

# Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Stamshaw Infant School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	From September 2021 – 2022 to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jo Cooper Headteacher
Pupil premium lead	Jo Watson Deputy Headteacher
Governor / Trustee lead	Mr M Pearce

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,080
Recovery premium funding allocation this academic year	£10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£113,810</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to ensure all pupils, irrespective of their background, have access to high quality teaching and learning, make good progress and have a huge enjoyment during their Infant school years.

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers

The Pupil Premium Strategy plan intends to provide all pupils, within the Infant setting, the opportunities to explore, develop, learn and grow. All children should have the opportunities to have access to a broad and balanced curriculum and those pupils identified as disadvantaged are provided with educational and emotional support to ensure they have the skills and knowledge to make progress with their learning.

The detailed strategy plan is a whole school approach and ensures the objectives are clearly focussed on the need of the pupils. References are made to current research and the learning is monitored effectively to enable provision to be accurately assessed and implemented. There is a collective understanding of the issues being addressed and what the individual role is for all involved, everyone is responsible. We will ensure the plan, teach and assess cycle is seen through the lens of the disadvantaged and vulnerable pupils.

In line with the EEF Guide, we will adopt a tiered approach to Pupil Premium spending. This approach focusses on high-quality teaching, targeted academic support and the wider strategies to support the pupils' development. The key principles of the strategy plan focus on Early Literacy skills, with a great emphasise on early language development, speech and communication, reading development and the socio-emotional development of the child. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p><b>Phonic application in reading and writing</b></p> <p>Through observations, assessments and 1:1 teaching it is evident that pupils experience barriers when reading and in the development of reading. At the point of teaching phonics, the new learning is understood, however the application of phonics taught and identifying knowledge in independent reading presents as a difficulty for disadvantaged pupils. In addition, there are some inconsistencies in regularity of reading support at home.</p>
2	<p><b>Listening and Attention</b></p> <p>Through baseline assessments, transition discussions with teachers and discussions with parents, pupils' readiness for school has been notably a key focus. Development of concentration skills has been an area for development as pupils struggle independently to apply their new learning and knowledge and sustain focus on learning tasks.</p>
3	<p><b>Language articulation</b></p> <p>Through detailed discussions and observations, teachers have expressed the importance of language and communication and how this is lacking for some disadvantaged pupils. Pupils present as having an inability to speak in accurate sentences and this is influencing the writing process. Pupils experience difficulties orally rehearsing sentences and there are gaps within the disadvantaged pupils' vocabulary.</p>
4	<p><b>Emotional and social vulnerabilities</b></p> <p>Through communication with parents, staff discussions and conversations with pupils, it is evident that Covid 19 has had a huge impact on learning outcomes. Pupils lack the confidence and motivation to work independently and need support to complete the learning, this is impacting on progress. Social anxieties and behavioural concerns have been raised through parental discussions and the Well-being Lead has an increased demand on their time to support the issues that have arisen.</p>
5	<p><b>School attendance</b></p> <p>With regard to school attendance, there have been ongoing concerns due to the effects of the pandemic. Remote provision has been in place; however, the quality of response to the learning has been inconsistent. The profile and value placed on school attendance has been reflected in the attendance figures.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>At end of year 1, maintain and continue to reduce the gap between disadvantaged and non-disadvantaged peers nationally in phonics.</p>	<p>Pupils' outcomes in line with National averages (with consideration given to Covid 19 and the impact on the NA.)</p> <p>Prior to pandemic, Year 1 National outcomes in 2019 were 83%, with 71% disadvantaged compared to 84% all other pupils.</p>
<p>Percentage of pupils in all year groups achieving ARE or above in reading and writing are increased to narrow the difference with their non-disadvantaged peers.</p> <p>Pupils will leave KS1 with similar outcomes to their non-disadvantaged peers</p>	<p>The gaps between the disadvantaged pupils and non-disadvantaged pupils is narrowed with pupils' outcomes largely in line with NA.</p> <p><b>(2019 outcomes R – 62% - 75% and W – 55% - 79%)</b></p> <p><b>Current year 2 – R – 32% - 46% and W 36% - 54%</b></p> <p>There is an increased percentage of the GDS pupils in receipt of PP funding achieving broadly in line with NA.</p> <p><b>Current year 2 R 11% - 21% and W 0% - 8%</b></p>
<p>Increased effective support in place to support the socio-emotional and mental health of pupils</p> <p>Children demonstrate increasing resilience</p> <p>Children settle quickly into school / lessons and disruptions are a rarity</p> <p>Reduction in incidents for those children who are receiving 1-1 emotional well-being intervention.</p>	<p>Pastoral support in place and meeting the personalised needs of all pupils.</p> <p>Specialised interventions reflect impact on pupils' outcomes.</p> <p>Pupils develop strategies to self-regulate and are able to engage in the learning.</p> <p>Pupils are able to work more independently.</p> <p>Pupil profiles meetings identify and highlight the successes.</p> <p>Outside agency reports reflect the improved practice of individual pupils and the school's approach to supporting specific pupils.</p>
<p>Good role modelling to the pupils when engaging in conversations.</p> <p>Pupils given the opportunity to feel valued and respected by peers and their teachers.</p> <p>Opportunities for parents attend workshops to help with the development of key skills.</p> <p>Creative curriculum provides opportunities to explore and develop thinking.</p> <p>Quality provision with speech and language specialist.</p>	<p>Pupils develop the skills required to engage and participate in quality conversations which will impact on their learning outcomes.</p> <p>Increase in the range of vocabulary used and understood by pupils.</p>
<p>Improved monitoring and targeting of children in receipt of pupil premium for attendance and lateness</p>	<p>Overall attendance currently stands at 95%</p> <p>Gap between disadvantaged and others does not widen (currently 2% difference)</p> <p>Reduced number of PA through effective monitoring and support for families.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 26,363

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>To ensure high quality first teaching in every class.</b>            Access in-house, Trust-wide, and national training with a focus on improving QFT in all core areas of the curriculum            In-class coaching and access to The National College to support and develop practice.            Release of SLT and in-house experts to provide support and model best practice</p>	<p>By giving teaching and learning staff the capacity, the expertise, the professional development and knowledge it will support and best meet the needs of the disadvantaged pupils.</p> <p>EEF – Pupil Premium Guide            EEF – Putting Evidence to work            The National College            ‘Bridging the Attainment Gap’ – Marc Rowland PP lead and DFE advisor            Rachel Clarke English Consultancy - <a href="mailto:info@primaryenglished.co.uk">info@primaryenglished.co.uk</a>            Metacognition training            DFE Reading Guidance</p>	<p>1, 2, 3</p>
<p><b>Additional adults to reduce teaching groups in EYFS.</b>            Robust assessments to ensure groupings of pupils maximises learning.            Small group work highly effective when planning for participation is appropriate to ensure gains are sustained back in the classroom.            Precision teaching programme of 1:1 support</p>	<p>The needs of the pupils identified within the Early Years setting has resulted in extra staffing in the EY classes. Following on from QFT, smaller groups and proven beneficial to progress. Good relationships between pupil and Adult to ensure the most impact on progress</p> <p>EEF - Use of TAs            EEF – Teaching Toolkit</p>	<p>1, 2, 3</p>
<p><b>Effective monitoring</b>            Regular meetings with SLT to inform FGB on the data analysis of pupils.</p>	<p>Effective monitoring has ensured the current provision is in place to meet the needs of the pupils. Professional dialogue between colleagues</p>	<p>1, 2, 3, 4, 5</p>

Through Pupil Profile Meetings, regular discussion and analysis of data / tracking. In school formal monitoring programme. CPD records	enables detailed provision to be established. <a href="#">EEF – Pupil Premium Guide</a>	
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.  All relevant staff (including new and support staff) receive training to deliver early reading and phonics effectively – new training schedule with the implementation of SSP for phonics.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">EEF - Phonics Toolkit</a>	2

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 51,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>ELSA</b> Tailored programmes for mental health and wellbeing to support disadvantaged pupils High levels of communication with parents / carers Identification and engagement of most vulnerable children and families Identified support staff time-table for specific support / programmes Engagement with citywide outreach services Purchase of books and additional resources	Research and implementation of ELSA support has proven the effect of social and emotional programmes in supporting the needs of the pupils and enabling them to make progress within their learning.  <a href="#">MABS</a> <a href="#">Dr Bruce Perry – Hierarchical Organisation of the Brain.</a> <a href="#">ACES - Portsmouth SB</a> <a href="#">EEF-Social and Emotional Learning</a> <a href="#">EEF- Metacognition and self-regulation</a>	4
<b>Speech and Language</b> Designated Speech and language Specialist to work with disadvantaged pupils on specific	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a	2,3

<p>programmes. The programmes support the development of the articulation of sounds, vocabulary skills and speaking in accurate sentences to inform the narrative.</p>	<p>combination of the two show positive impacts on attainment:</p> <p>EEF – Early language Development  EEF – The Big Picture  EEF – Improving Literacy in KS1</p>	
<p><b>Early Years Interventions</b>  Implementation of targeted intervention in Early years to support and promote the development of language in the early stages.</p>	<p>Validated intervention – NELI shows a positive impact of four months additional progress to improve the spoken language of early year’s pupils.</p> <p>EEF – Early language Development  Multi-dimensional scale – Timothy Rasinski  EEF –Early Years Toolkit</p>	2,3
<p><b>Phonics</b>  Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>EEF – Teaching and learning Toolkit – Phonics  Collaboration, and audit with the English Hub</p>	2
<p><b>Tutoring</b>  Engaging in the 1:1 tutoring programme to provide tuition to identified pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>EEF – One to One Tuition</p>	1,2,3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 39,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Enhanced provision</b> To enable pupils to have provision to Breakfast Club and Teatime Club. Facilitate <i>Rock Steady</i> (music band) to provide a rich and varied experience of life beyond the classroom.</p>	<p>Evidence shows that children who have had a good breakfast are ready to learn and are able to function effectively. Hungry children do not perform as well.</p> <p>All children should have the opportunity to experience playing a musical instrument to widen their breadth of experiences,</p> <p>EEF Toolkit – Social and Emotional Learning</p>	4
<p><b>Pastoral Support</b> Engagement of parents and families to ensure priorities are addressed and opportunities are developed to ensure involvement in their child's education.</p>	<p>With Covid issues and Safeguarding remaining our priority for the school, increased involvement with the Head of Pastoral and Behaviour, liaising with parents and outside agencies.</p> <p>Positive feedback from outside agencies details the importance of relationships and how that influences the relationships with learning.</p> <p>Marc Rowland – DFE Advisor EEf Toolkit – Parental Engagement</p>	4
<p><b>Attendance</b> Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF – Toolkit – Parental Engagement</p>	5

<p><b>Parental Engagement</b></p> <p>Parents feel more well informed and empowered to support their children through:</p> <ul style="list-style-type: none"> <li>• Seesaw APP</li> <li>• Parental engagement programme in place</li> <li>• Family Learning workshops</li> <li>• Class assemblies</li> <li>• Coffee mornings</li> </ul>	<p>Parental engagement has significantly improved through the Seesaw APP- 98% of parents are using the APP to engage with their child's learning.</p> <p><a href="#">EEF – Toolkit – Parental Engagement</a></p>	
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**Total budgeted cost: £ 117,742**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### **Progress in Phonics**

The impact of the second lockdown, caused by the pandemic, had an impact on the data outcomes for 2020-2021 due to national testing being cancelled. Our school internal teacher assessments captured the attainment of the pupils' at that point in time and enabled detailed discussions with governors.

- 82% of the Year 2 pupils passed the phonics screening test in autumn 2020. These pupils had missed considerable teaching of phonics in Year 1.
- Fast track phonics was implemented for year two pupils who did not pass the phonic screening test in autumn 2020. This was delivered by TAs who followed the 14 week programme.

#### **Year 1**

- Within Year 1 all children made progress with their Phonics from the Autumn baseline assessment to the end of Year 1.
- Children in receipt of Pupil Premium made significant improvements from starting points. Children with EAL also made accelerated progress.
- Assessments demonstrated that children in Year 1 benefitted from small group interventions, curriculum alterations, personalised targets and securing concepts before moving to more advanced areas of the curriculum.

#### **Improved Reading , Writing and Maths outcomes**

The White Rose scheme was highly effective to support the remote learning, with tutorial videos and specific activities to support the delivery of the key mathematical concepts. An online reading scheme was purchased in January to support the remote learning of pupils reading. This was well supported with over 1200 books read during the lockdown period.

On the return to a full opening, Quality First Teaching ensured pupils needs were met. Conferencing with specific pupils was undertaken to address misconceptions and targeted support.

- In Reading, 39% of PP pupils achieved ARE or above and 5% achieved the GDS standard.
- In Writing, 45% of PP pupils achieved ARE standard.

- In Maths, 54% of PP pupils achieved ARE or above and 2% achieved the GDS standard in the KS1 teacher assessments.

Reading during the summer term was a strength with the majority of pupils making accelerated and good progress. Good progress was observed regarding stamina for writing and the independence required editing and improving ideas.

The percentage of pupils leaving KS1 with ARE across reading writing and maths was broadly in line with national expectations from previous years.

### **Improvement in Spoken Language**

Interventions delivered by Speech and Language Teacher, ELSA, TA and small groups with class teacher enabled pupils to make progress with their communication skills. Specialised programmes and work with supporting outside agencies clearly focussed the learning on the needs of the pupils.

Additional TA support within the Early Years setting and Reception Narrative was delivered to support the language development of key pupils.

### **Quality First Teaching**

The quality of teaching across school is high. It is rooted in high expectations and ensures pupils are able to apply the knowledge they have learnt effectively. Monitoring/triangulated evidence shows that pupils have retained key knowledge from all subject taught and pupils can apply their learning and achieve well.

### **Attendance**

Attendance for disadvantaged was below other pupils in 2020-2021 (91%). This was, in some part, due to coding of vulnerable disadvantaged who did not attend school in periods of closure. This target will requires focus in the academic year 2021-2022.

- Weekly telephone consultations with LA Safeguarding lead, communication with outside agencies and outreach providers ensured through communication and engagement with families in some very challenging circumstances.
- Open communication with parents via meetings at drop off and collections and telephone conversations addressed key issues and encouraged good attendance.

### **Pastoral Support**

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues.

- Well-targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life.
- Highly effective pastoral care has led to early support for families and, as such, personal development outcomes for disadvantaged children are broadly in line with outcomes for all 'other' children at Stamshaw Infant School.
- Barriers to learning were identified and proactively diminished through targeted support from the pastoral lead, the educational psychologist and MABS

specialist.

- Pupils involved in pastoral interventions (e.g. Lego therapy/play therapy) made at least expected progress, with many demonstrating a greater ability to self-regulate.