

## 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  | 175 pupils  |
| Proportion (%) of pupil premium eligible pupils   | 6 PPG (3.4%)<br>- 5 FSM<br>- 1 CLA/PCLA   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024-2027<br>(reviewed September 2024)  |
| Date this statement was published   | September 2024 (ahead of December 2024 deadline)                                |
| Date on which it will be reviewed   | September 2025<br>September 2026<br>September 2027                              |
| Statement authorised by   | Phil Sherwood– Executive Head<br>Liz Castell & Helen Medcalf – Heads of Schools |
| Pupil premium lead  | Krista Pierro   |
| Governor / Trustee lead   | Sarah Tang  |

### Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year  | £13,547 |
| Recovery premium funding allocation this academic year   | £0      |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0      |
| <b>Total budget for this academic year</b><br><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> | £13,547 |

# 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.
- 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 (EFF +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 and numeracy levels compared to non PPG children. This percentage is more significant in writing than reading.<br>Within our current PPG cohort, nearly all pupils present with an additional need which impacts their learning.   |
| 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 of separated family and limited access to technology and online platforms. Cultural differences are also a factor as some families from our targeted PPG groups, such as our GRT families, engage in hands on learning outside of school rather than formally set home learning. |
| 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                | Over half of our PPG children have an identified Speech and/or Language need (67%).  |
| 5                | 85% of PPG children currently present with 'below average' attendance. With over half of these being of significant concern. A number of individual reasons contribute to this figure such as; Emotional Based School Avoidance, transport difficulties and health needs.  |
| 6                | 71 % of our current Pupil Premium cohort have an identified area of SEND and are on our SEND register.   |

## 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  |
|---|---|
| 1. <b>Promote healthy coping strategies to support our targeted children's mental health and wellbeing.</b> | <p><b>All PP children will have access to an intervention or group to promote positive wellbeing.</b></p> <ul style="list-style-type: none"> <li>○ <i>Social skills and emotional literacy interventions</i></li> <li>○ <i>Access to one sport, music or craft club per term (FSM only).</i></li> <li>○ <i>Key adult in every year group to provide additional 'check ins'</i></li> </ul> <p><b>How will we measure?</b></p> <ul style="list-style-type: none"> <li>○ <i>Intervention attendance data (tracking grid and teacher records).</i></li> </ul> |

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|  | <ul style="list-style-type: none"> <li>○ Club records (tracking grid)</li> <li>○ Staff CPD</li> </ul> <p><b>All children will be exposed to a whole school approach to mental health, well-being and behaviour to promotes healthy coping strategies.</b></p> <ul style="list-style-type: none"> <li>○ On-going engagement from SLT with ‘Therapeutic Thinking’ networks.</li> <li>○ Refresher training for staff regarding ‘Therapeutic Thinking’</li> <li>○ Access to staff training around mental health and wellbeing.</li> </ul> <p><b>How will we measure?</b></p> <ul style="list-style-type: none"> <li>○ Exclusion data</li> <li>○ Teacher records regarding behaviour and mental health on internal recording systems</li> <li>○ Staff CPD records</li> </ul>  |
| <p><b>2. Enable accelerated progress in reading, writing and maths for targeted children (+6 points or more per academic year)</b></p> | <p><b>All PP children will have met or surpassed their personal end of year reading, writing and maths targets.</b></p> <ul style="list-style-type: none"> <li>○ Targeted Handwriting interventions</li> <li>○ TA Small group support in writing lessons</li> <li>○ Whole School, highly structured writing programme (Jane Con-sidine – The Write Stuff). Specific resources downloaded to support PP children.</li> <li>○ PP children included in small phonics groups.</li> <li>○ 1:1 RWI tutoring</li> <li>○ Weekly tutoring phonics group</li> <li>○ Targeted resources</li> <li>○ ABC 2 Read (weekly)</li> <li>○ Quality assure targets during pupil progress meetings.</li> <li>○ Small group support in Numeracy</li> <li>○ PlusOne maths interventions</li> <li>○ Quality First Teaching and adapted learning</li> </ul> <p><b>How will we measure?</b></p> <ul style="list-style-type: none"> <li>○ End of year attainment data</li> <li>○ Termly Pupil Progress meetings</li> <li>○ Teacher feedback</li> </ul> |
| <p><b>3. To meet the individual learning needs (specifically SALT targets) of our targeted children.</b></p>                           | <p><b>All PP children will have met their Speech and Language target by the end of the academic year.</b></p> <ul style="list-style-type: none"> <li>○ Targeted SALT interventions</li> <li>○ Use of Speech Link to set targets</li> <li>○ Working with the SALT team to set and review targets</li> <li>○ TKAT SALT support</li> <li>○ Use of ILPs for pupils with SEND. These are reviewed half termly.</li> </ul> <p><b>How will we measure?</b></p> <ul style="list-style-type: none"> <li>○ End of year review of targets</li> <li>○ Teacher/TA feedback</li> <li>○ SALT triage notes</li> <li>○ Pre and post Speech Link assessments</li> </ul>  |

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|---|---|
| <p>4. To increase the average percentage of PPG children so that it is in line with the whole school average.</p> <p>(85% to 95%)</p> | <p>The average percentage of PPG will be in line with the whole school average (e.g. 95%)</p> <p>How will we measure?</p> <ul style="list-style-type: none"> <li>○ Attendance data</li> <li>○ Consider individual case by case</li> </ul> |
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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: £4,587

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>CPD for teachers to develop Quality First Teaching and ensure strong, adapted planning for who need it.</p> <p>CPD from expert teachers within Polehampton and TKAT:<br/>3 CPD sessions per term<br/>£1,547</p> <p>Additional leadership capacity to improve teaching and learning for PPG pupils:<br/>£3,040</p> | <p>Whilst Polehampton Schools adopt a 'Mastery Approach', evidence suggests that 'Individualised Instruction' could have a greater impact on learning for our PPG children. EEF evidence suggests that for pupils with lower attainment and attendance present with greater gaps in their learning.</p> <p><i>"For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning."</i></p> <p>Combining a mastery approach, whilst ensuring teachers can still prepare and deliver individualised learning tasks, where appropriate, is likely to be of greater support for our PPG pupils.</p> | 1                             |
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £7,669.30

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><b>Additional teaching assistants to deliver literacy and numeracy interventions for PPG children.</b></p> <p>1 teaching assistant for years 1 &amp; 2 per year group equivalent of 1hrs p/d each (10hrs p/w)</p> <p>= 390hrs p/a</p> <p>= £5,791 p/a</p> | <p>Use of teaching assistants to deliver academic interventions demonstrates an average of +4 months progress (<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>) . For this impact to be achieved, research shows that teaching assistants must receive relevant training to deliver a specific intervention. At our infant school, this will be through specific SALT interventions (Speech Link), phonics (RWI), maths (Plus One) and Precision Teaching, ABRACADABRA. Where possible, staff will receive training in these interventions. Interventions will be planned and guided by the SENCo and/or class teacher.</p> <p><i>Making the Best out of Teaching Assistants:</i><br/>Demonstrated positive impact on classroom learning when TA's have access to targeted CPD.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1668527984">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1668527984</a></p> | 1 & 2                         |
| <p><b>Targeted Speech &amp; Language interventions delivered by teaching assistants for PPG children.</b></p> <p>Equivalent of 2hrs p/w</p> <p>= 78hrs p/a</p> <p>= £1,158.30 p/a</p>  | <p>Education Endowment Fund Early Years Toolkit <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a> + 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> <p>EEF guidance demonstrates that speech and language schools also have a direct impact on literacy attainment: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>   | 1 & 3                         |
| <p>ABC to Read twice weekly intervention.</p>  | <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</p>   | 1, 2, 3 & 4                   |

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| <p>£360 per volunteer, per year (x2)<br/>= £720.00</p> | <p><a href="https://www.abctoread.org.uk/wp-content/uploads/2022/05/annual-report.pdf">https://www.abctoread.org.uk/wp-content/uploads/2022/05/annual-report.pdf</a>.</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 <b>and writing</b>.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Anecdotal evidence from our pupils and teachers indicates that pupils look forwards to these sessions and it improves self-esteem.</p> |  |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,109

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>External agencies to deliver interventions / therapeutic support. These aimed to boost engagement, self-esteem and emotional wellbeing.</p> <p>Example intervention = Sports coach to deliver 1 session p/w = £21</p> | <p>Education Endowment Fund Teaching &amp; 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> | <p>1, 2 &amp; 4,</p>          |

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|--|--|-------------|
| = £819 p/a   |  |             |
| <p>Funding for sports or activity club after school per term.</p> <p>This funding may also be used for specific sports or club fees outside of school.</p> | <p>Education Endowment Fund Teaching &amp; Learning Toolkit + 1 month (evidence strength = moderate)<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></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, 2 & 4    |
| <p>Letterbox subscription</p> <p>£152 per child = £760 total</p>   | <p>To promote home learning, access to high quality texts and resources &amp; parental engagement.</p> <p>Almost all 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.</p>  | 1 & 2       |
| <p>Funding to access school trips to support mental health and cultural development.</p> <p>No cost – via DGT and Polehampton Charity</p>                  | <p><a href="https://promiseofplace.org/sites/default/files/2018-06/Peacock%202006%20field%20trip%20effects.pdf">https://promiseofplace.org/sites/default/files/2018-06/Peacock%202006%20field%20trip%20effects.pdf</a></p> <p>‘Changing Minds’ study demonstrates the positive impact on school trips on pupils social and emotional development, as well as knowledge and skills.</p>   | 1, 2, 3 & 4 |
| <p>Supported funding for school uniform and a school photos.</p>   | <p>Feedback from parents is positive.<br/>Possible impact on sense of belonging, therefore may increase engagement.</p>  | 1, 3 & 5    |



|   |   |          |
|---|---|----------|
| £150 for uniform  |   |          |
| Breakfast Club<br><br>Identified pupils to invite= 2<br>Cost per pupil, per year = £380 | EEF demonstrated +2mths 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.<br><br><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Magic_Breakfast_report.pdf?v=1668526225">https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Magic_Breakfast_report.pdf?v=1668526225</a><br><br>Research and analysis: Securing good attendance and tackling persistent absence highlights breakfast clubs as a way of improving attendance.<br><a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</a> | 1, 3 & 5 |

Total budgeted cost: £13,547

Total spend: £14,365.30

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 wellbeing:*

**MOSTLY MET – ON TRACK TO BE MET IN 2024-2025**

- Most children participated in Nurture Club, Forest Schools, Emotional Literacy groups or 1:1 nurture.
- Positive engagement from all pupils in the above interventions.

*All children will be exposed to a whole school approach to mental health, wellbeing and behaviour to promotes healthy coping strategies. MET – ON TRACK TO CONTINUE TO BE MET IN 2024-2025*

- Therapeutic Thinking approach continued to be delivered and monitored across the school.
- Therapeutic strategies advised, trialed and used to support relevant pupils.

### 2. Enable accelerated progress in reading and writing targeted children (+6 points or more per academic year)

*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 or accelerated progress in reading and writing. However, 71% of PPG have SEND needs as well.
- Good (expected or accelerated) or steady (4 to 5 points) progress was demonstrated in half of PPG children.
- 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. Whilst overall EXS targets are not met in all cases, specific progress targets have been met.

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

*To meet the speech and language targets of our targeted children: IN DANGER OF BEING OFF TARGET*

- Consistency of SALT intervention continue to be 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. Recruitment has not yet been successful.

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### 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)

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|---|
| <i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i> |
| N/A   |
| <b>The impact of that spending on service pupil premium eligible pupils</b>   |
| 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.