# Pupil premium strategy statement

This statement details our school's use of pupil premium funding (for the 2022 to 2023 academic year) 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 | 265 |
| Proportion (%) of pupil premium eligible pupils | 11.3% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/23 – 2025/26 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Sally Dreckmann, Headteacher |
| Pupil premium lead | Sally Dreckmann, Headteacher |
| Governor lead | Kerida Allaway, Disadvantaged Pupils Lead Governor |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £40,485.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £610.16 |
| Service Funding` | £320 |
| **Total budget for this academic year** | £41,415.16 |

# 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 following the 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 some of our vulnerable and disadvantaged pupils. |
| 2 | Our ongoing monitoring and assessment shows that our current Year 2 cohort, of whom 17% are eligible for Pupil Premium, are still impacted by lost learning time during COVID. This is despite extensive support, both socially and emotionally and academically in the last academic year. This has impacted on their progress and attainment in phonics and early reading, evidenced in our Phonics screen result for 2022 of 56% of the cohort meeting the required standard. |
| 3 | Although the majority of the children across the school made progress in writing and maths last academic year, our internal data shows that at the current rate of progress, our Year 2 cohort will be below national expectations. Although our Year 1 cohort made good progress in Reception, writing was the area of learning with the lowest attainment. |
| 4 | 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. |
| 5 | 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 an impact on any online home learning tasks we set. |
| 6 | 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 cost of living has risen. |

## 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. |

| | |
|---|---|
| | The percentage of disadvantaged pupils who meet the ELG in Communication and Language compared to their non-disadvantaged peers will not be significantly different by the end of each year. |
| 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 longer 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 longer 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 longer 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 with the long term aim that by July 2026, 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 (2022-2023)

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9530

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Purchase of resources to support our phonics programme and ensure stronger phonics teaching across the school.<br><br>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 themselves and other teachers and TAs. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, in particular for disadvantaged pupils.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 2 |
| Purchase of resources to support our new scheme of work for writing and ensure consistently high quality provision in the teaching of writing across the school.<br><br>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 themselves and other teachers and TAs. | The EEF guidance is based on a range of the best available evidence:<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 | 3 |
| Purchase of concrete resources to support our maths teaching across the school, within class and in targeted intervention groups.<br><br>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 | The EEF guidance is based on a range of the best available evidence:<br>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/EEF_Maths_EY_KS1_Guidance_Report.pdf<br>The DfE non statutory guidance has been produced in conjunction | 3 |

| | | |
|---|---|---|
| practice within year groups and to access/deliver relevant CPD for themselves and other teachers and TAs. | with the NCETM, drawing on evidence based approaches:<br>https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools | |

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

Budgeted cost: £18,840

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Deliver the Nuffield Early Language Intervention to identified pupils within the Reception year group. | 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:<br>https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention | 1 |
| Additional bespoke phonics and early reading intervention targeted at disadvantaged pupils who require additional support in being able to accurately decode and read fluently. | The EEF guidance is based on a range of the best available evidence:<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 2 |
| Additional bespoke writing sessions delivered by a tutor, targeted at disadvantaged pupils who require additional support in being able to compose and record simple sentences accurately, building up writing stamina. | The EEF guidance is based on a range of the best available evidence:<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 | 3 |
| Additional maths sessions targeted at disadvantaged pupils who require support using the 1stclass@number programme. | The EEF guidance is based on a range of the best available evidence:<br>https://educationendowmentfoundation.org.uk/projects-and- | 3 |

| | | |
|---|---|---|
| | evaluation/projects/1stclassnumber | |
| 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:<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants | 2 and 3 |

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

Budgeted cost: £13,045.16

| 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 barriers to 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:<br>https://www.elsanetwork.org/elsa-network/evaluation-reports/<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 2 and 3 |
| 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:<br>https://www.gov.uk/government/publications/working- | 4 |

| | | |
|---|---|---|
| | together-to-improve-school-attendance | |
| 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:<br>https://educationendowmentfoundation.org.uk/news/why-arts-education-matters | 6 |
| 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. | 6 |
| Plan time into the school day to allow pupils without home IT access to complete essential IT based home learning tasks in school. | Since discovering during the COVID pandemic 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 now be completed in school if needed. | 5 |
| 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, 6 |

## Total budgeted cost: £41,415.16

# 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 2021 to 2022 academic year.

As a result of a significant purchase of phonic books and resources to support the phonics scheme we use, our pupils can now take home or access online the reading books that enable them to practise the phonemes that they have been learning in school. It is too soon to see the impact of this purchase on pupil outcomes in this review, but this will be evaluated in the next year's plan.

The teacher with responsibility for leading writing has had release time and this has enabled them to completely re-write and resource the scheme of work for writing. Every text in the scheme is new and we have made a concerted effort to include texts that we feel will be key in ensuring eligible pupils are experiencing 'cultural capital' that they may not experience out of school. Again, it is too soon to see the impact of this new curriculum on pupil outcomes, but that can be evaluated in the plan next year.

Pupils in every classroom across the school are now able to access a range of concrete resources to support them in maths. We have introduced Rekenreks across the school and through staff CPD, these are now effectively used in every class.

In Reception, 75% of the pupils eligible for pupil premium met their ELG in number, compared to 84% of non eligible pupils, so while they are still not in line with their peers, the pupil premium eligible pupils made good or better progress; at the first data point in November 2021, none of the eligible pupils were on track to achieve the number ELG. In Year 1, 69% of pupil premium pupils and 69% of non-eligible peers met end of year expectations and in Year 2, 78% of pupil premium eligible pupils met end of KS1 expectations compared to only 64% of non-eligible pupils.

The NELI programme was delivered as planned with a group of Reception pupils and the end of year data showed that the pupil premium eligible pupils had made good progress in listening and attention, expressive and receptive vocabulary use since their initial assessment in October 2021. None of the eligible pupils who completed the programme have been identified as needing continuing speech and language support into Year 1.

Additional writing sessions took place in the summer term using a tutor, and pupil premium eligible pupils taking part in this intervention all met end of Year 1

expectations in writing; the criteria for being selected was that at the time of selection, they were not on track to meet.

We ran 1stclass@number interventions and again, all eligible pupils taking part in this intervention moved from not being on track to meet end of KS1 expectations in maths to meeting.

Through the year, our ELSA supported many pupils with social and emotional barriers to learning, including some who were pupil premium eligible. Anecdotal evidence shows that this support enabled the children to develop greater resilience and self confidence in themselves as learners.

Attendance continues to be an area of focus for us. In July 2022, 19% of our statutory school aged children were classed as persistent absentees. Of this group of 52 pupils, 19% were eligible for pupil premium, so although there is not a greater percentage of absenteeism with eligible pupils, overall this continues to be an area for improvement.

All eligible pupils had access to one after school club per week and an average of 60% of them took part in a club across the year; it is our aim to promote the after school clubs on offer next year with eligible families and further increase this percentage of uptake.

Due to the ongoing COVID situation, we ran limited trips but all eligible pupils in Year 2 were funded to see a pantomime and all eligible pupils in Year 1 were funded for a day at Amberley museum.

When we became aware of pupils who had no or limited access to the internet and/or devices, we ensured that they were able to access the home-based learning tasks in school. This is an area we wish to further improve on next year and so we plan to undertake a school-wide audit to ascertain the current situation regarding access to internet and devices.

We used some of the funding allocated for contingencies to support some eligible families as needed, for example with uniform or additional food vouchers.

## 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 one service child 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 child at the virtual Little Troopers service children day in June 2022. |
| What was the impact of that spending on service pupil premium eligible pupils? | The child was able to continue 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**

Having a three year plan works perfectly for us as an infant school, 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.

When creating our plan, we evaluate why some activities planned and undertaken in previous years have not have the impact we had hoped for. Historically, our approach was not always triangulated from multiple sources of data but now we do this, we anticipate a change in terms of the activities planned having good impact all the time. 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.

Another significant change in our approach is that we take a holistic approach, reviewing each child individually, looking not only at their academic data and day to day learning needs, but we also discussing 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 approach to planning, alongside continued use of action research to support our decisions, will secure the best possible outcomes for our disadvantaged pupils.