



John of Gaunt Infant and Nursery School Part of the Aylsham Learning Federation

PUPIL PREMIUM – 2020/2021

Pupil Premium Pupils

Pupil premium is the additional funding schools receive to support 'vulnerable' pupils to enable them to enjoy and achieve in line with all other children. This includes pupils who are entitled to free school meals (FSM), or who have been at some point in the last six years, and children in care. Studies have shown that the attainment gap between disadvantaged children and others is much larger in England than in nearly all other countries – and it becomes wider as they get older. The government has made available pupil premium funding to schools to try to diminish these differences.

The government believes that allocating pupil premium is the best way to ensure funding reaches disadvantaged pupils who need it most to raise attainment. It is up to schools to decide how it is spent to maximise outcomes.

The following information enables parents to see how much funding the school is receiving, how it is spent and its impact upon attainment and progress of pupils.

Grant Amount

This year, 2020/2021, John of Gaunt Infant and Nursery School has received £49,040 for Pupil Premium and Looked after Children (LAC).

Pupil Premium Funding at John of Gaunt Infant and Nursery School

At John of Gaunt Infant and Nursery School, it is really important that we use the pupil premium funding, that we receive, effectively in order to attempt to diminish the difference.

We aim to raise the attainment and progress of disadvantaged pupils so that their performance compares favourably with non-disadvantaged pupils in school and nationally.

We endeavour to address inequalities in the education of pupils from low-income families with the aim of raising the attainment of these pupils; to do this we have been researching how other schools have used their funding and how they have achieved the greatest impact.



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Having given a great deal of consideration to how best to use this funding, it is really important that all of our staff have a greater understanding of the different reasons why the pupils in this category may not currently achieve as highly as others.

Barriers to Learning

Following the review of pupil outcomes at John of Gaunt Infant and Nursery School the following areas were identified as barriers to learning:

- immature social skills
- immature language development
- low academic starting point
- immature literacy skills and poor reading ability
- low aspirations
- limited knowledge & understanding of the wider, cultural world

Pupil Premium Challenges - Points to Consider

Pupils within the pupil premium group do not all have the same needs and therefore targeting this group with set approaches or interventions would be inappropriate. A one size fits all approach is ineffective.

At the time that the pupil premium was introduced, research by Hobbs and Vignoles showed that a large proportion of free school meal eligible children (between 50% and 75%) were not in the lowest income households. One reason for this is that the very act of receiving the means-tested benefits and tax credits that in turn entitle the child to free school meals raises their household income above the 'working poor'. This means that interventions targeted solely at pupil premium pupils would exclude other vulnerable learners from this support.

Changes in economic circumstances mean that the pupil premium cohort can vary year on year. Again if pupil premium targeted interventions were used pupils would move in and out of the groups accessing this support which would reduce the impact of the intervention. However, the pupil's level of need will continue.

Dr Becky Allen has suggested that research does not provide a strong link between money spent and increased attainment. A possible reason for this is that targeting generic interventions at groups that contains pupils with widely varying needs.

Prioritising teacher development with the aim of improving teaching and learning within the classroom has been proven to have the greatest impact on the attainment of pupils.

The EFF attainment gap report 2017 identifies what happens in the classroom as making the biggest difference to pupils learning especially for pupil premium pupils. High quality teaching has a positive impact on all pupils but especially disadvantaged pupils (Rivkin et al, teachers,



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schools and academic achievement, 2005). Implementing effective whole school strategies that develop the quality of teaching is therefore an important aspect.

Graham Hobbs found that only 7% of social class differences in educational achievement can be accounted for by differences in the effectiveness of schools attended. A child's home life heavily influences attainment.

Kris Boulton suggests that a child's ability should be viewed as something that determines their sensitivity to methods of instruction. Therefore, to be effective, teachers need to engage pupils through the appropriate use of instructional method.

Professor Becky Allen concludes that closing the attainment is a difficult challenge and maybe one that schools on their own will not be able to do.

We are mindful of the research that exists and therefore recognise these challenges.

We appreciate that closing the attainment gaps is a long term process rather than a quick fix. Therefore, we accept that sometimes we might not always reap the benefits of what we sow, but Aylsham Learning Federation colleagues might at Bure Valley School or Aylsham High school.

We will continue to endeavour to provide support to our most disadvantaged pupils and their families with the aim of maintaining educational equity.

Pupil Premium Strategies at John of Gaunt Infant and Nursery School

In order to achieve our aims of improving outcomes for those pupils eligible for pupil premium, we will continue to strive to ensure that outstanding teaching and learning is a consistent and relentless focus. This is paramount to the progress of all of our pupils and through this, we will be well placed to further improve outcomes for pupils from disadvantaged backgrounds.

Rather than simply use the pupil premium label to target pupil premium pupils with generic interventions, we will endeavour to identify pupils first and foremost by their educational need, as this is a more effective way to approach the work of improving pupil's outcomes. This will allow teachers to look beyond the pupil premium label so that they can address a pupil's barriers to learning and cognitive learning needs.

Research in to the neuroscience of socio-economic status is a new but rapidly growing field. Differences, based on a pupil's socio-economic status, have been consistently observed for working memory, inhibitory control, cognitive flexibility and attention (Daniel Hackman et al, socioeconomic status and executive function).

Teachers will focus on effective classroom practice to address these areas and will need to use instructional methods that give pupils the best possible chances of success given these variations in cognitive function.

Classroom teachers focus on:

- Supporting pupils to develop a strong set of skills and knowledge



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- Providing regular opportunities for deliberate practice and application of knowledge
- Continual review of the curriculum and curriculum subjects
- Teaching to the top – setting challenging work for all pupils and providing support to enable pupils all to access the intended learning
- Effective assessment and feedback
- The quality of teacher explanations, lesson plans and resources
- Communicating concerns around pupil progress to families as early as possible to allow for a prompt response
- Verbal feedback to ensure that children understand how to make improvements to their work
- Implementing intervention strategies to remove barriers to learning
- Developing a positive growth mindset

Overcoming Barriers – Pupil Premium Strategies

In order to achieve our aims, we will continue to strive to ensure that high quality teaching and learning is a consistent and relentless focus, which is paramount to the progress of all of our pupils and through this, we will be well placed to further improve outcomes for pupils from disadvantaged backgrounds.

For this year we are also able to access the Covid catch up fund to further support our most disadvantaged children for whom lock down and Covid has had an impact on their education.

Barrier <ul style="list-style-type: none"> • immature social skills 			
How will we endeavour to overcome these barriers?	Who will support the work?	How will the impact of the work be measured?	When will the impact be reviewed?
<ul style="list-style-type: none"> a. Play based learning in EYFS b. Quality PSHE teaching and instruction c. Pastoral support through positive play and self esteem work d. Nurture support through addressing feelings, working together and 	<ul style="list-style-type: none"> Class teachers Teaching Assistants Pastoral team Peers 	<ul style="list-style-type: none"> Behaviour data PSHE EYFS data 	<ul style="list-style-type: none"> Termly Annually



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strategies to manage behaviours and feelings e. Monitor behaviour and attendance			
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Barrier			
<ul style="list-style-type: none"> immature language development, literacy skills and poor reading ability 			
How will we endeavour to overcome these barriers?	Who will support the work?	How will the impact of the work be measured?	When will the impact be reviewed?
<ul style="list-style-type: none"> a. Develop children's vocabulary beyond their reading ability b. Stories shared daily c. Talk for writing d. Implement Read Write Inc. phonics programme e. RWI phonics intervention for lowest 20% f. Welkom assessments and interventions in Reception g. Welkom assessments and intervention in Nursery h. Participate in the Nuffield Early Language Intervention Programme 	Class Teachers Teaching Assistants Nursery Manager	Phonics data Communication and Language and Literacy data (EYFS) Literacy data in Years 1 and 2 Talk Boost progress Welkom assessment data	Termly Annually



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Barrier			
<ul style="list-style-type: none"> low academic starting point 			
How will we endeavour to overcome these barriers?	Who will support the work?	How will the impact of the work be measured?	When will the impact be reviewed?
<ul style="list-style-type: none"> a. High quality teaching b. Baseline assessment to know where to start from c. In the moment planning and continuous provision taking learning from where the children start d. High quality teaching assistants to offer support in class and through intervention e. Strong teaching of PSHE, PD and C&L particularly in the early years f. Read Write Inc. programme 	<ul style="list-style-type: none"> Class Teachers Teaching Assistants Pastoral team Head of School Nursery Manager and team Subject Leaders 	<ul style="list-style-type: none"> Internal tracking data End of Key Stage data 	<ul style="list-style-type: none"> Termly Annually



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Barrier <ul style="list-style-type: none"> low aspirations 			
How will we endeavour to overcome these barriers?	Who will support the work?	How will the impact of the work be measured?	When will the impact be reviewed?
<ul style="list-style-type: none"> a. Have regular discussions with the children about the purpose of learning b. Talk about what we might do when we grow up c. Support parents to raise their aspirations d. Support parents to get back in to work with courses etc. e. Sharing learning with parents in EYFS through the use of Tapestry 	Head of school Family Learning Officer Parent support advisor Class Teachers	Feedback from parents Conversations with children	Annually Termly review of parental courses

Barrier <ul style="list-style-type: none"> limited knowledge & understanding of the wider, cultural world 			
How will we endeavour to overcome these barriers?	Who will support the work?	How will the impact of the work be measured?	When will the impact be reviewed?
<ul style="list-style-type: none"> a. Offer children regular enrichment opportunities which broaden their horizons b. Offer a broad and balanced curriculum which endeavours to narrow the gap in this area 	Class Teachers Teaching Assistants Head of School Pastoral Team Nursery Manager and team	Foundation subject data Conversations with children	Termly Annually



Barrier			
<ul style="list-style-type: none"> Poor and erratic attendance 			
How will we endeavour to overcome these barriers?	Who will support the work?	How will the impact of the work be measured?	When will the impact be reviewed?
<ul style="list-style-type: none"> a. Working with families to understand the importance of attendance b. Adhering to attendance procedures so that parents understand we will always check why they are not in school c. Attendance awards for all d. Specific attendance awards and rewards for PP children? 	<ul style="list-style-type: none"> Head of School Office staff Class Teachers Teaching Assistants Pastoral Lead 	Attendance data of PP children	Monthly, Termly and Annually

We recognise that not all impact is quantifiable, therefore we make use of quantitative and qualitative data when measuring outcomes.

The impact of our proposed strategy and objectives will be measured by:

- Monitoring of teaching & learning, assessment and feedback to ensure quality first provision is at least consistently good
- Attainment and progress made by pupils in reading, writing, maths and SPaG
- Improvements on 2019 end of key stage outcomes
- Progress made by pupils receiving targeted intervention
- Progress made by pupils receiving additional nurture support
- Pupil Attendance/Punctuality data
- Parental engagement – percentage of parents attending parents eve and other family learning events, access to and use of learning support material, number of pupils reading a minimum of 3 times a week out of school
- SIMs behaviour data
- Staff, pupil and parents surveys



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References

Education policy. Evidence of equity and effectiveness. Stephen Gorard.

Mapping the trajectory of socioeconomic disparity in working memory: Parental and neighbourhood factors. Hackman et al. 2014

Executive function as a mediator between SES and academic achievement throughout childhood. Lawson and Farah. 2016

What is executive function? 3 key executive skills explained. The understood team. 2018

The following blogs have been produced by Professor Rebecca Allen and they discuss further the challenges that schools face in addressing attainment gaps:

The pupil premium is not working (part I): Do not measure attainment gaps.

<https://rebeccaallen.co.uk/2018/09/10/the-pupil-premium-is-not-working/>

The pupil premium is not working (part II): Reporting requirements drive short-term, interventionist behaviour

<https://rebeccaallen.co.uk/2018/09/11/the-pupil-premium-is-not-working-part-ii/>

The pupil premium is not working (part III): Can within-classroom inequalities ever be closed?

<https://rebeccaallen.co.uk/2018/09/13/the-pupil-premium-is-not-working-part-iii/>



Impact

A large chunk of this academic year was one again impacted by the coronavirus pandemic. The majority of children were missing from school for most of the Spring Term. At John of Gaunt we were open all the time for our key worker children and our vulnerable children and they were encouraged to attend. All children were provided with remote learning and although this was of a high quality it was no substitute for face to face teaching of our young children. Despite all of this progress has been made and many children also benefitted from targeted intervention on their return to school.

Nursery 2 Assessment Summary 2020 - 2021

	Emerging 22 – 36 months					
Cohort	44	6	47	6	43	6
	Autumn All	PP	Spring All	PP	Summer All	PP
Personal Social and Emotional	50%	67%	38%	67%	7%	33%
Physical Development	39%	17%	19%	17%	0%	0%
Communication and Language	52%	33%	28%	17%	0%	0%
Literacy	59%	67%	34%	17%	2%	0%
Maths	57%	50%	36%	50%	5%	0%
Understanding the World	64%	50%	34%	33%	0%	0%
Expressive Arts and Design	32%	17%	21%	17%	2%	17%



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	Expected 30 – 50 months					
Cohort	44	6	47	6	43	6
	Autumn All	PP	Spring All	PP	Summer All	PP
Personal Social and Emotional	50%	33%	60%	33%	56%	33%
Physical Development	61%	83%	79%	83%	60%	83%
Communication and Language	48%	67%	70%	83%	67%	83%
Literacy	41%	33%	62%	83%	72%	83%
Maths	43%	50%	62%	50%	72%	100%
Understanding the World	36%	50%	64%	67%	77%	83%
Expressive Arts and Design	68%	83%	77%	83%	65%	50%

	Exceeding 40 – 60 months					
Cohort	44	6	47	6	43	6
	Autumn All	PP	Spring All	PP	Summer All	PP
Personal Social and Emotional	0%	0%	0%	0%	33%	33%
Physical Development	0%	0%	0%	0%	35%	17%
Communication and Language	0%	0%	0%	0%	28%	17%
Literacy	0%	0%	2%	0%	21%	17%
Maths	0%	0%	0%	0%	19%	0%
Understanding the World	0%	0%	0%	0%	19%	17%
Expressive Arts and Design	0%	0%	0%	0%	28%	33%



Reception Assessment Summary 2020 – 2021

	Emerging 30 – 50 months					
Cohort	54	8	54	9	54	10
	Autumn All	PP	Spring All	PP	Summer All	PP
Personal Social and Emotional	15%	25%	6%	11%	0%	0%
Physical Development	17%	25%	4%	22%	0%	0%
Communication and Language	15%	25%	4%	22%	0%	0%
Literacy	46%	38%	11%	22%	0%	0%
Maths	46%	50%	20%	44%	0%	0%
Understanding the World	28%	50%	9%	44%	0%	0%
Expressive Arts and Design	15%	13%	7%	22%	0%	0%

	Expected 40 – 60 months					
Cohort	54	8	54	9	54	10
	Autumn All	PP	Spring All	PP	Summer All	PP
Personal Social and Emotional	83%	63%	89%	89%	11%	10%
Physical Development	81%	63%	85%	78%	4%	10%
Communication and Language	83%	63%	87%	78%	13%	30%
Literacy	52%	50%	80%	78%	26%	50%
Maths	52%	38%	70%	56%	22%	60%
Understanding the World	70%	38%	81%	56%	15%	40%
Expressive Arts and Design	83%	75%	83%	78%	9%	20%



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	Exceeding ELG					
Cohort	54	8	54	9	54	10
	Autumn All	PP	Spring All	PP	Summer All	PP
Personal Social and Emotional	0%	0%	6%	0%	87%	80%
Physical Development	0%	0%	11%	0%	94%	80%
Communication and Language	0%	0%	9%	0%	85%	60%
Literacy	0%	0%	9%	0%	72%	40%
Maths	0%	0%	9%	0%	76%	30%
Understanding the World	0%	0%	9%	0%	83%	50%
Expressive Arts and Design	0%	0%	9%	0%	89%	70%

Year 1 Assessment Summary 2020 – 2021

	PKF					
Cohort	50	10	51	13	52	13
	Autumn All	PP	Spring All	PP	Summer All	PP
Reading	4%	20%	6%	23%	6%	15%
Writing	8%	30%	10%	31%	13%	31%
Maths	16%	30%	18%	38%	8%	23%

	WTS					
Cohort	50	10	51	13	52	13
	Autumn All	PP	Spring All	PP	Summer All	PP
Reading	20%	20%	20%	23%	48%	62%
Writing	34%	40%	33%	38%	40%	38%
Maths	22%	20%	22%	15%	35%	38%



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	EXS					
Cohort	50	10	51	13	52	13
	Autumn All	PP	Spring All	PP	Summer All	PP
Reading	62%	60%	61%	54%	33%	15%
Writing	50%	30%	49%	31%	40%	23%
Maths	54%	50%	53%	46%	46%	31%

	GDS					
Cohort	50	10	51	13	52	13
	Autumn All	PP	Spring All	PP	Summer All	PP
Reading	14%	0%	14%	0%	10%	0%
Writing	8%	0%	8%	0%	2%	0%
Maths	8%	0%	8%	0%	8%	0%

Year 2 Assessment Summary 2020 – 2021

	PKF					
Cohort	47	17	47	17	47	18
	Autumn All	PP	Spring All	PP	Summer All	PP
Reading	13%	24%	13%	24%	9%	11%
Writing	15%	29%	15%	29%	11%	17%
Maths	2%	6%	2%	6%	9%	17%

	WTS					
Cohort	47	17	47	17	47	18
	Autumn All	PP	Spring All	PP	Summer All	PP
Reading	26%	41%	26%	41%	26%	44%
Writing	23%	35%	23%	35%	26%	44%
Maths	26%	53%	26%	53%	38%	56%



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	EXS					
Cohort	47	17	47	17	47	18
	Autumn All	PP	Spring All	PP	Summer All	PP
Reading	43%	35%	43%	35%	49%	39%
Writing	51%	35%	51%	35%	62%	33%
Maths	57%	35%	57%	35%	38%	22%

	GDS					
Cohort	47	17	47	17	47	18
	Autumn All	PP	Spring All	PP	Summer All	PP
Reading	19%	0%	19%	0%	15%	0%
Writing	11%	0%	11%	0%	0%	0%
Maths	15%	6%	15%	6%	13%	0%



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Phonics Data 2020 – 2021

Child's name	S1:A or B (Set 1 Sounds Group A or B – Entry Assessment only)	S1:C (Set 1 Sounds Group C – Entry Assessment only)	S2 (Set 2 Sounds Group – Entry Assessment only)	S3:S (Set 3 Sounds Starter Group – Entry Assessment only)	S3:A (Set 3 Sounds Advanced Group – Entry Assessment only)	S1:A (Set 1 Sounds Group A)	S1:B (Set 1 Sounds Group B)	S1:C (Set 1 Sounds Group C)	Ditty Group (PCMs 1–10)	Red Group	Green Group	Purple Group	Pink Group	Orange Group	Yellow Group	Blue Group	Grey Group	RWI Spelling (completed RWI Phonics)
YR							YR on track Autumn 1	YR on track Autumn 2	YR on track Spring 1	YR on track Spring 2	YR on track Summer 1	YR on track Summer 2 Green/Purple						
						8.12.20 16.3.21 18.5.21		6.7.21										
	14.9.20					12.10.20		8.12.20 16.3.21			18.5.21	6.7.21						
	14.9.20					12.10.20						8.12.20 16.3.21	18.5.21	6.7.21				
	14.9.20					12.10.20		8.12.20	16.3.21		18.5.21	6.7.21						
	14.9.20					12.10.20		8.12.20 16.3.21			18.5.21	6.7.21						
	14.9.20						12.10.20				8.12.20	16.3.21	18.5.21	6.7.21				
	14.9.20							12.10.20			8.12.20 16.3.21		18.5.21	6.7.21				
	14.9.20					12.10.20	8.12.20		16.3.21			18.5.21	6.7.21					
	14.9.20					12.10.20 8.12.20			16.3.21			18.5.21	6.7.21					
	14.9.20					12.10.20		8.12.20 16.3.21				18.5.21	6.7.21					



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Child's name	S1:A or B (Set 1 Sounds Group A or B)	S1:C (Set 1 Sounds Group C - EntryASSE)	S2 (Set 2 Sounds Group - EntryASSE)	S3:S (Set 3 Sounds Starter Group -)	S3:A (Set 3 Sounds Advanced Group -)	S1:A (Set 1 Sounds Group A)	S1:B (Set 1 Sounds Group B)	S1:C (Set 1 Sounds Group C)	Ditty Group (PC Ms 1-10)	Red Group	Green Group	Purple Group	Pink Group	Orange Group	Yellow Group	Blue Group	Grey Group	RWI Spelling (completed RWI Phonics)	November (19+ words)	February (25+ words)	April (35+ words)	June 2019 PSC result
Y1												Y1 on track Autumn 1	Y1 on track Autumn 2	Y1 on track Spring 1	Y1 on track Spring 2/Su	Y1 on track Summer 2						
	14.9.20						12.10.20	7.12.20		18.5.21									0		0	
	14.9.20						12.10.20	7.12.20	15.3.21	18.5.21	7.7.21								1		7	
	14.9.20									9.10.20	15.3.21	18.5.21	7.7.21	7.7.21					7		25	
	14.9.20							9.10.20	15.3.21	18.5.21	7.7.21								0		5	
							15.3.21	18.5.21	7.7.21												0	
	14.9.20						12.10.20	7.12.20	15.3.21	18.5.21	7.7.21								1		4	
	14.9.20						12.10.20	7.12.20	15.3.21	18.5.21	7.7.21								0		0	
	14.9.20						12.10.20	7.12.20	18.5.21	7.7.21									0		3	
	14.9.20						12.10.20	7.12.20	15.3.21	18.5.21	7.7.21								4		8	
	N/A						12.10.20			7.12.20	15.3.21	18.5.21	7.7.21						4		10	
	14.9.20						12.10.20	7.12.20	15.3.21	18.5.21	7.7.21								0		3	
	14.9.20									12.10.20	7.12.20	18.5.21	7.7.21						0			
	14.9.20						12.10.20	18.5.21	7.12.20	7.7.21									7		17	
	14.9.20						12.10.20	18.5.21	7.12.20	7.7.21									0		0	



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Child's name	S1:A or B (Set 1 Sounds Group A or B)	S1:C (Set 1 Sounds Group C - EntryASSE)	S2 (Set 2 Sounds Group - EntryASSE)	S3:S (Set 3 Sounds Starter Group)	S3:A (Set 3 Sounds Advanced Group)	S1:A (Set 1 Sounds Group A)	S1:B (Set 1 Sounds Group B)	S1:C (Set 1 Sounds Group C)	Ditty Group (PC Ms 1-10)	Red Group	Green Group	Purple Group	Pink Group	Orange Group	Yellow Group	Blue Group	Grey Group	RWI Spelling (completed RWI Phonics)	November (19+ words)	February (25+ words)	April (35+ words)	Dec 2020 PSC result
Yr 2																	Y2 on track Autumn 1	Y2 on track Autumn 2				
	14.9.20						12.10.20						9.12.20 18.3.2		20.5.21 8.7.21				0		15	23
	14.9.20						12.10.20		9.12.20 18.3.2			20.5.21 8.7.21							0		3	5
															12.10.20	9.12.20	20.5.21					39
				14.9.20											12.10.20	10.12.20 17.3.2	20.5.21		22			37
			14.9.20										12.10.20		15.12.20	20.5.21			21			39
			14.9.20				12.10.20			9.12.20		18.3.2	1		20.5.21 8.7.21				1			23
			14.9.20				12.10.20						9.12.20 19.3.2		20.5.21 8.7.21							22
	14.9.20						12.10.20			9.12.20 18.3.2		20.5.21 8.7.21							0		12	18
	14.9.20						12.10.20			9.12.20		18.3.2	20.5.21 8.7.21						0		13	14
			14.9.20										12.10.20	8.12.20	20.5.21		20.5.21		39			39
	14.9.20									12.10.20				10.12.20 17.3.2	20.5.21		20.5.21		19			36
	14.9.20						12.10.20		9.12.20		18.3.2		20.5.21 8.7.21						0		9	11
	14.9.20									12.10.20		10.12.20 18.3.2		20.5.21 8.7.21					10			35
	14.9.20								12.10.20 10.12.			17.3.2	1		20.5.21 8.7.21				0		16	16
			14.9.20							12.10.20			10.12.20	17.3.2	20.5.21				11		21	19
					14.9.20										12.10.20	8.12.20	17.3.2	20.5.21	36			40
			14.9.20												12.10.20 8.12.2	20.5.21 8.7.21			22			36



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The above tables for phonics data show the Pupil Progress children and their progress. All PP children made progress with their phonics and some made accelerated progress and are on track with their phonics learning. These children are highlighted in dark green.

	Reception		Year 1		Year 2	
	All	PP	All	PP	All	PP
Cohort	54	10	52	13	47	18
% on track at end of year	96%	90%	22%	0%	27%	22%

Year 1 remain the most challenging year having had the most disruption in terms of 2 years of their education since starting in Reception.

Attendance data for 2020 - 2021

	Cohort	Attendances	Authorised Absences	Unauthorised Absence	Late Before Register Closes	Late After Register Closes
Pupil Premium	52	91.60	7.21	1.19	1.78	0.09
Not Pupil Premium	184	95.24	3.69	0.49	0.27	0.01

		Cohort	Attendances	Authorised Absences	Unauthorised Absence	Late Before Register Closes	Late After Register Closes
Nursery 1	Pupil Premium	2	90.63	9.38	0.00	0.00	0.00
	Not Pupil Premium	25	77.37	9.82	0.00	0.00	0.00
	Pupil Premium	8	87.20	12.80	0.00	0.00	0.00



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Nursery 2	Not Pupil Premium	42	93.72	6.28	0.00	0.00	0.00
Reception	Pupil Premium	10	93.41	5.55	1.04	0.93	0.00
	Not Pupil Premium	47	97.35	2.42	0.23	0.14	0,01
Year 1	Pupil Premium	14	92.25	7.13	0.62	1.51	0.17
	Not Pupil Premium	39	95.39	3.46	1.16	0.28	0,02
Year 2	Pupil Premium	18	91.34	6.64	2.03	2.90	0.09
	Not Pupil Premium	31	97.23	2.20	0.57	0.76	0.02

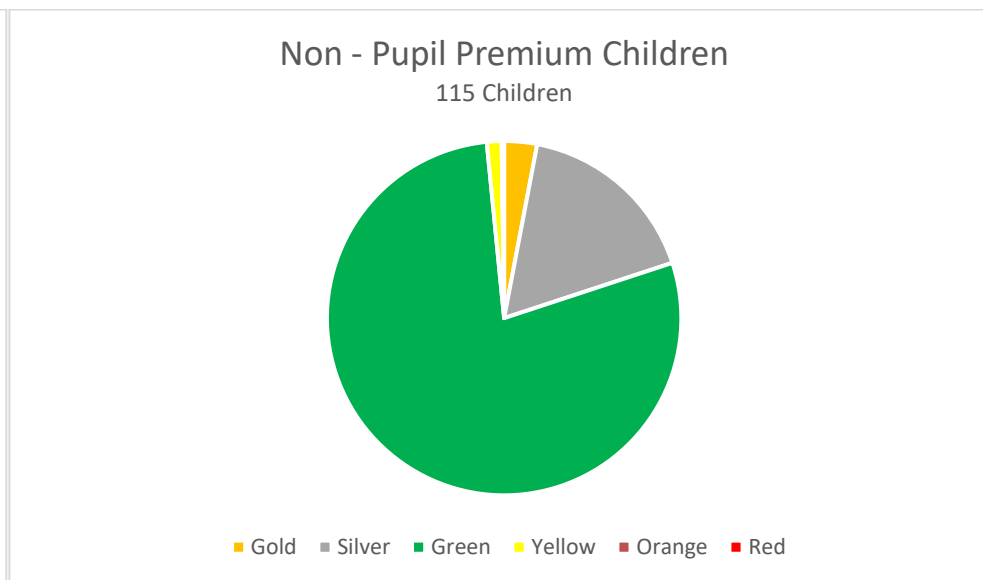
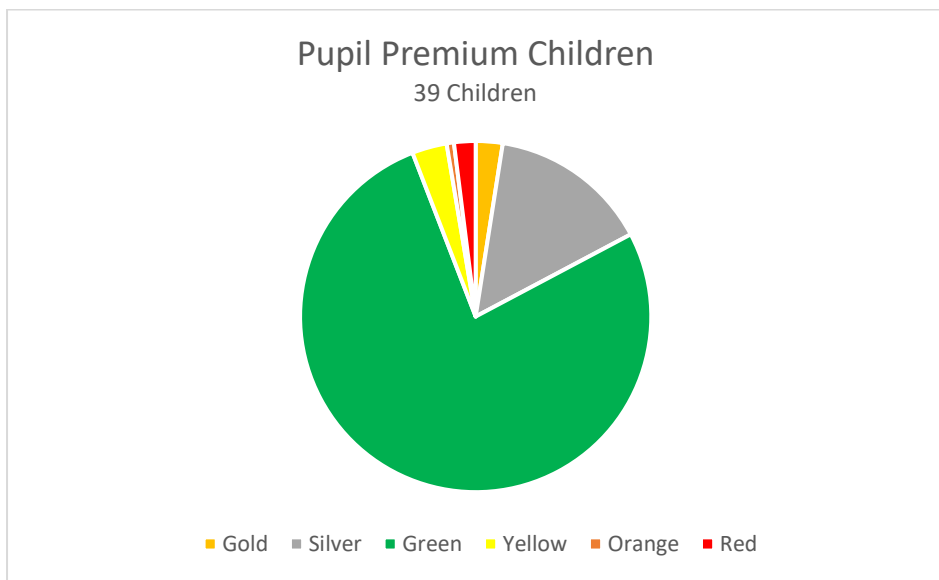
This shows that broadly our pupil premium children attend as well as our not pupil premium children and the overall our attendance figures are strong.



Behaviour data 2020 - 2021

All children start the day on Green and then move positively from silver to Gold. Before negatively moving to yellow there is always a warning of behaviour. Orange is for repeated poor behaviour and Red would incur a phone call home to parents. If behaviour is especially poor and meets specific criteria there is an automatic move to red without moving through yellow and orange first.

Cohort: PP = 39 Non PP = 115	Gold	Silver	Green	Yellow	Orange	Red
Pupil Premium	126	751	3,912	163	34	101
Not Pupil Premium	472	2,671	12,368	212	18	17





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This shows that our Pupil Premium children largely behave as well as our Non pupil Premium children and that they are equally as well rewarded. There are more reds allocated to pupil premium children but this does take into account 2 children with specific behaviour needs who were supported 1:1 and were also pupil premium children.

Barrier

- immature social skills

Our working on continually supporting the children to develop their PSHE education is evidenced in the progress all our EYFS children made with their PSED. Pastoral support through small nurture intervention groups for emotional literacy and also activities such as Lego therapy have supported our disadvantaged children to be able to talk about how they feel, regulate their own emotions and cope better with life's challenges both during work and play.

Our behaviour demonstrates that our children behave well and that our disadvantaged children behave equally as well and are rewarded equally for their behaviour. There is a strong ethos of continuity with behaviour and therefore all children understand the expectations.

Barrier

- immature language development, literacy skills and poor reading ability

Barrier

- low academic starting point

Barrier

- low aspirations

Barrier

- limited knowledge & understanding of the wider, cultural world



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Barrier

- Poor and erratic attendance