

ST Michael’s Church of England Infant School

Pupil Premium Strategy

2021-4

Headteacher Dot Patton

Deputy Headteacher Miriam Thorley

Governor Lead Victoria Rogers

## 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

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| Detail | Data |
| Number of Pupils in school | 248 |
| Proportion (%) of pupil premium eligible pupils | 19% |
| Academic years that our current pupil premium strategy plan covers | 2021-2024 |
| Date this statement was published | December 2021 |
| Statement Authorised by | Dot Patton, Headteacher |
| Pupil Premium Lead | Dot Patton |
| Governor Lead | Victoria Rogers |

Funding Overview

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| Detail |  |
| Pupil Premium funding allocation this academic year | £55,468 |
| Recovery Premium funding allocation this academic year | £5,410 |
| Pupil Premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total Budget for this academic year | £60,878 |

Part A: Pupil Premium Strategy Plan

**Statement of Intent**

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| Our intention for our pupil premium pupils is linked to our school values in that we want our pupils to make secure attachments with the school staff and with other pupils so that our children feel that they are loved and are secure enough to persevere in their learning, even when it can be challenging. As a result of this part of our pupil premium strategy is linked with the development of children’s social and emotional learning.We will continue to consider the challenges that are faced by our vulnerable pupils. These may include: home life, speech and language issues, academic challenges, social, emotional and mental health factors and special educational needs. Some of the children in our school face multiple vulnerabilities and because of this we will also consider the challenges faced by pupils on the thresholds for safeguarding.Our intention is also for our pupil premium pupils to make good progress in their learning and to achieve as highly as possible in all subjects. In order to achieve highly in all subjects our pupils will need to be confident and fluent readers so that they are able to learn independently in all subjects. Progress in reading and reading for pleasure are therefore important parts of our strategy.At the heart of our approach is high quality early intervention, with a focus on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved, alongside the progress for their disadvantaged peers through high quality teaching and also through interventions that may be used for individuals.Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worse affected, including non-disadvantaged pupils.Our approach will be responsive to common challenges and individual needs and rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:* Understand the external barriers to achievement and act early to enable progress for all pupils
* Ensure disadvantaged pupils are supported and challenged in the work that they are set across the curriculum
* Adopt a whole school approach linked to our school vision and values in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
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**Challenges**

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Many of our disadvantaged children present with multiple vulnerabilities. 76.3% of our disadvantaged children have been identified with a pastoral or behavioural need by staff on CPOMs.An in-depth analysis of the profile of disadvantaged pupils shows that they are likely to* Have been in need of family support (52.6%)
* Have multiple vulnerabilities through having Special Educational Needs
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| 2 | Assessments, observations and discussions with pupils indicate underdeveloped listening and attention skills, oral language skills and vocabulary gaps among many disadvantaged pupils. These are more prevalent among our disadvantaged pupils than their peers.  |
| 3 | Assessment, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. By Year 2, disadvantaged pupils are 21% less likely to be working at age-related expectations in reading than the average for the cohort. |
| 4 | Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in English and in maths. By Year 2, disadvantaged pupils are 24% less likely to be working at age-related expectations in maths than the average for the cohort.  |
| 5 | Our attendance data indicates that attendance amongst disadvantaged pupils is lower than for non-disadvantaged pupils. Last half-term (Autumn 1), the average attendance of disadvantaged pupils was 88.2%, whereas for all children the attendance figure was 96%. |
| 6 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, including anxiety and difficulties with social emotional regulation and resilience. Observations show that there is a considerable number of pupils, including disadvantaged, which are in need of additional support and intervention to improve mental health, well-being and social interaction skills. These challenges particularly affect disadvantaged pupils. 37% of disadvantaged pupils currently require additional support with social and emotional needs through ELSA provision of class intervention and support.  |

**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.

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| **Intended Outcome** | **Success Criteria** |
| Reduce the impact of negative life experiences on disadvantaged pupils to ensure Maslow’s hierarchy of needs are met. | * Reduction in number of behavioural and pastoral incidents recorded on CPOMS for disadvantaged pupils (half termly analysis carried out)
* Decrease in % of pupils in receipt of personalised intervention for anxiety and mental health by 2024/5
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| Progress in communication and language skills | * Accelerated progress as measured by the Early Talk Boost and Talk Boost tracking tools.
* Further triangulated evidence: pupil engagement in lessons, work scrutiny and ongoing formative assessments
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| Improved reading attainment among disadvantaged pupils | * Non-SEND disadvantaged pupils achieve in line with their peers within the Y1 phonics screening test (an increase in the number of non-disadvantaged pupils achieving this year on year)
* End of KS1 reading outcomes for 2024/25 show that 95+% of disadvantaged pupils (without SEND) meet the expected standard in reading at the end of KS1.
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| Improved writing and mathematics attainment among disadvantaged pupils | * By 2024, 80% of non-SEND disadvantaged pupils to achieve the expected standard in writing by the end of Y2
* By 2024, 90% of non-SEND disadvantaged pupils to achieve the expected standard in mathematics by the end of Y2
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| Improved progress for pupils with multipole disadvantage e.g: SEND and disadvantage | All pupils with multiple disadvantage make accelerated progress comparable to their disadvantaged peers. This will be monitored and measured against personalised tracking from on-entry to the end of KS1 |
| To improve attendance for all pupils, particularly our disadvantaged pupils | Reduce attendance gap between non-disadvantaged and disadvantaged to less than 5% by 2024/5 |

**Activity in this academic year**

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

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| Teaching (for example, CPD, recruitment and retention) |
| Budgeted Cost: £18,932 |

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| **Activity** | **Evidence that Supports this approach** | **Challenge number (s) addressed** |
| Purchase of DFE validated Systematic Synthetic Phonics programme: Little WandlePurchase of books that match precisely to the phonics level of pupils for use in schools and e-books for use at home | Systematic synthetic phonics approaches have a strong evidence base that indicates a positive impact on decoding and fluency of reading.<https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>Research in Cognitive Science shows that pupils are more likely to retain knowledge if there is the opportunity to apply this through deliberate practice and retrieval. | 3 |
| Staff training cost to ensure implementation of phonics teaching is consistent | Evidence shows that for phonics teaching to be most effective it should be taught consistently (see the links above). | 3 |
| Extra teaching assistant in the afternoons to support with the teaching of reading so that all children in YR and Y1 are able to read 3x per week following the Little Wandle recommendation. | Evidence shows that fidelity to a phonics scheme enables the most impact on the learning of all pupils. Each reading session has a clear focus and enables decoding practice, as well as a focus on comprehension and the use of expression. Research in Cognitive Science shows that pupils are more likely to retain knowledge if they have the opportunity to apply it through deliberate practice and retrieval. | 4 |
| The use of a library assistant to support pupils with reading for pleasure | There is extensive research to show the impact of reading for pleasure on pupils’ future academic success (Sullivan and Brown 2013). | 4 |
| Enhance the quality of maths teaching and curriculum planning through participation in the NCETM mastering number training programme- time out of class for Maths leader to observe Maths teaching and support with planning | An important part of Maths mastery is that repetition of key facts frees up the working memory and that learning in small steps helps children to achieve and understand in mathematics. <https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/> | 4 |

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| Targeted academic support (for example, tutoring, one to one support and structured interventions) |
| Budget Cost: 39,038 |

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s)****addressed** |
| Cost of Talk Boost in Key Stage 1 and YR to improve listening narrative and vocabulary skills for disadvantaged pupils. Training for adults carrying out interventions. | Evidence of oral language interventions is high according to the EEF (Education Endowment Foundation): <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 2 |
| Cost of ‘Keep up’ support for those pupils who are struggling to keep up with the phonics programme (Little Wandle) | It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning:<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 3 |
| Engaging with the National Tutoring programme to provide tuition for disadvantaged pupils. | Tuition targeted at specific needs and knowledge gaps can be an effective model to support those who are falling behind or are struggling with the learning:<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 4 |
| Targeted support to social and emotional literacy development through ELSA | Evidence suggests that supporting children with emotional literacy skills will improve their outcomes later on in school life (e.g: improved academic performance, attitudes, behaviour and relationships with peers).<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1, 6 |
| Additional 1:1 or small group pre teaching sessions to support pupils with key vocabulary before whole class teaching in English and Maths. | Some of our Pupil premium pupils also have SEND or struggle with new language. Pre-teaching can help the children to feel more confident with new concepts.<https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send> | 4 |

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| Wider Strategies (for example, related to attendance, behaviour, wellbeing)  |
| Budget: £6,120 |

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| **Activity** | **Evidence that supports this approach** | **Challenge number addressed** |
| Team Teach Training to support staff to understand and support pupils when they are struggling with feelings of anxiety and anger | Both targeted interventions and universal approaches can have positive overall effects:<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 1,6 |
| Milk for FSM pupils/ offer of breakfast for those who might need it | Research by Abraham Maslow that pupils are unlikely to reach self-actualised without basic needs being met. | 1,6 |
| Embedding principles of good practice set out in the DfE’s Improving school attendance advice. This includes staff time to support and improve individual attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1,6 |
| Subsidising the cost of educational visits and visitors | This supports educational engagement, motivation and social interaction. Over the last few years pupils have missed out on some of the curriculum enhancing activities due to the pandemic. Pupils should not miss out because of the cost of these visits. | 1,6 |

**Part B: Review of Pupil Premium outcomes in the previous academic year**

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

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| Due to the pandemic, school closure was detrimental to our disadvantaged pupils as they were not able to fully benefit from the intended pupil premium targets and interventions. The impact was mitigated by the continuation of a high quality curriculum despite the periods of partial closure and was aided by recorded lessons (including phonics teaching) that were shared with pupils on the platform Tapestry. Reduced interactions with other pupils and staff had a negative impact on pupils’ acquisition of language, despite the use of the Nuffield Early Language Intervention. A focus on language aquisition will continue to be a priority target for disadvantaged pupils.All disadvantaged pupils were actively encouraged to attend school during the Covid-19 lockdowns. This enabled those who attended school to be taught in small groups and for interventions to be taught in school for those that attended. When internal assessments were carried out in 2020-21, they show that the attainments for disadvantaged pupils remained lower than their peers and therefore the outcomes on our pupil premium strategy 2020-21 were not fully realised. Attendance for 2020/21 was effected by COVID-19 and although this was lower for disadvantaged pupils there has been evidence of improvement for some of the individual pupils. The positive impact on individual pupils was through the school support of the families and also the support of Early Help and this will continue to be a focus for support and improvement in 2021-22.Our assessments and observations indicated that wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. There was reduced capacity for ELSA due to children and staff being in ‘bubbles’. This academic year some of our pupils are showing an increased risk of difficulty with social and emotional regulation and this requires a long term strategy to support. |

**Further Information**

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| Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery funding. This includes:* Support from the Hampshire English team including visit to school by Hampshire English advisor to support our teaching of reading and phonics
* Training for teaching staff to revisit the principles of assessment for learning to ensure that all staff have high expectations of all pupils
* Extra time for subject leaders to continue to develop the curriculum so that this continues to be of the highest quality for all of our pupils

**Planning, Implementation and Evaluation**We used the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) to develop our strategy. We also looked at each individual pupil and collected a database of performance and need. We have also used a wide range of research that has been carried out over time, e.g: research into reading for pleasure carried out by the Open University. We triangulated evidence from multiple sources of data including assessments, CPOMS analysis, conversations with staff and parents in order to identify the challenges faced by disadvantaged pupils.Over the next three years, senior leaders and governors will monitor and review our strategy term. There will be a full review of progress made on the strategy at the end of this academic year. |