

Pupil premium strategy statement - Polehampton Infant School

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	Polehampton C of E Infants
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	5.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 1 st 2021
Date on which it will be reviewed	November 1 st 2022
Statement authorised by	Helen Ball – Executive Head Jenny Scott – Head of School
Pupil premium lead	Krista Pierro
Governor / Trustee lead	Sarah Tang

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,033
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,033

Part A: Pupil premium strategy plan

Statement of intent

When evaluating how Pupil Premium funding is directed, we have considered the challenges faced within the context of our school. By using research conducted by EEF we are able to support our decisions around the usefulness of different strategies and their value for money.

Polehampton C of E Infant School will aim to direct our Pupil Premium Funding towards the following key principles:

Key principles:

- Reduce the attainment gap between our advantaged and disadvantaged pupils across core subjects.
- Promote good mental health and well-being.
- Develop speech and language skills.

Literacy: We plan to accelerate our infant pupil's attainment in phonics and writing. Our current plan works towards this objective by funding a full-time HLTA who is able to deliver explicit and systematic phonics and writing interventions (EEF+5).

Numeracy: To support progress in numeracy, a part-time teaching assistant has been employed to work with our Pupil Premium children who need targeted support in this area. This member of staff supports the pupils within the lesson as well as delivering targeted maths intervention (EEF+4)

Speech and Language: Polehampton C of E Infant has purchased the program 'Speech Link' to target this area of need. Through this program, we have been able to identify that 60% of our Pupil Premium children have some level of speech and/or language difficulty. This programme has and will continue to enable school staff to access speech and language assessment materials, alongside targeted Speech and Language interventions, which are used to support our Pupil Premium children with this area of need (EEF+6). An experience HLTA who has received SpeechLink training is funded to support pupils with SAL needs two afternoons a week. This support targets a number of our pupil premium children.

Mental Health and Wellbeing: Our current provision involves delivering weekly 'Art Club' sessions which aims to reduce stress and anxiety for identified pupils (EEF+3). We have further funded additional support staff hours to ensure a key adult is able to engage in regular check-ins and reflective activities with our Pupil Premium children. Furthermore, we actively encourage our Pupil Premium families to sign their children up for extra-curriculum activities such as music lessons, sports, crafts or language clubs. Polehampton Schools funds its Pupil Premium children to partake in one club per term. (EEF+1). These clubs aim to develop confidence, self-esteem and provide opportunities for positive peer interactions.

Polehampton C of E Schools are currently engaging in a four-year plan to become a Therapeutic Thinking school. Staff CPD in this area has been part-funded by Pupil Premium. This approach aims to develop staff's knowledge and skills in supporting children's mental health and behavioural needs, particularly for children who may have experienced adverse childhood experiences. By the end of our four-year plan, Polehampton Schools aim to promote self-awareness, self-management, social awareness, relationship skills and responsible decision making (EFF +4) amongst all of its pupils.

Challenges

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

Challenge number	Detail of challenge
1	Below age expectation phonic skills.
2	Below age expectation writing skills.
3	Emotional and Mental Health needs e.g. anxiety and attentional difficulties.
4	Reduced opportunities to practice learning skills outside of school
5	Speech and Language needs

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
To reduce the attainment gap in early reading for our pupil premium children by teaching an explicit and systematic phonics program (EEF+5).	<p><i>All PP children will have met their personal end of year reading target.</i></p> <ul style="list-style-type: none"> - Whole school RWI - Phonics sessions take place in small groups (EEF+4) - HLTA RWI interventions - Daily readers - ABC to Read
To reduce the attainment gap in early writing for our pupil premium children.	<p><i>All PP children will have met their personal end of year writing target.</i></p> <ul style="list-style-type: none"> - Handwriting intervention (LetterJoin) - TA Small group support in writing lessons (EFF+4) - HLTA RWI interventions (EFF+4) - HLTA 1x afternoon a week delivering maths interventions (EEF +4)
To effectively support our pupil premium children's emotional and mental health needs.	<p><i>All PP children will have access to a therapeutic intervention within the academic year 2021-2022.</i></p> <ul style="list-style-type: none"> - Art group (EEF +3) - Targeted emotional literacy groups for specific pupils.
To enhance the progress of our pupil premium children's speech and language needs.	<p><i>All PP children will demonstrate progress with an increased standard score on their Speech Link assessment by the end July 2022.</i></p> <ul style="list-style-type: none"> - Speech Link assessment and interventions (EEF+6) - HLTA x2 afternoons a week to assess and deliver SAL interventions.

	<ul style="list-style-type: none">- <i>Implement recommended whole class strategies</i>- <i>Access to Wokingham's SALT services</i>
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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: £ 1000

Commented [JT1]: Is this enough for the INSETS?

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic Thinking (Senior Leadership Team training)	Education Endowment Fund Teaching & Learning Toolkit: Universal approach + 3 The Therapeutic Thinking approach reports that schools who trained their SLT as tutors had a higher success rate at implementing the approach e.g. 60% reduction in fixed term exclusions, comparatively to 16% reduction in schools who did not have SLT tutors.	3
Therapeutic Thinking (Whole school INSETS)	Education Endowment Fund Teaching & Learning Toolkit: Universal approach + 3 The Therapeutic Thinking approach reports evidence of a reduction in exclusions and RPIs as well as increased staff confidence and pupil wellbeing in schools that have adopted the approach.	3

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

Budgeted cost: £ 11,600

Commented [JT2]: made up of 11 hrs of NB time Letterbox £100 resources/child + £2k recovery funding - use on additional staffing or more of Nicola's time that was last year funded with COVID catch up?

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of full time HLTA to deliver RWI interventions x 5 a week.	Education Endowment Fund Teaching & Learning Toolkit + 5 months. Evidence shows that explicit and systematic phonics teaching such as RWI interventions strongly supports progressing for early readers.	1 & 2

Additional HLTA for one afternoon a week to deliver numeracy interventions.	Education Endowment Fund Teaching & Learning Toolkit + 4 months Interventions lead by teaching assessments on targeted areas can promote progression. Targeting core maths skills will help these learners create strong foundations for future learning.	1 & 2
Targeted Speech & Language interventions with a HLTA x 2 afternoons a week.	Education Endowment Fund Teaching & Learning Toolkit + 6 months Regular SAL interventions encourage progress for children with SAL needs. They further promote progress across the curriculum, creating greater access to engaging in oral literacy tasks and discussions in a variety of topics.	5

Commented [JS3]: Jo should we add Natalie's HLTA time (2 PMs in blue) for the speech link assessment/groups?

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

Budgeted cost: £ 3350

Commented [JT4]: clubs, uniform, photos, trips, art club

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art Club (to support emotional well-being & mental health)	Education Endowment Fund Teaching & Learning Toolkit + 2 months Engagement with arts and creative activities can create better engagement across the curriculum. It further allows for develop of social and emotional skills.	2
Funding for sports or activity club after school per term	Education Endowment Fund Teaching & Learning Toolkit + 1 month Participation with sports and other extra-curriculum activities has links with improved mental health and therefore greater access with the curriculum.	2
Letterbox subscription (May-October)	To promote home learning, access to high quality texts and resources & parental engagement (Education Endowment Fund Teaching & Learning Toolkit + 4 months)	4
Funding to access school trips and events to support mental health and cultural development.	<i>Parental questionnaire will be used in final draft to present evidence.</i>	3
Supported funding for school uniform, school photographs	<i>Parental questionnaire will be used in final draft to present evidence.</i>	3

Total budgeted cost: £15950

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 has been identified in teacher assessments and the use of the Read Write Inc tracker for all pupil premium children. Pupils with limited progress and/or working below their age expected attainment level have been identified through teacher assessments and had interventions identified for them.

Details of data to follow.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Speech Link	Speech Link Multi Media Ltd
LetterJoin	Green and Tempest Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Polehampton Infant and Junior School are working in collaboration to ensure that vulnerable pupils receive continued support when transitioning from the infant to juniors. Examples of this include: working together on a 'four-year strategy'; phonic interventions for year 2 pupils to continue during the Autumn term of Year 3 and pupil premium children taking part in Art group at the end of Year 2 to continue with sessions for the first term of Year 3.

In addition to this, Polehampton schools will be working with the Keys Academy Trust to provide Outdoor Adventurous Educational trips for its pupil premium children across the schools' trust. These trips will aim to promote self-esteem, confidence and social development.