



## St Marys CE Infant School Pupil Premium Strategy 2021-2023 (December 2022 Update)



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year in our school.

### School overview

Detail	Data
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2021 - July 2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Deborah Seccull Executive Headteacher
Pupil premium lead	Deborah Seccull
Governor / Trustee lead	John Summers

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5540
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£7540

### Statement of intent

As is clear in our school vision, 'St Mary's Infant School is committed to inspiring every individual...encouraging everyone to achieve their potential' and as such, our aim is to ensure that our



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pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

### Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils and their families to look after their social and emotional wellbeing and to develop resilience
- Ensure ALL pupils are able to access a wide range of opportunities to develop their knowledge and understanding of the world and their rights and responsibilities within it

### In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences and enrichment activities such as sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development
- Provide proactive support to vulnerable families including involvement of external support agencies as necessary

## Challenges

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

Challenge number	Detail of challenge
1	Baseline observation and assessment demonstrate that key skills (language and communication, phonics, early reading, writing and numeracy) are often at a lower level for pupils eligible for PP when they enter reception compared with non-disadvantaged pupils. This has been further impacted by partial closures of pre-school and school settings during the course of the pandemic.
2	Lack of early socialisation and pre-school experience during the covid pandemic means some children have started in reception with reduced personal, social and emotional skills which create barriers to learning focus.



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3	Poor self-esteem and SEMH issues (these exacerbated for some by circumstances of pandemic) for some pupils eligible for PP means they lack resilience and independence, find learning focus difficult and needing additional support for emotional regulation
4	Disadvantaged pupils continue to have reduced attendance levels on average, when compared to their non-disadvantaged peers

### 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
Pupils in Reception, Year 1 and 2 will meet the expected standard in the phonics check	ALL PPG pupils will have passed their phonics screening check and therefore access the full KS2 curriculum
Pupils not attaining Early Learning Goals linked to PSED will receive enhanced support in Year 1 to meet these criteria	Children not meeting PSED Early Learning goals in reception will meet them in Year 1 and make accelerated progress in key areas of learning as a result
Pupils will receive high quality and timely nurture interventions when needed. Families will receive wider support where this is necessary	Pupils with SEMH needs will be able to better regulate their emotions and therefore access learning more readily alongside their peers.
Attendance rates of pupils in receipt of PP funding will be in line with non-disadvantaged children.	All pupils in receipt of PP funding have attended school for 98% of the time and are therefore able to access learning.

### 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. *NB. Some of these initiatives will be undertaken in conjunction with our partner school The Batt CE Primary.*

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1000



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Activity	Evidence that supports this approach	Challenge Number(s) addressed
Continue to consolidate Bug Club Phonics (systematic synthetic phonics scheme) with continued support and training for teachers and TAs and further resources to secure stronger phonics teaching for all pupils and to support development of early reading	EEF reports that: Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF also records, in line with Reading Framework 2021, that teaching of phonics should be explicit and systematic and matched to current level of skill – all of which is supported by Bug Club Phonics	1
<i>Effective CPD, specialist external support and internal support given to new English Leader to ensure consistent development of reading for understanding and pleasure throughout school (in line with DfE Reading Strategy 2021) inc. use of high quality class texts and training for staff in teaching of reading</i>	<i>EEF finds that reading comprehension strategies are high impact on average. Through explicit teaching of shared, high quality class texts and signposting children to reading for pleasure we want to support children develop a wide range of comprehension skills (inc. inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves) and provide appropriate context to practise the skills, desire to engage with the text and enough challenge to support continued improvement.</i>	1
Continued development of PSHE curriculum (inc. staff training) to promote social and emotional literacy, building resilience and nurturing mental and physical health	EEF toolkit suggests that social and emotional learning approaches have a positive impact. Though not always explicitly impacting on learning outcomes “Being able to effectively manage emotions will be beneficial to children and young people” We believe that a structured and progressive whole school approach to SEL will give children a good foundation in how to manage emotions and interact positively with others.	2&3

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge Number(s) addressed



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Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in reception and KS1	EEF recognises that systematic teaching of phonics ‘has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds...It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.’	1
Targeted interventions (individual and small group) to support emotional regulation and SEMH issues so that children are able to more readily access learning within the classroom setting	EEF Toolkit reports: ‘On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment... SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils.’	2&3

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge Number(s) addressed
Further development of Home-School Link Worker / Nurture Support role (in partnership with The Batt) to support vulnerable children and families and liaise effectively with external agencies as appropriate to secure optimal outcomes for disadvantaged pupils.	Developing HSLW role in school ensures that children in receipt of PP funding and other vulnerable children will have a champion to monitor their progress and challenge and support staff in improving outcomes for these children. We see this as part of the ‘clear and responsive leadership’ regarded as important by NFER in relation to pupils eligible for PP and that – ‘High performing primary schools, in particular, employed a dedicated member of staff to provide outreach and support for parents and families...this aligns with existing research which suggests an association with schools engagement with parents and their performance.’ (School Cultures and Practices: Supporting the Attainment of Disadvantaged Pupils Aug 2018)	3
Support to improve self esteem, SEMH and emotional regulation of pupils in receipt	SEMH needs are met through support from adults in school – SLT, HSLW and SENDCo. This provides ‘strong social and emotional support strategies to	3



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<p>of PP inc. Individual and small group nurture interventions, individual behaviour support plans and emotional regulation support (inc. access to external agency intervention as appropriate)</p>	<p>help pupils in need of additional support' (NFER) EEF Toolkit reports: 'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment... SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils.' Behavioural interventions linked to emotional regulation can also be of use to individuals - "There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal."</p>	
<p>Whole staff training on supporting children with SEMH issues, how these impact on behaviour and how outcomes for these children can be improved</p>	<p>EEF states evidence suggests that, 'both targeted behaviour interventions and universal approaches have positive overall effects (+ 4 months). There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>According to <u>figures</u> from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour.</p> <p>When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p>	3
<p>Work to improve punctuality and attendance rates. SLT monitors punctuality and attendance and follows up quickly on patterns in lateness and absences. First day response provision. SLT and HSLW work proactively to ensure attendance rates improve where these are low (seeking transport support, use of attendance contracts, engaging external attendance and engagement services)</p>	<p>We can only improve attainment and outcomes for children if they are actually in school. NFER briefing for school leaders identifies addressing attendance as a key step. We are aware that attendance rates have been negatively impacted during the pandemic and that this is disproportionately true for disadvantaged children and have regard to DfE School Attendance Guidance.</p>	4



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**Total budgeted cost: £8000**

### 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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 performance data, EYFS profile and phonics check results and our own internal assessments. **NB. very low numbers of children are in receipt of PP funding**

Data from tests and assessments demonstrates a mixed picture with some children in receipt of PP doing well while others are still performing below our expectations. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. Furthermore turbulence within the school's leadership structure over the last three years means strategies to support disadvantaged pupils have not always been consistent and this needs to be a focus moving forwards.

#### Statutory Outcomes

##### EYFS Profile

July 2022	All Children	Children in receipt PP
% achieving GLD	60%	33%

##### Year 1 Phonics check

June 2022	All Children	Children in receipt PP
% achieving check	86%	33%

##### KS1 SATs

June 2022	All Children	Children in receipt PP
Reading	70%	0%*



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Writing	60%	0%*
Maths	63%	0%*

\* Only one child in receipt of PP in this cohort

### Internal Assessment

Internal assessment data shows children eligible for pupil premium made, on average, more progress than their peers in reading, slightly less progress in maths and significantly less progress in writing from September 2021 to July 2022. However, despite losses in learning in 2019-2020 and 2020-2021 they were still performing relatively strongly when compared with their non-disadvantaged peers in terms of attainment.

### Attainment

July 2022	Children working at or above ARE	
KS1	All Children	Children in receipt of Pupil Premium
Reading	83%	75%
Writing	78%	75%
Maths	86%	75%
Combined	71%	50%

### Progress

July 2022	Children making at least expected progress	
KS1	All Children	Children in receipt of Pupil Premium
Reading	59%	75%
Writing	46%	25%
Maths	64%	50%

### Attendance

This academic year continued to be impacted by higher than pre-Covid pupil absence for all groups, including vulnerable learners: some COVID related absence, some recurrence of illness as children had decreased immunity to the usual coughs and colds, and some unauthorised



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holiday. Lower attendance rates for children in receipt of PPG continues to be a concern in 2022-2023 and we are working closely with families (and where necessary external agencies to improve this).

2021-2022	Attendance
All Children	94%
Children in receipt of PP	91%
Persistent Absence (below 90%)	All Children 13% Children in receipt PP 25%

Nevertheless, despite a lack of consistency and robust monitoring around disadvantaged learners last year, there were positive outcomes as a result of our pupil premium activity and these included:

- Children in receipt of PPG have received additional learning resources/financial support to facilitate full engagement in the wider curriculum inc. sport, music, trips and workshops
- Introduction of HSLW role has meant that school has engaged more proactively and positively to support vulnerable families (currently working with 2 families) and a wide variety of external agencies inc. Locality and Community Support, Social Workers, MASH, Food Banks, Health Visitors, GPs and Paediatricians to bring about positive outcomes for specific children and families.
- Vulnerable learners have increased access to nurture provision, in newly resourced nurture room, provided by HSLW and Nurture Assistant to support with SEMH issues and other non-academic barriers to learning.
- External play therapy and counselling has been available to specific children.
- Transitions for vulnerable learners between classes and schools (HSLW and nurture assistant also work at The Batt CE Primary School) have been better managed and children and families are supported effectively in this process.