

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

Our intention at Polehampton C of E schools is that all children make good progress and aim for aspirational attainment levels irrespective of their backgrounds or potential barriers. We intend on all children to develop strong social, emotional skills in order to prepare them with healthy and productive tools for later life.

Our schools intend to implement quality first teaching, with a focus on inclusive practices to reduce the attainment gap for our disadvantaged pupils. This is proven to be a highly effective strategy for not only supporting disadvantaged pupils but also benefitting the wider class.

When considering the use of Pupil Premium funding, other vulnerable groups such as children with social workers or young carers are also considered. We intend to support these groups with the outlined strategies to promote their academic success and emotional wellbeing.

When evaluating how Pupil Premium funding is directed, we have considered the common 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.

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	Assessments and teacher feedback suggests that a higher percentage of our PPG children are demonstrating below age expectation phonic skills than our not PPG children.

2	Assessments and teacher feedback suggests a higher percentage of our PPG children are demonstrating below age expectation numeracy skills than our not PPG children.
3	Teacher feedback and class observations suggest that a greater percentage of our PPG children are presenting some form of emotional, mental health needs such as anxiety and/or attentional difficulties than the percentage of non-PPG children.
4	Informal feedback from a number of PPG families suggests that there are greater number of barriers to reading and engaging in learning together.
5	Assessments, teacher feedback and observations suggest that our PPG children present a greater level of 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>All PPG children will have met their personal end of year phonics target.</p> <p>These targets will be set and monitored by class teachers and reviewed by the senior leadership team.</p> <p><i>How will we achieve this:</i></p> <ul style="list-style-type: none"> - Quality First Teaching - Whole school RWI - Phonics sessions take place in small groups - HLTA RWI interventions - Daily readers - ABC to Read
To reduce the attainment gap in early writing for our pupil premium children.	<p>All PP children will have met their personal end of year writing target.</p> <p>These targets will be set and monitored by class teachers and reviewed by the senior leadership team.</p> <p><i>How will we achieve this:</i></p> <ul style="list-style-type: none"> - Quality First Teaching - Handwriting intervention - TA Small group support in writing lessons - HLTA RWI interventions - HLTA 1x afternoon a week delivering maths interventions
To promote good pupil well-being and healthy management strategies.	<p>All PP children will have had access to a therapeutic intervention within the academic year 2021-2022.</p> <p><i>How will we achieve this:</i></p> <ul style="list-style-type: none"> - Quality First Teaching - Art group

	<ul style="list-style-type: none"> - <i>Targeted emotional literacy groups for specific pupils.</i> - <i>All staff completing therapeutic thinking training.</i>
<p>To enhance the progress of our pupil premium children's speech and language needs.</p>	<p>All PP children will demonstrate progress with an increased standard score on their Speech Link assessment by the end July 2022.</p> <p><i>How will we achieve this:</i></p> <ul style="list-style-type: none"> - <i>Quality First Teaching</i> - <i>Speech Link assessment and interventions</i> - <i>HLTA x2 afternoons a week to assess and deliver SAL interventions.</i> - <i>Implement recommended whole class strategies</i> - <i>Access to Wokingham's SALT services</i>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic Thinking (Senior Leadership Team training)	Education Endowment Fund Teaching & Learning Toolkit: 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: 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: £ 9,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of full time HLTA to deliver 121 and small group RWI interventions x 5 a week.	Education Endowment Fund Teaching & Learning Toolkit + 5 months. (evidence strength = very high) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Evidence shows that explicit and systematic phonics teaching such as RWI interventions strongly supports progressing for early readers.	1 & 2

HLTA for one afternoon a week to deliver numeracy interventions.	Education Endowment Fund Teaching & Learning Toolkit + 4 months (evidence strength = moderate) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions (evidence strength = very high) Interventions lead by a HLTA, 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 Early Years Toolkit https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches + 6 months (evidence strength = high) Regular SAL interventions encourage progress for all children however the greatest progress has been found for children from disadvantaged backgrounds. Progress in this area has been found to increase attainment in early reading too.	5 & 1

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

Budgeted cost: £ 5,700

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 + 3 months (evidence strength = moderate) Engagement with arts and creative activities can create better engagement across the curriculum. It also consistently is reported to improve wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2
Funding for sports or activity club after school per term	Education Endowment Fund Teaching & Learning Toolkit + 1 month (evidence strength = moderate) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity 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. 67% of our PPG parents/guardians 'opt in' for this scheme and share that they look forwards to sharing the books and learning resources with their child each month.	4
Funding to access school trips and	<i>Parental questionnaire results will be used in final draft.</i>	3

events to support mental health and cultural development.		
Supported funding for school uniform, school photographs	<i>Parental questionnaire results will be used in final draft.</i>	3
Individualised resources and support packages.	<p>Pupil specific support packages and resources for pupil premium and disadvantaged pupils. This includes, sensory tools and learning aids.</p> <p>Varied outcomes to analyse. Analysis of the largest outgoing in this category is the use of SEL interventions (+4months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning (evidence strength = low) This research explores in impact on attainment, rather than a focus on well-being more personalises analysis will need to take place in our setting.</p>	1,2,3,4 & 5 (dependent on need)

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.

<p>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.</p>
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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
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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.