

## 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 School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22-24/25 Year 2 – 22/23
Date this statement was published	31 <sup>st</sup> December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Cate Gregory - Headteacher
Pupil premium lead	Claire Anousis/ Hannah Lubbock-Smith Assistant Headteacher
Governor / Trustee lead	Victoria Chapman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,216
Recovery premium funding allocation this academic year	£3625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NIL
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40,841

# 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. 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 School, 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. 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	<p><b><u>Communication and Language/ PSED</u></b></p> <p>Limited basic listening, attention and oral communication skills on entry to School impacting on children not always achieving combined ARE by end of KS1.</p> <p><u>September 2021:</u>            69% of PP pupils were “off track” (RBA) in PSED            62% of PP pupils were “off track” (RBA) in communication and language</p> <p><i>As a result of particularly low communication and language and PSED in 2021 as a trial we invited PP families to attend a workshop to support communication and language at home. 5 families attended this and data comparison upon entry is significantly higher. Impact to be monitored.</i></p> <p><u>September 2022:</u>            37.5% of PP pupils were “off track” (RBA) in communication and language            62.5% of PP pupils were “off track” (RBA) in PSED</p> <p>This is impacting behaviours and attitudes to learning.</p>
2	<p><b><u>Phonics/Reading</u></b></p> <p>Early phonics’ teacher assessment upon entry identified children who are disadvantaged and eligible for pupil premium funding having less phonic knowledge and oral blending.</p> <p>September 2021: 77% of these pupils were “off track” in Literacy            September 2022: 88% of these pupils are “off track” in Literacy</p>

3	<p><b><u>Parental Engagement</u></b></p> <p>Monitoring of attendance at parents evenings and curriculum events, shows that some disadvantaged families are less engaged with school. This is also evident in participation in home learning. Parents have indicated that they feel less confident in formal school situations.</p>
4	<p><b><u>Life experiences</u></b></p> <p>Due to lockdown and opportunity/resources, pupils have had fewer enriching life experiences (impacting lack of stimulus for learning and difficulties in making links in learning).</p> <p>Difficulties with social skills and peer relationships, impacting upon learning behaviours.</p>
5	<p><b><u>Attendance</u></b></p> <p>Attendance data highlights that disadvantaged (PP) children's attendance is lower than those who are not. In 21/22 overall attendance at Shirley Infants was 94.8% whereas disadvantaged attendance was 91.8%. This a 3% difference.</p> <p><u>2021 - 2022</u></p> <p>Yr R 93.8%      PP 89.8% - 4% less attendance</p> <p>Yr1 95%      PP 92.6% - 2.4% less attendance</p> <p>Yr 2 95.1%      PP 92.9% - 2.2.% less attendance</p> <p><u>2022 – 2023 (Autumn term)</u></p> <p>Whole school 96.6%      PP 95.2%</p> <p>YR 96.7%      PP 94%</p> <p>YR 1 96.7%      PP 94.5%</p> <p>Yr2 96.3%      PP 97.5%</p> <p>Persistent Absences PP 18.2% (6/33chn)      Whole school 9.9% (27chn)</p> <p>Whole school 6/27 PA are PP</p>

## 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
<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. With particular focus on Communication and Language (speaking and listening) and PSE.</p> <p><i>Addressing barrier to ensure Children achieve combined ARE despite lower starting points.</i></p>	<p>Data for C&amp;L and PSED pupils in receipt of PPG is in line with national for ARE at end of KS1.</p> <p>Data for C&amp;L and PSED to be in line with national at the end of Year R.</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 PP is in line with National ARE at end of KS1.</p> <p>PSC % for pupils in receipt of PP to be in line with National and LA including Year 2 retake pupils.</p> <p>Data for word reading to be in line with national at the end of Year R.</p> <p><i>Little Wandle – keep up/catch up. Assessment placements using Little Wandle throughout the school (every half term) and monitoring of this progression. Swift action/intervention is taken to ensure rapid progress.</i></p>
<p>Structured interventions: vocabulary interventions for pupils with poor oral language and communication skills (communication 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>Data for Sp&amp; L to be in line with national at the end of Year R.</p>
<p>Increased interaction with parents through e.g. curriculum workshops, coffee mornings, phone calls, additional parent’s evenings.</p> <p><i>Addressing barrier of lack of parental confidence and willingness to engage.</i></p>	<p>To have an increased percentage of PP families attending parents evening and curriculum information events.</p>

To enrich experiences to enable our PP families to have wider aspirations.	All EPP children to show a readiness to learn. All disadvantaged children to be invited/attend a breakfast club and/or after school club provided at the school.
To achieve and sustain attendance for disadvantaged children.	To see a reduction of PP persistent absentees.  To PP attendance to be in line with National.

## 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: £21,100

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. Particular focus on metacognition and scaffolding.</i></p>	<p>Having a designated 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>Regular pupil premium MAT updates and training for all staff – based on latest research.</p>	1,2,3,4,5

	<a href="#">NFER: Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report</a>	
Purchase of validated SSP programme to focus on lowest 20% to secure missing milestones from children's early years. (Little Wandle)	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

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

Budgeted cost: £12,034

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (communication and language group, talk about groups, Neli language, Speech and language therapy).	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.  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p><u>September 2022</u> - Little Wandle purchased. Significant research undertaken by SLT in school and under advise of Hamwic Trust. SSP's were reviewed and Little Wandle was selected to be most suited for Shirley Infants. A reading leader has been assigned to lead, monitor and train all staff alongside having key focus groups.</p> <p>CPD plan for all staff trained in Little Wandle</p>	1, 2
To enhance accelerated progress for underachieving identified disadvantaged children in reading, writing and maths.	<p>A qualified teacher providing additional support and high quality teaching for children who are identified as needing accelerated learning in phonics, reading, writing and maths.</p> <p>E.g. pre-teach, maths no problem, vocabulary exposure.</p>	1, 2, 4

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

Budgeted cost: £7760

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
To increase interaction with parents through e.g. curriculum workshops, coffee mornings, phone calls, pupil premium champions, additional parent's evenings to develop	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	3



<p>strong relationships with parents.</p>	<p>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 appointing a family liaison that works with parents through either home visits or other targeted approaches.</p>	
<p>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>	<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 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><a href="#">EEF Social and Emotional Learning</a></p>	<p>1, 3, 4</p>

**Total budgeted cost: £ 40,894**

## 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.

**To develop rigorous and strategic oversight of Pupil Premium strategy through high quality, targeted learning to ensure rapid progress from children's start points. (EPP Lead).**

Baseline on entry to Reception showed the impact of Covid on our disadvantaged group

	September 2021	July 2022
PP PSED	18%	70% (52% accelerated progress)
PP Reading	23%	62% (39% accelerated progress)

This was achieved through targeted support and quality teaching for the disadvantaged children. Through using rigorous assessment provision this was constantly adapted to support these children's needs and this will be a continued focus as identified earlier in the report.

**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.**

Year 1 PP Phonics Screening Results:

PP pass rate	PP NON SEND	PP and SEND
71%	100%	50%
(62% national)		

Within this cohort 57% of these children who qualify for PP are also on the SEND register, 2 of these who have EHCP's and passed the phonics screening successfully. The other 2 PP pupils were added to the SEND register at the beginning of this academic year for low cognitive learning needs. These children will continue to be monitored and focussed for the re-take in Year 2 (2023).

**To ensure rapid structured interventions: vocabulary interventions for pupils with poor oral language and communication skills (Bucket therapy, talk about groups, Neli language, Speech and language therapy) to enhance communication and language.**

Through these rigorous interventions (mentioned above) and strategies, 31% of Year R PP children made accelerated progress (2021-2022) achieving communication and language.

On track	September 2021	July 2022
PP C&L	38%	69% (31% accelerated progress)

Of the 31% of children who did not meet these expectations 1 child has significant global delay who has an EHCP and these pupils will be a continued focus moving on through the school.

## 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*

<b>Programme</b>	<b>Provider</b>
Speech and Language	NELI, colourful semantics
Writing	Literacy Shed
Reading ebooks	Reading Planet: Rising Stars
Story telling	Tales toolkit
Letterbox club	Booktrust

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

**Further information (optional)**

