

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 | St Paul's Infant School |
| Number of pupils in school | 253 |
| Proportion (%) of pupil premium eligible pupils | 27% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Julie Oakley |
| Pupil premium lead | Charlie Thomas and Danielle Davey |
| Governor / Trustee lead | Jodie Catterall |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £78,895 |
| Recovery premium funding allocation this academic year | £8,700 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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 | £87,595 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that pupils in our school enjoy school and to want to learn. We aim for all pupils, regardless of disadvantage, to make good progress, to achieve the best that they can and to feel successful.

We will look at the common challenges and individual needs of our pupils, and use assessment and our knowledge of our pupils to plan and implement strategies which will best support our disadvantaged and vulnerable pupils.

A key priority this year is to improve levels of language across the school and to ensure all children are able to read effectively by the end of KS1. Our plan to embed language specific learning across EYFS and Year 1 and improve and the teaching of RWI across the school will help us to achieve this.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Gaps in children's education due to COVID, particularly in reading. |
| 2 | Some parents struggle to engage with school or to support their children effectively. |
| 3 | Many children are starting school with low levels of language and literacy. |
| 4 | Children having low aspiration and low levels of self esteem |
| 5 | Some children not attending school as often as they can. |
| 6 | Children having English as a Second Language (EAL) |

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 |
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| To know where there are gaps in children's learning, to plan effectively and deliver high | Teacher discussions, assessments and termly reading data. |

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| quality teaching for successful learning and catch up, particularly in reading. | |
| For all parents to engage with school and know how they can support their children's learning effectively. | By having improved attendance at parents' evenings, more children reading a minimum of 3 x per week (fewer red readers per term). Improved response/engagement on Dojo about children's learning. |
| To improve children's levels of language and reading. | <p>Improvements seen in language link scores between: EYFS and Year 1 Year 1 and Year 2</p> <p>Sustained progress in RWI scores between: EYFS and Year 1 Year 1 and year 2</p> <p>Year 1 passing the phonics screening check</p> <p>By seeing improvements in Language Link Scores from EYFS to Year 1 and 2.</p> <p>By the end of EYFS 55%(11/24) of children will reach expected green level.</p> <p>By the end of year 1 (11/21) 53 % of children will reach expected blue level</p> <p>By the end of term 2 in year 2 41% (10/24) of children will reach the end of the RWI program.</p> |
| For children to have high aspirations and good levels of self-esteem. | Seeing pupil's having high aspirations through observations, pupil voice and parent and teacher questionnaires. All children to reach expected THRIVE profile scores. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance demonstrated by the overall attendance rate being 95% For there to be no more than 5% persistent absence. |
| For children who have English as a Second Language to make good progress and have effective support to do this. | By seeing that 65% of vulnerable or disadvantaged EAL pupils make the expected standard by the end of KS1, in line with pupils who do not have EAL. |

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: £ 7995.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Refresher training for staff using RWI and initial training for staff who have been new to the school since RWI was implemented. | 'Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided' Phonics EEF | 1, 3 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. | 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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF | 1, 3, 6 |
| Conduct monitoring of oral language use in classrooms and implement CPD where necessary. | | 1, 3, 6 |

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

Budgeted cost: £ 53726.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| 2 Pupil Premium Leaders to do targeted interventions | As seen from previous interventions, those who have direct 1:1 speech | 1, 3 |

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| <p>with pupils identified as needing support. These interventions include speech and language and phonics tutoring.</p> | <p>and language support make progress with their speech.</p> <p>A core strategy to accelerate progress in reading is to provide targeted support-RWI Fast Track Tutoring Handbook.</p> <p>'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.' Phonics EEF</p> | |
| <p>Provide a Speech and Language Therapist for one morning per fortnight (starting January 2022) to support those pupils identified with speech and language needs and to support school staff to deliver suitable interventions.</p> | <p>Speech and Language Therapists are best qualified to assess pupils needs and to support and deliver suitable programs.</p> | <p>1, 3</p> |
| <p>Continue to subscribe to SpeechLink for assessment of speech and language needs and for suitable intervention programs.</p> | <p>Having used SpeechLink for several years, we have seen the usefulness of screening for speech needs and knowing which programs to use to best support pupils' speech and for whole year group assessment of language to identify key pupils who needs specific support and which areas may need to be focused into whole class teaching.</p> | <p>3</p> |
| <p>Use Recovery Premium funding for staff to work extra days providing targeted academic support, mainly RWI tutoring and reading (Louise F, Kathryn S and Emily C)</p> | <p>A core strategy to accelerate progress in reading is to provide targeted support-RWI Fast Track Tutoring Handbook.</p> | <p>1, 3</p> |

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| Provide a dedicated EAL teacher to support children who have English as a second language. This support is both in class and targeted interventions according to the pupils' needs. | By providing EAL pupils with targeted academic support we improve outcomes for EAL pupils. | 6 |
| Provide Tiger Troop for key disadvantaged or vulnerable pupils to develop personal and learning skills which transfer into the classroom, | Previous pupils' levels of confidence and engagement improvements. | 4 |

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

Budgeted cost: £ 25568.27

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| Provide a Family Liaison Officer to support families with wellbeing, engagement with school, attendance and any other support that may be identified. This includes homework and reading support. | Providing preventative and early support for pupils and their families to support better wellbeing, attendance and engagement with school, leads to better outcomes for pupils. | 2, 4, 5 |
| Providing CPD and support, wellbeing, behaviour and self esteem activities. Providing THRIVE to support pupils social and emotional learning. | Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. 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): | 4 |

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| | <p>EEF Social and Emotional Learning.pdf(educationendowment foundation.org.uk)</p> <p>Engagement with STLS and associated CPD EWP impact evidence THRIVE profiling and action plans</p> | |
| Reading dog | <p>'Reading to dogs has been proven to help children develop literacy skills and build confidence, through both the calming effect the presence of dogs has on children and due to the fact that the dog will listen to the children read without being judgemental or critical. This comforting environment helps to nurture children's enthusiasm for reading and provides them with the confidence needed to read aloud.</p> <p>When children are trying to read in a room with dogs, they become less stressed, less self conscious and more confident. If children are partnered with a dog to read to, the dog provides comfort, encourages positive social behaviour, enhances self-esteem, motivates speech and inspires children to have fun and enjoy the experience of reading'. – The Kennel Club</p> | 1, 3, 4 |
| Providing packs of learning resources to take home for key identified disadvantaged and vulnerable pupils. | Pupils can only complete homework if they have access to pencils, paper, scissors, glue etc. They can also use these items for their own learning and enjoyment at home. | 2 |
| Providing or subsidising trips, visits and enrichment opportunities to enhance the experiences and learning of all, but particularly, disadvantaged pupils. | Providing high quality trips and visits within school allows for real experiences, the broadening of pupils' understanding, enhanced discussion and learning surrounding a topic allowing more engagement and understanding, and therefore better outcomes. This may be more so for disadvantaged pupils who may not always have had first hand experience of topics learnt about in school. | 1, 2, 3, 4, 6 |

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| Embedding principles of good practice set out in the DfE's Improving School Attendance advice. | DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 5 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |
| Little Troopers activities to support Service children. | Reduced behaviour changes, support for families when a parent is away. Improved wellbeing for Service children. | Service Children |

Total budgeted cost: £ 61994.00

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was:

Year 2 60 % of disadvantaged children did not get to expected levels at the end of the year.

Year 1 55% of disadvantaged children did not get to the expected level at the end of the year.

EYFS 50% of disadvantaged children did not get to the expected level at the end of the year.

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, where zoom RWI lessons were delivered daily and other home learning activities were also provided, although of those pupils who did not engage with home learning, the majority were disadvantaged or vulnerable. We did support families' engagement during this time with phone calls and resources and we focused on family wellbeing as well as the pupils' home learning.

RWI tutoring and speech support were positive last year and will continue to be a focus for the 2021-2022 academic year as well as the improvement of RWI teaching across the school.

Attendance continues to be a focus this year as last year, during times when pupils were expected to be in school, attendance was 91.5%

Externally provided programmes

| Programme | Provider |
|----------------------------------|--|
| Read Write Inc Phonics | Ruth Miskin |
| Emotional Wellbeing Practitioner | Nelft |
| Tiger Troop | Challenger Troop |
| Dog therapy | |
| Speech and Language Therapist | Children's Therapies, Kent Community Health NHS Foundation Trust |
| Dialogic activities | The Education People |

Service pupil premium funding

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | Last year funding was spent mainly on pastoral support, this was to support pupils who had a parent serving away in the armed forces and the emotions that come with that, especially during times of COVID. Funding was also partly spent on our EAL teacher to support families with home learning during times of school closures. |
| What was the impact of that spending on service pupil premium eligible pupils? | Teachers observed improved wellbeing for those pupils, and higher rates of home learning due to support given. For the academic year 2021-2022 we have noticed a greater number of Service pupils with high academic needs, therefore funding will be directed to pastoral care as well as targeted academic support. |