

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	178
Proportion (%) of pupil premium eligible pupils	4.5%
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 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Phil Sherwood– Executive Head Liz Castell & Helen Medcalf – Head of Schools
Pupil premium lead	Krista Pierro
Governor / Trustee lead	Sarah Tang

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,095
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	£15,095 (amount spent in this strategy: £15,200)

<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>	
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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 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 whole school 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.

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, writing and mathematics for our targeted children.
- To meet the individual learning needs of our targeted children, with a focus on Speech and Language needs.
- Support our targeted families to increase attendance and punctuality.

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.

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	90% 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 7) 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 PP children will have access to an intervention or group to promote positive wellbeing.</p> <ul style="list-style-type: none"> ○ <i>Social skills and emotional literacy interventions</i> ○ <i>Access to one sport, music or craft club per term.</i> ○ <i>Forest School</i> <p>How will we measure?</p> <ul style="list-style-type: none"> ○ <i>Intervention attendance data (tracking grid and teacher records).</i> ○ <i>Club records (tracking grid)</i> ○ <i>Staff CPD</i> <p>All children will be exposed to a whole school approach to mental health, wellbeing and behaviour to promote healthy coping strategies.</p>

	<ul style="list-style-type: none"> ○ <i>On-going engagement from SLT with 'Therapeutic Thinking' networks.</i> ○ <i>Refresher training for staff regarding 'Therapeutic Thinking'</i> ○ <i>Access to staff training around mental health and wellbeing.</i> <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 accelerated progress in reading and writing targeted children (+6 points or more per academic year)</p>	<p>All PP children will have met or surpassed their personal end of year reading and writing targets.</p> <ul style="list-style-type: none"> ○ <i>Targeted Handwriting interventions</i> ○ <i>TA Small group support in writing lessons</i> ○ <i>Whole School, highly structured writing programme (Jane Constatine – The Write Stuff). Specific resources downloaded to support PP children.</i> ○ <i>PP children included in small phonics groups.</i> ○ <i>1:1 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> ○ <i>Small group support in Numeracy</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 individual learning needs (specifically SALT targets) of our targeted children.</p>	<p>All PP 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> ○ <i>TKAT SALT support</i> ○ <i>Use of ILPs for pupils with SEND. These are reviewed half termly.</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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted staff training in the following areas:</p> <p>Mental Health, Wellbeing, Emotional Literacy and Speech & Language.</p> <p>Literacy interventions and approaches</p>	<p><i>"Zuccollo and Fletcher-Wood (2020), The effects of high-quality professional development on teachers and students, EPI."</i> Demonstrated good quality CPD for teachers had the equivalent to providing a teacher with 10+ years experience in the classroom.</p> <p><i>Making the Best out of Teaching Assistants:</i> Demonstrated positive impact on classroom learning when TA's have access to targeted CPD.</p> <p>https://d2tic4wvvo1iusb.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 part time HLTA to deliver 121 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> <p>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.</p>	4
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: £5,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
External agencies to deliver interventions aimed to boost learning engagement, self esteem and wellbeing (such as	<p>Education Endowment Fund Teaching & Learning Toolkit + 4 month (evidence strength = low)</p> <p><i>“Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.”</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 3, 4, 5

Primary Stars)		
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.	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.	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 +2mnths 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: £15,200 (actual amount awarded £15,095)

Part B: Review of the previous academic year

Outcomes for Pupil Premium pupils

1. **Promote healthy coping strategies to support our targeted children's mental health and wellbeing.**

*All PPG children will have access to a therapeutic intervention or group to promote positive well-being: **ACHIEVED***

- All children participated in Nurture Club, Forest Schools, Emotional Literacy groups or Primary Stars.
- Evidenced in intervention trackers.
- Positive engagement from all pupils in the above interventions.

2. **Enable greater progress in reading and writing for our targeted children.**

*All PPG children will have met or surpassed their personal end of year reading and writing target: **NOT MET.***

- Less than half of PPG children made expected progress in reading and writing.
- There is a high cross over with our targeted children who also have complex learning needs. For these pupils, small, yet significant steps were made in core subjects and learning behaviour, evidenced in their ILP's.

3. **To meet the speech and language targets of our targeted children.**

*To meet the speech and language targets of our targeted children: **NOT MET.***

- Consistency of SALT intervention were a barrier due to staffing across the school.
- Access to CYPT SALT continues to be a barrier
- TKAT independent SALT has been requested and recruiting to address this ongoing area of concern.

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
N/A	

Service pupil premium funding (optional)

*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***

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 Nurture 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 Inclusion Leads who work 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.