

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Samuel White's Infant School
Number of pupils in school	2021 -22 : 232 2022-23 : 225 2023-24 : 247
Proportion (%) of pupil premium eligible pupils	2021-22 : 10% 2022-23 : 8% 2023-24 : 6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022 October 2023 October 2024
Statement authorised by	Gabby Howells, Executive Headteacher
Pupil premium lead	Helen Lees Assistant Headteacher
Governor / Trustee lead	Stuart Mason , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021-22 : £24,210 2022-23 : £22,160 2023-24: £24,930 (est 18 pupils @ £1,385)
Recovery premium funding allocation this academic year	2021-22: Added to CCU budget 2022-23 : £2,465 2023-24: £2,610 (est 18 pupils @ £145)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	2021-22 : £3,626 2022-23 : £3,794 2023-24 : £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	2021-22 : £27,836 2022-23 : £28,419 2023-24 : £27,540

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, disruptive home life and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	A high proportion of disadvantaged learners have received less effective home support during the periods of school closure resulting in significant gaps in their learning, especially early phonic skills, reading and basic maths skills

2	A proportion of disadvantaged pupils have additional special needs that require assessment
3	Attendance and punctuality amongst disadvantaged learners is lower than peers
4	Disadvantaged learners who face anxiety and adverse family situations which affect their focus in school.

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. Improved phonic, reading and maths attainment among disadvantaged pupils.	KS1 reading, writing and maths outcomes in 2024/25 show that disadvantaged pupils achieve in line with non-disadvantaged pupils.
2. Disadvantaged pupils that have SEND have been clearly identified and appropriate assessments and provisions are in place and regularly monitored.	Those disadvantaged pupils who have additional SEND needs are identified, on the SEN register and have plans and provisions in place and progress is regularly reviewed with pupils and parents.
3. Improved punctuality and attendance for disadvantaged pupils.	Persistent absence amongst disadvantaged learners is significantly reduced and attendance is above 95% for all pupils.
4. Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: **£23,188**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of dedicated inclusion team to augment quality first teaching.	Use of experience teachers with expertise in inclusion will support class teachers to deliver quality first teaching: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 2
CPD for all teaching staff about the role and remit of inclusion team	Linked to previous action point.	1, 2, 3,4
Retention of Family Link Advisor to support vulnerable families and pupils.	Feedback from vulnerable families. There is a well-established body of evidence that illustrates the powerful impact parent engagement has on a child's education, aspirations and, ultimately, on their outcomes. The effect is greater than schooling itself and there are very few factors that have more impact and which are open to our influence (Desforges and Abouchaar, 2003).	1,2,3,4
Retention of Reading Assistants to support reading in Years 1 and 2	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2,
Provision of additional hours and resources to staff to operate lunchtime provision.	https://www.family-action.org.uk/content/uploads/2019/07/NSBP-Impact-report-v11-LOWRES.pdf	2,3,4

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

Budgeted cost: **Above plus £510 Play therapy and £2019 towards Little Wandle resources**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one reading support for PP pupils in Year 1 and 2	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2,
Inclusion Teacher support for identified outcomes on plans of SEN pupils	<u>Evidence of teacher intervention/SEND</u>	1,2
Provision of Doodle Maths club for disadvantaged pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3

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

Budgeted cost: **Above plus £750 Attendance Officer**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued operation of lunchtime provision for vulnerable learners.	https://www.family-action.org.uk/content/uploads/2019/07/NSBP-Impact-report-v11-LOWRES.pdf https://www.thriveapproach.com/about-thrive/impact-of-thrive/	3,4
Use of Family Link Advisor and Attendance Officer to support and challenge disadvantaged families.	Feedback from vulnerable families. There is a well-established body of evidence that illustrates	3,4

	the powerful impact parent engagement has on a child's education, aspirations and, ultimately, on their outcomes. The effect is greater than schooling itself and there are very few factors that have more impact and which are open to our influence (Desforbes and Abouchaar, 2003).	
Play Therapy for pupils requiring this specific support	Play therapy link	3,4

Total budgeted cost: £26,527

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.

2020-21 Review

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous several years in key areas of the curriculum and continues to fall below the attained achieved by non-disadvantaged pupils.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of bespoke online teaching and targeted support from class teachers and the inclusion team. However, parental engagement within disadvantaged families acted as a barrier in some cases.

Although overall attendance in 2020/21 was higher than in the preceding year at 91.7%, it was lower than the attendance of non-disadvantaged pupils. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4.6% higher than their peers and persistent absence 18.1% higher. Although the level of persistent absence was lower than in both 2018/19 and 2019/2020, it remains a priority for 2021/22 as supporting key families is crucial to reducing this number and ensuring that all disadvantaged learners are benefitting from attending school.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions and one-to-one mentoring where required. We are building on that approach with the activities detailed in this plan.

2021-22 Review

Outcomes

YR data suggests that 60% of our PP pupils are working at GLD across all subjects. The 40% that are not are now in a monitoring group and will access additional interventions in Y1. In December we will identify whether these pupils have SEND and require additional provision with our SEN Teacher.

100% of Year 1 pupils passed the phonic screen. These are pupils who have accessed HQT of phonics and have had additional input from the PP Champion.

In Year 2 only 1 PP pupil did not pass the phonic screen. This pupil is SEND and has a clear support plan.

Year 2 data suggests that this is a cohort where PP pupils will need to access provisions outlined in the junior strategy as those working at ARE or above is lower compared to non PP. This is the year group most affected by school closures and we will endeavour to identify needs and successful interventions for individuals.

SEN plans/monitoring

SEN reviews have improved with teachers released to attend meetings with all support staff working with pupils on outcomes. Positive parent and pupil voice is clearly shown on new format support plans which are reviewed 3 times a year.

5% PP pupils are now on the SEN register or at the monitoring stage. Regular phonic assessments using the new Little Wandle resource have enabled regular and robust identification of needs earlier.

Attendance

This continued to be a year where pupils were affected by Covid rules.

	YR	Y1	Y2
Non PP	93.6%	94.8%	96.4%
PP	88.7%	95%	95.1%

Club numbers

30% of PP pupils accessed at least one extra curricular club. Focus on encouraging more disadvantaged pupils to attend a wider range of clubs (beyond sport) that will be on offer in 2022-23

Lunchtime Provision

Year 2 pupils are now accessing the PP funded lunchtime provision where reflection has had a positive impact on a number of PP pupils who have found lunchtimes difficult. Pupil, parent and teacher voice suggests that this provision is having a positive

impact on well being and ready to learn attitudes for afternoon learning. CPOM incidents logged reflect this.

2022-23 Review

Phonic, reading and maths attainment among disadvantaged pupils.

****To be noted 26% of PP pupils are also SEN***

Progress data

Reading - 5% PP pupils made **above expected** progress, 79% expected

Writing - 79% **expected** progress

Maths - 84% of PP **expected** progress

(16% late arrivals no progress data)

Attainment data

****To be noted 26% of PP pupils are also SEN***

Reading - 42% of PP pupils **expected, above expected** 5%

Writing - 47% of PP pupils **expected**

Maths - 53% **expected**

PP and SEND provision

26% of SEND pupils were also Pupil Premium so may experience a double disadvantage. Some of these pupils have been on external support plans.. Provision and progress for SEND pupils' outcomes is regularly reviewed as part of the SEN review cycle. Those children who are on SEN plans are progressing in the right direction academically. The EP is involved with those whose progress needs monitoring closely if outcomes were not achieved. All parents of SEND/PP pupils attended review meetings in 2022-23. The Inclusion Lead and Family Link attended external meetings which allowed for the celebration of progress and any concerns around attendance, well being and safeguarding to be addressed. See below for details under well being.

Improved punctuality and attendance for disadvantaged pupils.

In 2022-23 disadvantaged pupils overall attendance was 88% which was down on the previous year which was 94%. This includes vulnerable families on external plans where attendance was a key action point. There were also 3 PP pupils with complex illnesses which brought the overall attendance down.

Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils

The Family Link liaised regularly with parents who were experiencing difficulties for a range of reasons which had an impact on pupils' well being.

They were involved with some disadvantaged families on external support plans and families have achieved outcomes on the plan and no longer need the additional help. Pupils from these families are progressing academically and socially in school and attendance is good or 'improving'.. Pupils from these families have strong relationships with their class teachers, teaching assistants and the pastoral team which has had a huge impact on general well being for the most vulnerable pupils.

