



Pupil Premium Strategy Infant Statement 2021/22

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2019/20:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,300 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Premium

Pupil Premium Strategy Group

Team member	Role
Lisa Willis	Disadvantaged lead
Ali Lockwood	Disadvantaged lead advisor
Sarah Kitcher	SEN Disadvantaged advisor
Jacqui Hyde	Assistant Head of Junior School
Jade Robinson	Assistant Head of infant School

Review Dates for academic year:

Data drops x 3 - November 2021

Pupil Premium Vision and Strategic Principles

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard.

Leaders, teachers and other adults understand their role within the school's strategy which is shared with all.

Clear, responsive leadership

A Strategy Group, which includes senior leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

PP leader used Venn diagrams to identify children who are not on track and codes SEN to identify and set high expectations.

Accelerated progress must lead to higher attainment within an academic year and key stages.

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
 Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Current Profile										
Year	2021-2022	Number of Pupils eligible for PP	Infant School			Breakdown of PP Pupils				
NoR	Infant School	Total PP budget Per Pupil - £1345 Service Children - £300 LAC - £2300	Infant School: PP £86,080 SF £3000 LAC £2300 x 3 = 6,900			Year Group	Sept	Nov	Feb	July
Date of Statement	July 2021	Review Date(s) November 2021	LAC R = 0/23 (0%) 1 = 0/14 (0%) 2 = 1/23 (4.3%)			R		23/56 41%		
National PP - 23%		Infants R-Y2 (November 2021) - 37.8%				1	14/51 27.4%	15/52 28.8%		
						2	23/54 42.5%	24/56 42.8%		

Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2 2021 (Does not include Service pupils)

This section may not be published on website if individual pupils could be identified.

						Profile of PP children - November 2021							
		Number and % of disadvantaged pupils eligible for PP		Number and % of pupils on SEN register		(ARE+) Pupils from EYFS or KS1				(GDS) Pupils from EYFS or KS1			
Year Group: July 2021	Cohort	Number	%	Number	%	R	W	M	C	R	W	M	C
Reception	56	23											
Year 1	51	14	27.4%	4/14	28.5%								
Year 2	54	23	42.5%	8/23	34.8%								

Attainment KS1 (2021 - 2022) Disadvantaged Pupils						
Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	School Gap	National Disadvantaged	National Non-PP Outcomes	National All
Reading, Writing & Mathematics combined						
Reading						
Writing						
Mathematics						

Attainment KS2 (2021 - 2022) Disadvantaged Pupils						
Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	School Gap	National Disadvantaged	National Non-PP Outcomes	National All
Reading, Writing & Mathematics combined						
Reading						
Writing						
Mathematics						

	Pupil Premium	Non - Pupil P	School gap	National all
Phonics Screening				

Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)

External barriers that may affect some disadvantaged pupils

Levels of parental engagement to support some pupils with learning at home.

Levels of absence for PP pupils.

Lack of access to wide ranging cultural opportunities and experiences.

Barriers for learning that make some disadvantaged less successful in their learning

Poor oral language skills - expressive and receptive language that hinders pupils' ability to write, reason and explain (impacting reading, writing and poor speech development resulting in pupils who are unable to articulate phonics sounds. maths).

Higher than National % of pupils with SEND needs

Number of pupils who need additional support to develop positive learning behaviours including pupils with attachment needs and other environmental factors.

Parent access to technology and resources to support home learning.

Summary allocation of funding (April 2019 - April 2020)	Rationale	Expenditure
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • R - N improving vocabulary • Yr R developing reading • Reading (N-1) • Monitoring of reading (N-2) • After school interventions (target PP children) 	<ul style="list-style-type: none"> • Employ a Speech and Language Therapist to work across N to Y2. Use of LSA time to support use of Language Intervention in all classes that require that intervention. • Additional staff time to develop the key skills in reading. Allowing all children (inc PP children) to read to an adult every day. Developing a love of reading from R. Also increases the end of year target of children being on yellow band. • Use of adults between year groups - create a fluid movement between Early Years. <p>The adults will be freed up to...</p> <ul style="list-style-type: none"> ▪ continue reading drive with PP (every child - every day) ▪ support PP children with phonics ▪ Movement of an adult from N to Y1 to continue NELI in year 1 ▪ Rigor into reading - LSA organised throughout KS. <ul style="list-style-type: none"> • The focus on reading across the school will ensure children are reading books with the correct challenge and pitch. Disadvantaged lead to produce Venn diagrams to aid teachers planning for PP children. Shared reading approach with SEND pupils. Monitor disadvantaged SEN pupil's reading diet. • In order to support progress of PP children, after school interventions to take place to provide targeted learning support. 	<ul style="list-style-type: none"> • SALT plus LSA time • Supplying enough adult support for reading • Adult support • PP lead time to work with reading lead to focus on progress of PP children. • PP lead time with SEND team and reading lead to analyse data and monitor provision of disadvantaged pupils, including disadvantaged pupils with SEND. • LSAs to deliver after school interventions.

<p>Mental Health and wellbeing</p> <ul style="list-style-type: none"> • Forest Schools lead working with yr N, yr R and targeted pupils • Thrive CPD and role established across the schools • Young Carers lead working across the schools • Pastoral support workers mentoring and supporting pupils with check-ins • Attendance officer disadvantaged families at risk of poor attendance • Service Families group support established 	<ul style="list-style-type: none"> • Forest schools' sessions for Year N and Year R to develop learning behaviours with a focus on social and emotional development. • Thrive programme research based. Primary behaviour support and other network schools have shared evidence of impact when implemented at a whole school, small group and individual level. • Young Carers benefit from meeting together, talking and working together in different situations. These sessions used to support pupils' social and emotional wellbeing. • Pastoral team to monitor and support PP children. Monitoring learning behaviours and well-being - providing support in class if required, • Attendance data for the school has historically been below National. Although improvements have been made further work is needed particularly with the most vulnerable pupils with PA. • Service families have stated that this is a service they feel their children would benefit from. DFE guidance states SF funding should be used to support pupils' social and emotional wellbeing 	<ul style="list-style-type: none"> • Forest school and Thrive sessions for targeted pupils. • Young carers support groups. • Pastoral team mentoring our PP children. • Attendance officer. • Service families group led by SEND team
<p>Enrichment</p> <ul style="list-style-type: none"> • Planned programme of trips and experiences through the new school curriculum inc Clubs (Active 360 and school led) • HIAS music service 	<ul style="list-style-type: none"> • All children have the right to a broad and balanced curriculum. The trips and clubs planned give PP children access to opportunities that may not be afforded to them without our intervention. • HIAS music service gives PP children equal access to an enriched curriculum. 	<ul style="list-style-type: none"> • Funds to allow PP children to engage in a broad curriculum • HIAS music service to provide additional sessions

<ul style="list-style-type: none"> • Learning, creative and sports clubs (target PP children) 	<ul style="list-style-type: none"> • LSAs to run art and creative clubs directly aimed at PP children 	<ul style="list-style-type: none"> • LSA support
Total Expenditure		

See school improvement plan for other priorities affecting pupil premium pupils.