

Pupil premium strategy statement – Polehampton Infant School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our pupil premium and targeted pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for pupil premium and targeted pupils last academic year.

School overview

Detail	Data
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	5.08%
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	December 2022
Date on which it will be reviewed	December 2023
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	£13,700
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£15,700

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 potential barriers. We support 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 pupils who may be faced with barriers. This is proven to be a highly effective strategy for not only supporting these 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. With the 'Cost of Living Crisis' we are mindful that a number of families will be facing hardships but may not meet the pupil premium eligibility criteria. With that in mind, we intend to support these identified children with similar approaches. These children, together with those eligible for the pupil premium grant (PPG) are our targeted children.

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:

- Promote healthy coping strategies to support our targeted children's mental health and wellbeing.
- Enable greater progress in reading and writing for our targeted children.
- To meet the individual speech and language targets of our targeted children.

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 (EEF +4) amongst all of its pupils.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>

Challenges

This details the key challenges to achievement that we have identified among our pupil premium and targeted pupils.

Challenge number	Detail of challenge
1	Assessments and teacher feedback show that a higher percentage of our PPG children are demonstrating below-age-expectation literacy levels compared to non-PPG children. This percentage is more significant in writing than reading.
2	Informal feedback (monitored through school recording system) from a number of PPG families suggests that there are greater number of barriers to engaging in learning together at home. Barriers include time pressures, being part of a single-parent or separated family and limited access to technology and online platforms.
3	Parental feedback (monitored through school recording system) suggests a high percentage of our PPG children have experienced Adverse Childhood Experiences (ACEs). Experiences of ACEs is linked to lower attainment and greater risk of experiencing mental health difficulties.
4	66.6% of our PPG children have an identified speech and/or language need.
5	Currently only a small number of our PPG children (3 out of 9) have low attendance recorded at our infant school. However, having identified patterns at the junior school we feel it would be beneficial to target these pupils' attendance at the infants, to promote sustained, improved attendance.

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>1. Promote healthy coping strategies to support our targeted children's mental health and wellbeing.</p>	<p>All PPG children will have access to a therapeutic intervention or group to promote positive wellbeing.</p> <ul style="list-style-type: none"> ○ Art group (EEF +3) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation ○ Access to one sport, music or craft club per term. ○ Targeted Forest School group <p>How will we measure?</p> <ul style="list-style-type: none"> ○ Intervention attendance data (tracking grid and teacher records). ○ Club records (tracking grid) <p>All children will be exposed to a whole-school approach to mental health, wellbeing and behaviour to promotes healthy coping strategies.</p> <ul style="list-style-type: none"> ○ On-going engagement from SLT with Therapeutic Thinking networks. ○ Refresher training for staff regarding Therapeutic Thinking ○ Access to staff training around mental health and wellbeing.

	<p>How will we measure?</p> <ul style="list-style-type: none"> ○ <i>Exclusion data</i> ○ <i>Teacher records regarding behaviour and mental health on internal recording systems</i> ○ <i>Staff CPD records</i>
<p>2. Enable greater progress in reading and writing for our targeted children</p>	<p>All PP children will have met or surpassed their personal end of year writing target.</p> <ul style="list-style-type: none"> ○ <i>Targeted handwriting interventions (LetterJoin)</i> ○ <i>TA small group support in writing lessons</i> ○ <i>Whole school, highly structured writing programme (Jane Considine – The Write Stuff). Specific resources downloaded to support PPG children.</i> ○ <i>PPG children included in small phonics groups.</i> ○ <i>1:1 Read Write Inc (RWI) tutoring</i> ○ <i>Weekly tutoring phonics group</i> ○ <i>Targeted resources</i> ○ <i>ABC 2 Read (weekly)</i> ○ <i>Quality assure targets during pupil progress meetings.</i> <p>How will we measure?</p> <ul style="list-style-type: none"> ○ <i>End-of-year attainment data</i> ○ <i>Termly pupil progress meetings</i> ○ <i>Teacher feedback</i>
<p>3. To meet the speech and language targets of our targeted children.</p>	<p>All PPG children will have met their speech and language target by the end of the academic year.</p> <ul style="list-style-type: none"> ○ <i>Targeted SALT interventions</i> ○ <i>Use of Speech Link to set targets</i> ○ <i>Working with the SALT team to set and review targets</i> <p>How will we measure?</p> <ul style="list-style-type: none"> ○ <i>End-of-year review of targets</i> ○ <i>Teacher/TA feedback</i> ○ <i>SALT triage notes</i> ○ <i>Pre and post Speech Link assessments</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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic Thinking INSETS for all staff (continued).	<p>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.</p> <p>In 2021/22, Polehampton's Senior Leadership Team (SLT) completed the full Therapeutic Thinking training. 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. This year, SLT will continue to attend Therapeutic Thinking network meeting events to refresh their practice.</p>	3 & 5
<p>Targeted staff training in the following areas:</p> <p>Mental Health, Wellbeing, Emotional Literacy and Speech and Language.</p> <p>Literacy interventions and approaches</p>	<p>Zuccollo and Fletcher-Wood (2020), <i>The effects of high-quality professional development on teachers and students</i>, EPI. Demonstrated good quality CPD for teachers had the equivalent to providing a teacher with 10+ years experience in the classroom. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p><i>Making the Best out of Teaching Assistants: Guidance Report</i> Demonstrated positive impact on classroom learning when TAs have access to targeted CPD. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1668527984</p>	1, 3 & 5

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of full time HLTA to deliver 1:2:1 and small group RWI interventions x 5 a week.	<p>Education Endowment Fund Teaching & Learning Toolkit + 5 months. (evidence strength = very high) (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)</p> <p>Evidence shows that explicit and systematic phonics teaching such as RWI interventions strongly supports progressing for early readers.</p>	1 & 2
Targeted Speech & Language interventions with a HLTA x 2 afternoons a week	<p>Education Endowment Fund Early Years Toolkit https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches + 6 months (evidence strength = high)</p>	4

	Regular SALT interventions encourage progress for all children however the greatest progress has been found for our PPG children. Progress in this area has been found to increase attainment in early reading too.	
ABC to Read twice weekly intervention.	<p>Link between reading and writing attainment evidenced within our setting.</p> <p>ABC to Read Report states that 97% of teachers feedback an increase in reading levels and attitude to read https://www.abctoread.org.uk/wp-content/uploads/2022/05/annual-report.pdf.</p> <p>EEF recommends using strategies such as reading aloud, exposure to varied vocabulary and collaborative activities to rehearse thoughts as effective strategies for improving reading and writing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1 & 2

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

Budgeted cost: £6,670

Activity	Evidence that supports this approach	Challenge number (s) addressed
Art Club (to support emotional well-being & mental health) (staffing and resources)	<p>Education Endowment Fund Teaching & Learning Toolkit + 3 months (evidence strength = moderate)</p> <p>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</p>	3 & 5
Funding for sports or activity club after school per term. This funding may also be used for specific sports or club fees outside of school.	<p>Education Endowment Fund Teaching & Learning Toolkit + 1 month (evidence strength = moderate) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Participation with sports and other extra-curriculum activities has links with improved mental health and therefore greater access with the curriculum.</p>	1 & 3

Letterbox subscription	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.	1 & 2
Funding to access school trips to support mental health and cultural development.	https://promiseofplace.org/sites/default/files/2018-06/Peacock%202006%20field%20trip%20effects.pdf 'Changing Minds' study demonstrates the positive impact on school trips on pupils social and emotional development, as well as knowledge and skills.	1, 2, 3 & 5
Supported funding for school uniform and a school photos.	Feedback from parents is positive. Possible impact on sense of belonging, therefore may increase engagement.	1, 3 & 5
Individualised resources and support packages.	Pupil specific support packages and resources for pupil premium pupils. This includes, sensory tools and learning aids. Varied outcomes to analyse. Teachers report that pupils are able to engage more readily, complete homework more regularly and participate in more learning activities with specific resources that are in place.	1,2, 3, 4 & 5
Breakfast Club	EEF demonstrated +2 months in reading, writing in maths for KS1. Not evidence for KS2. However, 70% of schools in this study continued with breakfast clubs due to improvements documented in concentration, behaviour and attendance. https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Magic_Breakfast_report.pdf?v=1668526225 Research and analysis: Securing good attendance and tackling persistent absence highlights breakfast clubs as a way of improving attendance. https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence	1, 3 & 5

Total budgeted cost: £15,670

Part B: Review of the previous academic year

Outcomes for Pupil Premium pupils

- Reduce the attainment gap between our advantaged and disadvantaged pupils across core subjects.**
All PPG children will have met their personal end of year phonics target.

Almost met:

- 89 % of PP children met their end of year phonics target.

- All PP children participated in either small group or 1:1 phonics interventions throughout the year.
- All children were ‘daily readers’
- ABC sessions were held for PP children throughout the year
- Small targeted Year 2 group took part in Dyslexia Gold, however intervention was not consistent due to Covid staffing barriers.

**2. To reduce the attainment gap in early writing for our pupil premium children.
All PP children will have met their personal end of year writing target.**

Partially met:

- 56% of PP children met their end of year writing target.
- Interventions ran and attended as listed in target one.
- Structured whole school literacy program “The Write Stuff”
- Small targeted Year 2 group took part in Dyslexia Gold, however intervention was not consistent due to Covid staffing barriers.

3. Develop speech and language skills.

All PP children will demonstrate progress with an increased standard score on their Speech Link assessment by the end July 2022.

Not met:

- Due to staff shortages linked with covid isolating and bubble closures, SALT interventions were unable to be consistent throughout the year.
- 4 out of 5 children with an identified SALT need had an intervention in place, however few were able to run consistently throughout the year.
- CYPIT SALT only assessed 2 out of 5 identified pupils due to their overstretched services.

4. To promote good pupil well-being and healthy management strategies.

All PP children will have had access to a therapeutic intervention within the academic year 2021-2022.

Met:

- All PPG children took part in a minimum six weeks of ‘Art & Wellbeing’ club.
- All children participated in a term of weekly Forest Schools.
- Sand tray therapy kit was purchased. Weekly intervention was held for 3 targeted PP children. Other PP children benefitted from this resource on an ad hoc basis.
- Three children had additional nurture (small group or 1:1) support, throughout the school year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Dyslexia Gold	EngagingEyes Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
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 infant to juniors. Examples of this include: working together on a three-year strategy; some specific interventions for year 2 pupils to continue during the Autumn term and the 'Transition Art Group' which takes place across both schools in the summer term.

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.

Polehampton Schools have an Inclusion Lead who works closely with pupil premium families to signpost and make referrals for community support. Part of this role involves building relationships with these families to further identify barriers for their children, which school can aim to target.