

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	South End Infant school
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Governing Body of South End Infant School
Pupil premium lead	Elaine Ashcroft Headteacher
Governor lead	Julie Rogers-Hussey (Co-chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,244
Recovery premium funding allocation this academic year	£3,335
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	£31,579

## Part A: Pupil premium strategy plan

### Statement of intent

At South End Infant School, we have an increasingly diverse community with whom we work hard to ensure achievement for all and overcoming barriers to learning is at the core of our Pupil Premium Strategy. When making decisions about Pupil Premium Funding, we consider how the context of the school is changing – particularly since the COVID pandemic but also over time – and the subsequent challenges faced.

At South End Infant School through this Pupil Premium Strategy we aim to

- Enhance the learning of disadvantaged children through providing them with excellent teaching that reduces the attainment gap
- Provide targeted learning interventions for children that address specific gaps in learning, showing impact on progress and attainment.
- Enrich the learning of disadvantaged children by providing them with opportunities to engage with clubs both on and offsite, trips and experiences to increase engagement with learning

At South End Infant School we recognise school leaders are best placed to assess their pupils' needs and use the funding to improve attainment. We draw upon the research from the Education Endowment Foundation and used a tiered approach to our strategy.

1. Teaching: providing quality teaching to disadvantaged children ensuring staff teach with a consistency across the school and the quality of education is supported through targeted staff training and resources.
2. Targeted Support: we provide specific interventions, 1-1 and small group support and family support holding progress meetings frequently to assess and address the needs of disadvantaged children.
3. Wider Approaches: we provide a range of non-academic support that impacts on successes at school such as family support, support with attendance, support with trips, uniform and clubs etc.

### Recovery Premium

At South End Infant School through the use of Recovery Premium we aim to

- Enhance the learning of disadvantaged children through providing them with small group, school led tutoring
- Provide targeted learning interventions for children with specific gaps in learning to show impact on progress and attainment.
- To help close the education gap between disadvantaged and vulnerable pupils and their peers.

### School Led Tutoring Grant

In 21-22 we have been able to dedicate an additional 3.5 hours per week of qualified teaching time, for 16 weeks, to a group of 20 children already mostly in receipt of PP, who have been identified as being further impacted by the pandemic. The focus has been core literacy skills - specifically reading comprehension and phonics work.

We will continue to invest the grant into academic year 22/23 with some of the same children alongside others with the focus being core Maths skills of place value and fluency in preparation for end of KS1 and transfer to Year 3

## Challenges

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

Challenge number	Detail of challenge
1	Research has found that disadvantaged pupils have been the worst affected by partial school closures, and the attainment gap has grown due to lockdowns. <a href="#">EEF Research</a>
2	Ensuring cohesive approaches to teaching and learning from EYFS through KS1 to ensure children receive high quality learning experiences and timely interventions
3	The attendance (including punctuality) and reduce persistent absence is it is lower than the rest of the school
4	The progress in Phonics, reading, writing and maths is lower than that of the non-pupil premium children
5	The well-being of our disadvantaged pupils has been impacted by school closures to a greater extent than other pupils with an increase in referrals for support

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2024**, and how we will measure whether they have been achieved. The outcomes are also referenced in our School Development Plan

Intended outcome	Success criteria
To improve cohesion of quality learning from EYFS through KS1	<ul style="list-style-type: none"> <li>All teaching is good or better</li> <li>Use of Target Tracker by Class teachers to plan learning, assess outcomes and set targets</li> <li>Timely, measurable interventions in place</li> <li>Effective deployment of class support to ensure pupil progress</li> <li>Reasonable adjustments to class provision not reliant on TA support</li> <li>interventions to be measurable, time limited and in addition to and different from class provision</li> <li>Consistent implementation of school schemes: Talk for Writing, Kinetic Letters, Phonics Booklets, Sounds Write, Jigsaw, NELI</li> <li>Evidence of good pupil progress against targets set and a demonstrable trajectory towards 2019 data profile</li> <li>KS1 outcomes in 2024 data to be comparable to 2019 data</li> <li>Decrease of difference between PP and non-PP pupils – particularly in KS1</li> <li>PP comparable to non-PP is a standard discussion point in Pupil Progress Meetings</li> <li>PP Champion (Mrs Bland) having oversight of PP ISPs across school and regular contact pastorally with KS1 PP children</li> </ul>
To improve attendance and punctuality of PP Children	<ul style="list-style-type: none"> <li>To ensure no PP child is a persistent absentee (i.e. attendance &lt; 90%)</li> <li>To ensure all PP children have attendance of 90-95% and some exceed school target of 96%</li> </ul>

	<ul style="list-style-type: none"> <li>• Attendance Administrator with Headteacher to track attendance of all pupils against the school policy issuing letters and penalty notices where needed</li> <li>• School Office to have first day response to absence for identified pupils – particularly vulnerable</li> <li>• Headteacher to liaise with NNCC Inclusion Officer about persistent absentees</li> <li>• Support offered to families via Family Support Worker.</li> </ul>
Improve Progress in Phonics for Pupil Premium Children	<ul style="list-style-type: none"> <li>• Staff to be trained in Sounds Write</li> <li>• Phonics Tracker Booklets used throughout the school</li> <li>• Intervention groups in place where necessary</li> <li>• NELI intervention in EYFS</li> <li>• Year 1 children on track to pass phonic screen (2019 data 75% Y1 PP passed / 71% PP nationally, Y2 91% PP School &amp; nationally)</li> <li>• Increased attendance will impact positively on phonic attainment</li> </ul>
Improve Progress in Reading for Pupil Premium Children	<ul style="list-style-type: none"> <li>• Reading Scheme aligned to phonic stages</li> <li>• Continued funding of Bug Club to increase opportunities for home reading</li> <li>• Additional TA support for reading having impact on identified children</li> <li>• PP Champion to hear children read as additional input</li> <li>• PP children to be offered additional books for home of identified as necessary by PP Champion</li> <li>• Increased attendance will impact positively on reading attainment</li> </ul>
Improve Progress in Writing for Pupil Premium Children	<ul style="list-style-type: none"> <li>• Refresher training in Talk for Writing for all staff</li> <li>• Kinetic Letters and Sounds Write will impact on fluency and strategies available to children when writing</li> <li>• Spelling Books introduced for KS1 children</li> <li>• Reduced reliance on TA support when writing as children are confident to 'have a go' and / or use other support materials available to them</li> </ul>
Children's emotional well-being is supported to improve learning outcomes	<ul style="list-style-type: none"> <li>• All staff trained by EP Service in Emotion Coaching</li> <li>• ELSA trained member of staff working with individuals / groups</li> <li>• The Hive Nature Group working on Boxall Profile work with identified children</li> <li>• Extra-curricular opportunities such as clubs, trips, enrichment days</li> <li>• Increased opportunity for outdoor learning</li> <li>• Well-being surveys for children (termly) and staff (annually)</li> <li>• PP Champion meeting KS1 children at least fortnightly</li> <li>• Family Support Worker working with vulnerable families, or sign posting to further support</li> </ul>

## 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: £ 1,989 (contribution from PP towards total cost)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write Training to ensure a consistent phonic approach and clear understanding of synthetic phonics from EYFS to end of KS1	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 4
Emotion Coaching training for all staff from the NNCC Educational Psychology Team	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social Emotional Learning</a>	1 4

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

Budgeted cost: £ 20,662 in academic support, (contribution from PP towards total cost)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources and release time to support NELI Language intervention in EYFS	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 4
Additional Sounds Write Phonics Interventions for identified children	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 4
One to one additional reading tuition with school support staff with identified children	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1 2 4

Small group interventions delivered by support staff and 2 x teachers (Writing & Maths)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 4
Develop resources for reading that allow for: <ul style="list-style-type: none"> <li>Diversity</li> <li>Match to phonic level</li> <li>Opportunities to work online (Bug Club)</li> </ul>	Evidence about attitudes to reading show that children need characters that they can identify with to inspire them to read, books that support phonic development and access to quality texts in different formats that develop comprehension skills not necessarily support by a purely synthetic phonic approach.	1 4

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

Budgeted cost: £ 7448

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Administrator to monitor attendance trends with the Headteacher, challenge first day absence of some pupils, send trigger letters and assist in avoiding the need for penalty notices to be issued.	DfE's <a href="#">Improving School Attendance</a> advice which supports the assertion that regular, punctual attendance at school is crucial to attainment.	1 3
Family Support Worker to support families in the first instance (universal services including EHA) and signpost to further support	Positive relationships with school and early support with difficulties at home can significantly improve the stability for and outcomes of youngest learners.	1 3 5
Parent PP Cards £150 per child to allow families to choose to support cost of uniform, trips and clubs on and offsite (such as swimming)	Supporting families with financial difficulties but also allowing children to have access to wider opportunities that the school is unable to provide and / or families would otherwise not be able to afford	1 5
Nurture Group Support Opportunity for identified children to work in a small group with Nurture Lead + 1 TA in designated room on Boxall Profile targets  ELSA training for 1 LSA with 1:1 / small group interventions to follow	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social Emotional Learning</a>	1 5
Pupil Premium Champion KS1 To build relationships that provide pastoral support with PP children, write and review ISP targets in conjunction with class teachers, provide an additional 1:1 read and ensure that the learning and	To ensure that the provision for each PP child is transparent and that they meet the targets on their ISP either through: <ul style="list-style-type: none"> <li>Quality first teaching</li> <li>interventions to support</li> <li>interventions to extend</li> </ul>	All

opportunities of the PP child is tracked	Evidence suggests that without this accountability and focus on the PP child as an individual, support can be generic and less effective.	
Contingency fund for acute issues £1480	Based on the experiences we have had so far and that access to High Needs Funding in NNCC has been suspended since June 2021, we have identified a need to put aside funding to support, in particular, the emotional needs of PP+ (LAC) children.	All

**Total budgeted cost: £ £31,579**

## 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.

See previous assessment on South End Infant School Website: [Pupil Premium 20-21](#)

#### All Targets

The success criteria was met partially in the autumn term with children making good progress across the term, if their attendance was good. Remote Learning was used across the Spring Term during the school closure period. Remote learning was more focused following DfE guidance so the children who accessed this consistently made progress. Given the age of children and preference of families, online contact with class teachers was kept to events to maintain contact as opposed to live lessons. Some children did not access remote learning as well as others and some were given too much scaffolding from home, so their progress was less than other children across the spring term.

#### Pupil Premium Children to achieve their expected outcomes in Reading Writing and Mathematics

Although children made good progress in the Autumn Term, this was impacted by the lockdown in Spring 1 and challenges of staffing thereafter.

Target Tracker would set a target for age related progress as being 6 points progress across an academic year. The average progress across KS1 in 20-21 was:

Reading: PP 5.8 non-PP 6.2 Writing: PP 5.7 non- PP 5.9 Maths: PP 6.3 non-PP 6.1

In EYFS the average of children reaching Early Learning Goals was PP 43.8% non- PP 59.7%

#### PP children in EYFS to achieve GLD similar to Non-PP children

#### End of Reception ELG Report

Y1 - Pupil Premium (8 pupils)

Aspect	Emerging	Expected	Exceeding	Expected or Exceeding
Reading	5 (62.5%)	3 (37.5%)		3 (37.5%)
Writing	6 (75.0%)	2 (25.0%)		2 (25.0%)
Numbers	3 (37.5%)	5 (62.5%)		5 (62.5%)
Shape, space and measures	4 (50.0%)	4 (50.0%)		4 (50.0%)
<b>Average:</b>	<b>4.5 (56.3%)</b>	<b>3.5 (43.8%)</b>	<b>0 (0%)</b>	<b>3.5 (43.8%)</b>
<b>Expected or Exceeding in all displayed Aspects:</b>				<b>2 (25.0%)</b>

#### End of Reception ELG Report

Y1 - Not Pupil Premium (77 pupils)

Aspect	Missing Assessment	Emerging	Expected	Exceeding	Expected or Exceeding
Reading	2 (2.6%)	33 (42.9%)	34 (44.2%)	8 (10.4%)	42 (54.5%)
Writing	2 (2.6%)	34 (44.2%)	40 (51.9%)	1 (1.3%)	41 (53.2%)
Numbers	2 (2.6%)	26 (33.8%)	41 (53.2%)	8 (10.4%)	49 (63.6%)
Shape, space and measures	2 (2.6%)	23 (29.9%)	47 (61.0%)	5 (6.5%)	52 (67.5%)
<b>Average:</b>	<b>2.0 (2.6%)</b>	<b>29.0 (37.7%)</b>	<b>40.5 (52.6%)</b>	<b>5.5 (7.1%)</b>	<b>46.0 (59.7%)</b>
<b>Expected or Exceeding in all displayed Aspects:</b>					<b>40 (51.9%)</b>

Reading and Writing were identified as key areas for Year 1 as the lockdown had come in a crucial term for phonic development.

## Implement strategies addressing the attendance gap between PP and non-PP students

Attendance for 20-21 was as follows:

### Total % Attendance

Y1, Y2, Y3 - All Pupils (262 pupils)

Year Group	No. of Pupils	19-20 %	20-21 %	21-22 %
Total:		95.0%	97.5%	96.2%
Year 1	85	-	97.7%	95.9%
Year 2	88	95.7%	97.8%	96.6%
Year 3	89	94.3%	97.0%	-

### Total % Attendance

Y1, Y2, Y3 - Pupil Premium (32 pupils)

Year Group	No. of Pupils	19-20 %	20-21 %	21-22 %
Total:		92.7%	96.3%	92.7%
Year 1	8	-	96.7%	93.1%
Year 2	11	92.2%	96.6%	92.2%
Year 3	13	93.1%	95.6%	-

### Total % Attendance

Y1, Y2, Y3 - Not Pupil Premium (230 pupils)

Year Group	No. of Pupils	19-20 %	20-21 %	21-22 %
Total:		95.3%	97.7%	96.7%
Year 1	77	-	97.8%	96.1%
Year 2	77	96.1%	98.0%	97.3%
Year 3	76	94.5%	97.2%	-

Whilst the overall picture for PP children is that as a cohort over 20-21 they exceeded the school target of 96%, they are still poorer attendees than non-PP and within the PP cohort there are persistent absentees and punctuality issues.

We are working closely with the PP families this term on attendance as, although Autumn Term is always the worst term (EYFS children of non-statutory age and general, non-COVID illness), the PP data is already low.

*N.B. Year 1 on chart is Reception 20-21, Year 2 is Year 1 20-21, Year 3 is Year 2 20-21*

### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	On a Chromebook to ensure that if there was need for remote learning when they started in the Junior School, they were well prepared
What was the impact of that spending on service pupil premium eligible pupils?	Child was prepared with technology to support remote learning

## Further information (optional)

The long term, strategic aim is to move away from a previous format whereby PP Funding was intrinsically linked to individual staff who delivered 1:1 PP interventions and resources in each year group, to one where it is used to support more CPD for all staff and interventions across the school in addition to 1:1 PP support.

By doing this the ambition is that:

- PP Provision and progress of the PP child is the primary responsibility of the class teacher
- PP data is interrogated more closely by classes and within year groups
- Interventions driven by PP need can impact more children
- CPD for staff can impact more children
- PP children still receive 1:1 support via their ISP
- PP children still receive 1:1 support via the PP Champion