

# 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	Rose Green Infant School
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sally Dreckmann, Headteacher
Pupil premium lead	Sally Dreckmann, Headteacher
Governor lead	Steve Tilling, Disadvantaged Pupils Lead Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,624.92
Recovery premium funding allocation this academic year	£3915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£614.96
<b>Total budget for this academic year</b>	<b>£48,154.88</b>

# Part A: Pupil premium strategy plan

## Statement of intent

It is the intention at Rose Green Infant School that every pupil in our school, regardless of their background or the challenges they face, are able to 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 allowing our more able pupils to make good progress.

We will consider the challenges faced by the pupils who we have identified as being disadvantaged or vulnerable. The activities we have outlined in this statement are intended to support their needs.

High-quality teaching is at the centre of our approach, with an emphasis 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. It is our expectation that both disadvantaged and non-disadvantaged pupils will make comparable progress.

Our strategy is also links to our wider school plans for education recovery for all pupils as a result of the ongoing COVID pandemic.

Our approach will be responsive to common challenges and individual needs, based on our assessments and our knowledge of the pupils and their circumstances. We do not make assumptions. The strategies we have planned link closely together in a holistic approach, to help pupils fulfil their potential.

To ensure our strategy is effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- put in place intervention as soon as the need is identified
- ensure all pupils including the disadvantaged are appropriately challenged in all areas of the curriculum

## Challenges

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

Challenge number	Detail of challenge
1	Assessment using NELI screening, observations and pupil conferencing has shown that oracy is underdeveloped for many of our pupils across the school and evident particularly in our vulnerable and disadvantaged pupils.
2	Monitoring during both lockdowns showed that a high proportion of our disadvantaged pupils either did not engage at all or engaged very little with home learning. This has therefore impacted to some extent on their progress and attainment in phonics and early reading, and to a greater extent in writing and maths, as well as their wellbeing. These findings are supported by national studies.
3	Attendance is monitored closely to ensure that any persistent absence is quickly picked up for all children, however data from the previous two years shows that for some disadvantaged children, low attendance does have an impact on learning and therefore attainment.
4	As a result of the lockdowns, we have identified that many of our disadvantaged or vulnerable families (as well as others) do not have access to devices to enable them to access online learning. This has had an impact during the lockdowns, but continues now with any online home learning tasks we set.
5	Our observations and conversations with our families have shown that many disadvantaged families are struggling to find money for things such as school trips, after school clubs and uniform. This has been more of an issue for many of our families since the COVID pandemic began.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils	NELI assessments will indicate significantly improved oral language among disadvantaged pupils. There will not be a significant difference in the percentage of disadvantaged pupils who meet the ELG in Communication and Language compared to their non-disadvantaged peers.

Improved phonics and early reading attainment among disadvantaged pupils.	Each academic year, the percentage difference between disadvantaged and non-disadvantaged pupils meeting end of year expectations in phonics will diminish with the long term aim of there being no difference.
Improved writing attainment among disadvantaged pupils.	Each academic year, the percentage difference between disadvantaged and non-disadvantaged pupils meeting end of year expectations in writing will diminish with the long term aim of there being no difference.
Improved maths attainment among disadvantaged pupils.	Each academic year, the percentage difference between disadvantaged and non-disadvantaged pupils meeting end of year expectations in maths will diminish with the long term aim of there being no difference.
Achieve and sustain improved attendance for all pupils, but particularly disadvantaged pupils.	Each academic year the percentage of disadvantaged pupils classed as persistent absentees will be reduced across the school and by July 2025 there will be no significant difference between disadvantaged and non-disadvantaged pupils' attendance.
Children's learning will not be negatively impacted by a lack of access to digital technology in the home.	Provision will be in place within school hours for pupils with lack of access to digital technology, to enable them to access key online learning.
There will be no financial barrier to children wearing school uniform, attending school trips or accessing enrichment activities.	Each academic year, all disadvantaged pupils will be able to go on school trips and will be able to attend one after school club per week. All disadvantaged pupils will have access to pre-loved school uniform if needed.

## Activity in this academic year (2021-2022)

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: £7648

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of resources to support our phonics programme and ensure stronger phonics teaching across the school within class and in targeted intervention groups.</p> <p>Enhancement of our phonics and early reading planning and teaching in line with DfE and EEF guidance through teacher release, to enable them to embed key elements into whole school practice and access relevant CPD for teachers and TAs.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, in particular for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2
<p>Further develop the teaching of writing in line with DfE and EEF guidance through lead teacher release, to enable them to ensure writing tools and strategies are being used effectively, there is consistency of practice within year groups and to access relevant CPD for teachers and TAs.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	2

<p>Purchase of concrete resources to support our maths teaching across the school within class and in targeted intervention groups.</p> <p>Further develop the maths provision across the school, in line with DfE and EEF guidance, through lead teacher release, to enable them to ensure concrete apparatus is being used effectively, there is consistency of practice within year groups and to access/deliver relevant CPD for teachers and TAs.</p>	<p>The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/EEF_Maths_EY_KS1_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/EEF Maths EY KS1 Guidance_Report.pdf</a></p> <p>The DfE non statutory guidance has been produced in conjunction with the NCETM, drawing on evidence based approaches:  <a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</a></p>	2
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,977.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver the Nuffield Early Language Intervention to identified pupils within the Reception year group.	<p>NELI has already been piloted in schools and the research from this pilot and our own internal data was used to inform our decision to continue NELI in this academic year:  <a href="https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention">https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention</a></p>	1
Additional bespoke writing sessions targeted at disadvantaged pupils who require additional support in being able to compose and record	<p>The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	2

simple sentences accurately.		
Additional maths sessions targeted at disadvantaged pupils who require additional support using the 1stclass@number programme.	The EEF guidance is based on a range of the best available evidence: <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber</a>	2
Needs based 1:1 and small group TA intervention within classrooms to address errors and misconceptions observed that day.	The EEF guidance states that although TAs should not be used as a teaching source for low attainers, they can, if fully prepared for the role, support the teacher in consolidating learning within the classroom if they have been present and part of the direct teaching: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	2

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

Budgeted cost: £12,529.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a qualified ELSA (Emotional Literacy Support Assistant) to work with disadvantaged pupils and support them in addressing their social and emotional issues with learning and with their wellbeing.	Evidence from the ELSA network and EEF, alongside the Headteacher's observations and impact assessment from their previous school informed our decision to employ an ELSA: <a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2
Embedding principles of good practice set out in the DfE's guidance on school attendance.	The DfE guidance is based on the best range of action research based advice: <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	3

Offer one funded after school club per week to all disadvantaged pupils for the entire academic year.	We take what EEF call an 'arts for arts' sake' approach to enrichment, feeling that children will never know if they might excel in an area unless they experience it: <a href="https://educationendowmentfoundation.org.uk/news/why-arts-education-matters">https://educationendowmentfoundation.org.uk/news/why-arts-education-matters</a>	5
Fund the voluntary contribution for disadvantaged pupils to attend school trips.	We do not wish to put our disadvantaged families into a challenging financial situation and so do not ask for the contribution to trips. Historical evidence shows this is appreciated.	5
Plan time into the school day to allow pupils without home IT access to complete essential IT based home learning tasks in school.	Since the first lockdown, we have discovered that many of our disadvantaged families have little or no IT access at home. In order that children are not further disadvantaged or made to feel excluded, home learning tasks can be completed in school.	4
Contingency fund for as yet unknown issues or needs.	Based on past experience of children joining our school with needs or new needs arising for existing disadvantaged pupils, we have decided to set aside a small amount of funding so that we would be able to quickly respond to these as yet unidentified needs.	1, 2, 3, 4, 5

**Total budgeted cost: £48,154.88**



## 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.

July 2021 marked the end of our previous pupil premium strategy plan (1 April – 31 August 2021).

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, we used internal data and monitoring of work during the 2020 to 2021 academic year, to ascertain the progress made by pupils. This internal monitoring showed that all children made progress within their own context, between 8 March 2021 when they returned from lockdown, and the end of the academic year in July 2021. This progress varied greatly however and although only reviewed informally, there seemed to be a link between the engagement in remote learning over lockdown and progress from March to July 2021; those who engaged to some extent showed more progress than those who did not engage at all in remote learning from 5 January – 5 March 2021 (although we made our best endeavours to have as many disadvantaged pupils in school during lockdown as we could).

## Externally provided programmes

No non-DfE programmes were purchased in the previous academic year.

Programme	Provider

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	With only two service children on roll last year, this funding was a very small pot. The funding was used to put in place staff to prepare resources for and engage with the children at the virtual Little Troopers service children day in June 2021.
What was the impact of that spending on service pupil premium eligible pupils?	The children were able to develop their understanding of what a service child is, and reinforce their feeling of belonging to a wider and very special community.

## Further information (optional)

### **Planning, Implementation and Evaluation**

Historically, we have written two pupil premium strategies a year (1 Sep – 31 March and 1 April – 31 Aug) in order that the plan ran alongside the way the school receives the PP grant. This meant that we became very focussed on shorter term outcomes, although many intended outcomes did run across two plans (i.e. one academic year). We therefore welcome the move to looking at a three year plan – for us as an infant school, this fits perfectly, thinking about the children coming into Reception and what we wish for them to have experienced and achieved by the end of Year 2 when they move on.

We have taken this change in working as an opportunity to evaluate why some activities planned and undertaken in previous years have not have the impact we had hoped for. Historically, our approach has not been fully triangulated from multiple sources of data but from now on, this will change. We have already started using other sources, mainly EEF, to help us make decisions as to how to use our funding. Historically, we have used TAs to support many of the disadvantaged pupils in intervention groups. While we still continue to do this, our TA support is now predominantly for structured intervention programmes such as NELI and 1stclass@number, to ensure the most effective impact. We already had some commitment with regards to the use of TAs, which needed to be honoured to the end of the 2021-22 financial year, but from 1 April 2022 onwards, this will start to change and in the next academic year, we will focus the use of our grant much more on teaching and CPD, as research shows this is a more effective approach in terms of pupil outcomes.

Another significant change in our approach is that now, rather than make assumptions about children, we review each child individually, looking not only at their academic data and day to day learning needs, but we also discuss their attendance, behaviour, mental health, wellbeing, safeguarding concerns, family circumstances and access to technology, to ensure that our plan is really tailored to the specific needs of the disadvantaged pupils in our school at that time.

Ultimately, it is our aim that this change in our approach to planning alongside continued use of action research to support our decisions, will secure the best possible outcomes for our disadvantaged pupils.