

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	Shirley Infant
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Cate Gregory
Pupil premium lead	Hannah Lubbock-Smith
Governor / Trustee lead	Victoria Chapell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38315
Recovery premium funding allocation this academic year	£4060
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	£42375 (have added allocated with recovery)

Part A: Pupil premium strategy plan

Statement of intent

3-year long-term pupil premium strategy This strategy is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated at least once per year.

Our philosophy We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the Academy Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. The pupil premium grant (PPG) is used to ensure that every child receives the best possible quality of education and achieves the highest possible standards.

Our priorities

- Ensuring first quality teaching in all classes.
- Raising the attainment of disadvantaged pupils to be at least in line with attainment nationally.
- Providing targeted academic and emotional and social support for pupils who are not achieving the expected standards or are not making expecting progress.
- Addressing non-academic barriers to attainment, including attendance, well-being and behaviour

At Shirley Infant and Junior Schools, we believe in good or better learning for all. We strive for achievement for all our pupils and believe that all pupils should develop a passion for lifelong learning. We believe Pupil Premium Provision needs to have a dual approach. Firstly, rigorous academic interventions in every year group to diminish differences. Secondly, through creating a wrap- around holistic culture to address the complexity of individual needs so that we support and enhance the whole life journey of each child at our schools over 7 years. Supporting families and enabling children to feel safe and secure in school in order to access learning is our priority. Academic support, progress, challenge and extension for our PP children is of paramount importance but equally we continue to build on our agenda to provide a wide variety of creative new opportunities and experiences to inspire, motivate and fire individual passions and talents.

‘Practise any art, music, singing, dancing, acting, drawing, painting, sculpting, poetry, fiction, essays, reportage, not to get money and fame, but to experience becoming, to find out what’s inside you, to make your soul grow’ Kurt Vonnegut

Through rigorous monitoring and tracking of pupil performance, we are able to identify pupils who are at risk of not making sufficient progress, including the monitoring of most able disadvantaged children. We use this information to plan and implement effective intervention and support strategies. These will be provided dependent on each child’s needs and the challenges that they face.

Challenges

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

Challenge number	Detail of challenge
1	Lower starting points – weaker basic skills on entry to School impacting on children not always achieving combined ARE by end of KS1.
2	Children are not reading at home resulting in lack of confidence blending in Early Years and developing fluency in KS1.
3	From baseline assessment in Early Years, some children are showing narrower vocabulary and weaker oral and communication skills.
4	Lack of parental engagement resulting in a lack of understanding on the curriculum/ how to support their child at home.
5	Fewer enriching life experiences (impacting lack of stimulus for learning and difficulties in making links in learning).
6	Difficulties with social skills and peer relationships, impacting upon learning behaviours.

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.

Our implementation process

In line with evidence about effective implementation, we believe in selecting a small number of priorities and pursuing them with diligence to give them the best chance of success. Our academy development planning is rooted

in evidence informed practice; using robust evidence alongside professional expertise to make decisions. We engage in regular in-school monitoring and an annual Pupil Premium review with colleagues from The Aspire Educational Trust to ensure our approach is effective (adapting provision, ceasing or amending interventions that are not having the intended impact).

We:

Explore

- Identify a key priority that we can address.
- Systematically explore appropriate programmes and practices.
- Examine the fit and feasibility with the school.

Prepare

- Develop a clear, logical and well-specified plan.
- Assess the readiness of the school to deliver the plan.
- Make practical preparations.

Deliver

- Support staff and solve any problems using a flexible leadership approach.
- Reinforce initial training with follow-on support.
- Drive faithful adoption and intelligent adaptation.

Sustain

- Plan for sustaining and scaling the intervention from the outset.
- Continually acknowledge, support and reward good implementation practices.

Our tiered approach

Our tiered approach comprises three categories:

1. Teaching – ensuring quality first teaching for all pupils.
2. Targeted academic support – evidence informed interventions.
3. Other wider approaches – addressing non-academic barriers to learning.

We identify priorities and approaches within each category. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. To develop rigorous and strategic oversight of Pupil Premium strategy ensuring high quality, targeted learning to ensure rapid progress from each child's starting points.
2. Professional development: training programme for all staff to further enhance staff knowledge in early reading acquisition.
3. To continue with pre teach and key vocabulary half termly.

Targeted academic support

1. Structured interventions: vocabulary interventions for pupils with poor oral language and communication skills (Helicopter Stories, Word Aware); Reading interventions – BR@P, Inference, targeted RfP, bespoke phonics intervention groups (RWI); Specialist Dyslexia Teacher.
2. One to one feedback approaches: Same Day Intervention and Teacher Conferencing. (blue dotting)
3. attendance/ parent engagement

Wider strategies

1. Expansion of Cultural Capital: enhance trips, visits and opportunities; additional sports clubs and swimming lessons; teacher enrichment clubs.
2. Readiness to learn: Social and Communication Nurture Groups; use of bespoke social stories; individual behaviour plans created – evidence informed; homework club; Forest School.

Our review process

A Pupil Premium Review will take place each year, with a colleague from the MAT. During the review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed every half term at Pupil Progress Meetings (with the headteacher, class teacher and other key staff involved with the class/specific pupils).

During monthly monitoring, there is a spotlight upon the progress, quality of work and attainment of pupils in receipt of PPG. Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the

execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available.

The headteacher is responsible for ensuring that the pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions. The school publishes its strategy for using the pupil premium on the school website. The school publishes a link to the school and college performance tables and the schools' performance tables page on the school website.

Intended outcome	Success criteria
<p>To develop rigorous and strategical oversight of Pupil Premium strategy through high quality, targeted learning to ensure rapid progress from children's start points. (EPP Lead).</p> <p><i>Addressing barrier to ensure Children achieve combined ARE despite lower starting points.</i></p>	<p>Data for pupils in receipt of PPG is in line with national for ARE at end of KS1.</p>
<p>To ensure high quality phonics provision across the school with a focus on our lowest 20%. We aim to secure missing milestones from the children's early years</p> <p><i>Addressing barrier of children not being confident blending/ developing fluency in KS1</i></p>	<p>Data for pupils in receipt of PPG is in line with national for ARE at end of ks1.</p>
<p>Structured interventions: vocabulary interventions for pupils with poor oral language and communication skills (Bucket therapy, talk about groups, Neli language, Speech and language therapy).</p> <p><i>Addressing barrier of lower oral and communication skills.</i></p>	<p>ECATS and Bell foundation to show rapid progress against targets.</p>
<p>Increased interaction with parents through e.g. curriculum workshops, coffee mornings, phone calls, additional parent's evenings.</p>	<p>To further close the gap between PP and non PP peers in end of year attendance. To have an increased percentage of PP</p>

<i>Addressing barrier of lack of parental confidence and willingness to engage.</i>	families supported by Family Support worker.
To enrich experiences to enable our PP families to have wider aspirations.	All EPP children to show a readiness to learn. All EPP children to partake in a club.
All EPP children to achieve PSHE early learning goal and PSHE by end of ks1.	Boxall assessments to show rapid progress from beginning to end of year.

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: £12400 + £2000 (SSP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop rigorous and strategic oversight of Pupil Premium strategy ensuring high quality, targeted learning to ensure rapid progress from children's start points by EPP lead.</p> <p><i>Regular coaching with teaching staff on quality of teaching and learning.</i></p>	<p>Having a designed leader for PP enables a 'whole school' ethos of aspiration and attainment in line with the findings of the NFER Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice. (NFER November 2015). Progress is tracked closely to diminish the difference between disadvantaged and non-disadvantaged groups.</p> <p>NFER: Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report</p>	<p>1,2,3,4,5,6</p>
<p>Purchase of validated SSP programme to focus on lowest 20% to secure missing milestones from children's early years.</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

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

Budgeted cost £12347

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (Bucket therapy, talk about groups, Neli language, Speech and language therapy).</p>	<p>Sutton trust supports this 'Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. Through our baseline we have found there are increased number of children coming into school with poor oral skills.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>To increase interaction with parents through e.g. curriculum workshops, coffee mornings, phone calls, additional parent's evenings to develop strong relationships with parents.</p>	<p>Sutton trusts supports actively involving parents in supporting their children's learning and development. Strategies include approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years' settings. Programmes that focus directly on parents themselves, for example providing training in parenting skills or adult numeracy and literacy support and more intensive programmes for disadvantaged families or families in crisis, for example through schools</p>	<p>4</p>

	appointing a family liaison that works with parents through either home visits or other targeted approaches.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18040

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enrich experiences for all disadvantaged children. (all to attend a club, a pre-teaching experience for each topic and a Pupil Premium Champion to drive to organise additional opportunities for the children.	<p>We believe first hand experiences will support the children in becoming curious learners and increase their thirst to find out more. We strive for all children to have high aspirations for themselves linking to our statement. "Every Child, Every Chance, Every day"</p> <p>To continue to use 'pre teaching' as a strategy to support children's understanding of new vocabulary based on findings from Sutton trust report.</p>	5
Whole staff training on attachment, support from the educational psychologist, additional ELSA support all with the aim to support all children's emotional and social needs.	<p>Sutton Trust " Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months' progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers"</p> <p>Research from Sutton Trusts states "it gives children who are not considered "academic" a voice and a chance to flourish. It than gives the "academic" children a chance to</p>	6

	<p>think outside the box and to see that the non-academic have inspiring ideas. It gives all children value'.</p> <p>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):</p> <p><u>EEF Social and Emotional Learning</u></p>	
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Total budgeted cost: £ 44787

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 had increased. 87% of disadvantaged children achieved age related expectations in Reading. This was a 26% increase from the previous year. Despite the school closure, we were able to support children remotely with their Reading development through our online e-book platform. Teachers had regular contact with the families of disadvantaged children and we were able to offer school places for the majority of these children.

During 2020/21 88% of children in Early Years achieved their PSE goal. All children in school and those doing remote learning were invited to additional small group speech and language. Off track children were identified quickly and were offered additional support.

Currently in Early Years there is a significantly higher number of children with very low Speech and language level. Due to COVID, many of these children did not attend pre-school and this has impacted on many areas of the curriculum. Provision has been constantly adapted to support these children's needs and this will be a continued focus as identified earlier in the report.

The Year 1 cohort have been most effected by COVID due to missing 40% of their Early Years. They have been tracked very closely due to their very low starting points and planning has been carefully adapted to suit the needs of these children. Despite regular contact with families during school closure and additional interventions and small group based teaching to close their gaps, concerns over progress were escalated in the Spring term of 2021 to HAMWIC. 46% of these disadvantaged children have now been added to the SEND register and will continued to be closely monitored.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We anticipated potential anxieties might be revealed later in the school year opposed to immediately on their return and, consequently, planned for increased ELSA support throughout the year. There has been a significant rise in the demands for additional emotional support this year.

9 Pupil Premium families have received regular support with our Family support worker. Due to COVID these cases are all still open. Regular contact was made to

these 9 families during school closure and all of these children engaged with some of the school work during school closure if not in school. Pupils were in school and able to access the support and pre-teaching opportunities that have been prepared for them. 3 of the families did not take a school place but these children had laptops, dongles and data.

We used pupil premium funding to provide wellbeing support for all pupils, high quality teaching for all and targeted interventions where required. We are building on that approach with the activities detailed in this plan. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

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
Speech and Language	NELI
Writing	Literacy Shed
Reading ebooks	Reading Planet: Rising Stars
Story telling	Tales toolkit