

Pupil premium strategy statement –

Shirley Infant School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22-23/24 Year 3 – 23/24
Date this statement was published	31 st December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Cate Gregory - Headteacher
Pupil premium lead	Aimee Reilly Cate Gregory
Governor / Trustee lead	Victoria Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,841
Recovery premium funding allocation this academic year	£3,915
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	NIL
Total budget for this academic year	£44,756

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).

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, delivering quality first teaching; teaching that emphasises high quality, inclusive teaching for all pupils. Alongside this, is a commitment to ensure we deliver a broad and balanced curriculum, which is designed to enable all pupils to acquire and obtain core knowledge and skills they need in all subjects to be life-long learners. 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.

‘Practice 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.

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 challenges 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 quality first teaching in all classes by continuing to invest in high quality and effective continuing professional development (CPD) for all teaching staff.

- Raising the attainment of disadvantaged pupils in our school to be at least in line with all pupils.
- Providing targeted academic, 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.
- Our PP children will leave Year R with at least the ELG in Communication and Language, Personal, Social and Emotional Development and Word Reading.
- Our focus is then to expect them to achieve at least 2 core subjects at ARE+ In Year 1 and secure the Phonics Screen if they achieved Word Reading in Year R.
- To close the attainment gap in Year 2 achieving a combined ARE or GD.
- To achieve the Phonics Screen retake if they did not secure it in Year 1.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Communication and Language/ PSED</u></p> <p>Limited basic listening, attention and oral communication skills on entry to school affecting children not always achieving combined ARE by end of KS1.</p> <p><u>September 2021:</u></p> <p>69% of PP pupils were “off track” in PSED</p> <p>62% of PP pupils were “off track” 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></p> <p>37.5% of PP pupils were “off track” in communication and language</p> <p>62.5% of PP pupils were “off track” in PSED</p> <p>This is impacting behaviours and attitudes to learning.</p> <p><u>September 2023:</u></p> <p>57% of PP pupils were “off track” in communication and language</p> <p>38% of PP pupils were “off track” in PSED</p> <p>This is impacting listening and attention and speaking.</p>
2	<p><u>Phonics/Reading</u></p> <p>Year R Early phonics’ teacher assessment upon entry identified children who are disadvantaged and eligible for pupil premium funding having less phonic knowledge and oral blending in Year R.</p>

	<p>September 2021: 77% of these pupils were “off track” in Literacy September 2022: 88% of these pupils were “off track” in Literacy September 2023: 45% of these pupils are “off track” in Literacy this is a drastic improvement from the previous two years with the focus on our pre-school transition for stories and rhymes transition project and listening and attention focus</p> <p>Current Year 2 are slightly behind where we would like them to be at this point. As a school we are 57% of our PP children achieved reading this is a 17% decrease from the previous year. This is a key focus on our 2023/24 SIP as our vulnerable group will need additional catch up phonic support. We are aware that this cohort have had two phonics schemes moving from letters and sounds to Little Wandle in Year 1.</p>
3	<p><u>Life experiences</u></p> <p>Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral support, including social, emotional and in particular mental health support. This need can impact their engagement with school, which has been shown to be linked to children’s attainment.</p> <p>Two thirds of the families supported by the family support worker are disadvantaged.</p>
4	<p><u>Attendance</u></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. We have been working on a three year strategy:</p> <p><u>2021 – 2022 Autumn term</u></p> <p>Yr R 93.8% PP 89.8% - 4% less attendance Yr1 95% PP 92.6% - 2.4% less attendance 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% YR 96.7% PP 94% YR 1 96.7% PP 94.5% Yr2 96.3% PP 97.5%</p> <p><u>Persistent Absences</u></p> <p>PP 18.2% (6/33chn) Whole school 9.9% (27chn) Whole school 6/27 PA are PP</p> <p><u>2023 – 2024 (Autumn term)</u></p> <p>Whole school 96.7 % PP 95 % YR 96.3 % PP 92.4 % YR 1 97.5 % PP 95.8 % Yr2 96.3 % PP 95.2 %</p> <p><u>Persistent Absences</u></p> <p>PP 17.9% (6 chn) Whole school 9.5 % (24 chn) Whole school 6/24 chn PA and are PP</p> <p>2022/23 data compared to 23/24 autumn data is inline however these are different children. See individual case studies.</p>
5	<p><u>Internal assessment</u></p> <p>Internal assessment shows that disadvantaged children are not confidently or consistently applying basic skills (such as sounds, punctuation and spelling) in their writing. This means that their writing is not meeting age-related expectations.</p>

	<p>2022/23 end of year assessments show in writing :</p> <p>Year 2 62% (24% increase from last year) of our disadvantaged did not meet age-related expectations in writing compared to 71% of other pupils,</p> <p>Year 1 57% of our disadvantaged did not meet age-related expectations in writing compared to 71% of other pupils,</p> <p>Year R 77% (15% increase from last year) of our disadvantaged did not meet age-related expectations in writing compared to 62% of other pupils,</p> <p>Therefore demonstrating this gap in attainment means we will need to tailor our provision to provide adaptive teaching to ensure our pupils make accelerated progress in writing. This is identified as a whole school improvement area for our 2023/24 SIP.</p>
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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>To enhance accelerated progress for underachieving identified disadvantaged children in reading, writing and maths. Addressing barrier to ensure children achieve combined ARE despite lower starting points.</i></p>	<p><u>By the end of 3 year plan 2023-24</u></p> <p>Data for C&L and PSED pupils in receipt of PPG is in line with national for ARE at end of KS1.</p> <p><u>By the end of 2022-23</u></p> <p>Data for C&L and PSED pupils in receipt of PPG to be within 5% of 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>Address barrier of children not being confident blending/ developing fluency in KS1.</p>	<p><u>By the end of 3 year plan 2023-24</u></p> <p>Attainment for pupils in receipt of PP is at least in line with attainment for all pupils at the end of KS1.</p> <p>PSC % in Year 1 for pupils in receipt of PP to be in line with National and LA, including Year 2 retake pupils.</p> <p>Internal data will show 95% of children who did not pass their phonic screen in Year 1 will pass in the retake in Year 2.</p> <p><u>By the end of 2022-23</u></p> <p>PSC % for pupils in receipt of PP to be within 5% of National and LA including Year 2 retake pupils.</p> <p>Data for word reading to be within 5% of national at the end of Year R.</p>

	Internal phonics data shows children who arrive in Y2 having not passed their phonics test have filled their gaps by the end of Spring 1.
<p>To develop strategies that will target the correct children in closing their gaps and ensuring they meet age expected expectations at the end of Year R.</p> <p>Interventions are targeted to swiftly intervene to prevent large barriers and gaps forming for children.</p>	<p><u>By the end of 3 year plan 2023-24</u></p> <p>All PP children to achieve Expected for Personal, social and emotional development, Communication and Language and Reading.</p> <p><u>By the end of 2022-23</u></p> <p>ECATS and Bell foundation to show rapid progress against targets by the spring term to enable pupils to meet the Early Learning Goal</p> <p>Data for Communication & Language and Personal, social and emotional development to be within 5% of national at the end of Year R.</p> <p>Tales Toolkit embedded to be embedded and effectively used to enhance provision across Year R</p>
To ensure our vulnerable children are using the non-negotiables consistency and confidently in their writing Added (2023/24)	<p><u>By the end of 3 year plan 2023-24</u></p> <p>Attainment outcomes in writing for PP pupils will be within 5% of attainment in reading at the end of KS1 to increase combined outcomes for PP pupils.</p>
To achieve and sustain attendance for disadvantaged children.	<p><u>By the end of 3 year plan 2023-24</u></p> <p>To see PP persistent absentees below the local and national average</p> <p>To move PP attendance below the local and national average</p> <p>Overall attendance for disadvantaged pupils to be above national attendance for all pupils</p>

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: £ 17,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To strategically build on the good practice and ensure continued 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>Regular pupil premium MAT updates and training for all staff – based on latest research.</p> <p>Regular coaching with teaching staff on quality of teaching and learning. Particular focus on metacognition and scaffolding.</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>NFER: Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report</p>	<p>1,2,3,4,5</p>
<p>Continue to embed the validated SSP programme to focus on the lowest 20% to secure missing milestones from children's early years.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>To ensure non-negotiables are consistent and sentence structure secure.</p> <p>Adaptive provision is strong and evident across all planning-scaffolded writing plan for lowest 20% implemented into all writing units.</p> <p>High quality and diverse writing texts will be planned into the curriculum</p> <p>Pre-teach is delivered consistently and in line with all year groups planning</p>	<p>Research review series: English Updated 15 July 2022. Ofsted review states that</p> <p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing them down).^[footnote 62] Pupils need sufficient capacity in their working memory to plan, compose and review effectively. This requires transcription skills to be secure.^[footnote 63] As a result, fluent transcription skills should be a critical focus for the early years and key stage 1. By the beginning of Year 1, 'not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud'. The national curriculum suggests using dictated sentences in Year 1 to apply and practise spelling.</p>	<p>5</p>

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

Budgeted cost: £16,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Programmes run by specialised staff used to improve listening, narrative and vocabulary skills for disadvantaged pupils who have identified low spoken language skills. (communication and language group, talk about groups, Neli language, Speech and language therapy, EAL specialist teacher).</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>2</p>
<p>Targeted pre teaching and consolidating sessions timetabled by Year Leaders for high quality teaching for children who are identified as needing accelerated learning in phonics, reading, writing and maths.</p>	<p>Sutton Trust report</p>	<p>1, 2, 4</p>
<p>Little Wandle – keep up/catch up. Using Little Wandle assessment throughout the school (every three weeks) and monitoring of this progress. Swift action/intervention is taken to ensure rapid progress.</p>	<p>The Reading Framework (DfE) July 2023</p>	<p>1,2,5</p>

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

Budgeted cost: £ 14,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue 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> <p>To continue to use 'pre teaching' as a strategy to support children's understanding of new vocabulary.</p>	<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>Sutton Trust report</p>	3
<p>To continue to increase interaction with parents through e.g. curriculum workshops, coffee mornings, phone calls, pupil premium champions, 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 appointing a family liaison that works with parents through either home visits or other targeted approaches.</p>	3
<p>To work with the Local Authority leading on TAEES project to further embed attachment and trauma practice across the whole school policies and practice, vision and ethos.</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>EEF Social and Emotional Learning</p>	1, 3, 4
<p>To embed a trauma informed approach with key member staff fully trained.</p>	<p>Hamish & Milo are working with the University of Bath on a research study to quantify the impact of this intervention. Several case studies show that this bespoke intervention benefits children's emotional wellbeing. It has various focuses, one of which is mindset and attitude</p>	1, 3, 4

<p>To continue to run the Hamish and Milo intervention with bath university as their pilot project</p>		
<p>Attendance Officer to monitor attendance, hold meetings with families of children whose attendance falls below 90%, and continue to use Graduated Response for Attendance Ensure teachers know their role in improving attendance, particularly for pupils at risk of PA (93% and below) See action plan for 2022/23 and 2023/2024</p>	<p>The DfE guidance (Improving School Attendance) has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Family Support Worker continue to work with families who need us the most, in order to offer pastoral support MHST continue to offer courses on school premises to support parents to deal with their children's anxiety</p>	<p>The FSW is a crucial resource for disadvantaged families, signposting them to various kinds of support including food vouchers, listening to them, and facilitating meetings between them and other professionals. We have found that the MHST courses for parents give them a range of strategies they can implement.</p>	<p>5</p>

Total budgeted cost: £ 48,238

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Review of success criteria	Actions														
<p>To develop rigorous and strategic oversight of Pupil Premium strategy through high quality targeted learning to ensure rapid progress from children's start points.</p>	<p><i>Data for C&L and PSED to be in line with national at the end of Year R.</i></p> <table border="1" data-bbox="593 725 978 949"> <thead> <tr> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>C&L 64%</td> <td>79.7%</td> </tr> <tr> <td>PSED 85%</td> <td>83.2%</td> </tr> </tbody> </table> <p><i>Data for PP to be in line with National at the end of KS1.</i></p> <table border="1" data-bbox="593 1133 978 1429"> <thead> <tr> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>R 67%</td> <td>68%</td> </tr> <tr> <td>W 56%</td> <td>60%</td> </tr> <tr> <td>Maths 67%</td> <td>70%</td> </tr> </tbody> </table>	School	National	C&L 64%	79.7%	PSED 85%	83.2%	School	National	R 67%	68%	W 56%	60%	Maths 67%	70%	<p>Listening and attention and speaking continue to be a focus area for EYFS.</p> <p>Impact of NELI programme reviewed.</p> <p>Increasing capacity for SALT where targeted support is needed.</p> <p>Slightly below National in all areas.</p> <p>Raising attainment in writing is a focus for this academic year. SMART targets will be introduced to close gaps against age related expectations.</p>
School	National															
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PSED 85%	83.2%															
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<p>To ensure high quality phonics provision across the school with a focus on our lowest 20%.</p>	<p><i>PSC % for pupils in receipt of PP to be in line with National and LA.</i></p> <p><i>Data for word reading to be in line with national at the end of Year R.</i></p>	<p>Continuing to fully implement SSP: Little Wandle Letters and Sounds.</p> <p>Rapid Catch up implemented in Year 2.</p>														

	<table border="1"> <tr> <td>School</td> <td>National</td> </tr> <tr> <td>PSC Y1 62.5%</td> <td>79%</td> </tr> <tr> <td>PSC Y2 86%</td> <td>89%</td> </tr> <tr> <td>WR 73%</td> <td>76.2%</td> </tr> </table>	School	National	PSC Y1 62.5%	79%	PSC Y2 86%	89%	WR 73%	76.2%	
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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><i>Data for Sp& LAU to be in line with national at the end of Year R.</i></p> <table border="1"> <tr> <td>School</td> <td>National</td> </tr> <tr> <td>Speaking : 64%</td> <td>Speaking: 82.8%</td> </tr> <tr> <td>Listening Attention and Understanding: 64%</td> <td>Listening Attention and Understanding: 82.2%</td> </tr> </table>	School	National	Speaking : 64%	Speaking: 82.8%	Listening Attention and Understanding: 64%	Listening Attention and Understanding: 82.2%	<p>Listening and attention and speaking continue to be a focus area for EYFS.</p> <p>-Impact of NELI programme reviewed.</p> <p>-Introduction of 'Snuggle Time'.</p> <p>-Increasing capacity for SALT where targeted support is needed.</p>		
School	National									
Speaking : 64%	Speaking: 82.8%									
Listening Attention and Understanding: 64%	Listening Attention and Understanding: 82.2%									
Increased interaction with parents through e.g. curriculum workshops, coffee mornings, phone calls, additional parent's evenings.	Shared focus across school team with introduction of Pupil Premium champions.	Pupil premium champions to monitor and follow up with support where needed.								
To enrich experiences to enable our PP families to have wider aspirations.	<p><i>All EPP children show a readiness to learn.</i></p> <p>End of YR 45% of EPP pupils showed a readiness to learn.</p> <p>End of Y1 60% of EPP pupils showed a readiness to learn.</p> <p>End of Y2 78% of EPP pupils showed a readiness to learn.</p>	Focus needed on early intervention and provision to close gaps swiftly.								

To achieve and sustain attendance for disadvantaged children.	<i>To see a reduction of PP persistent absentees.</i>		Attendance Lead to continue to liaise with class teachers and Pupil Premium Champions. Continue to work closely with families and support where needed, based on individual family needs. Family Support Worker signposted by Attendance Lead where needed.
	2021/22	2022/23	
	34.2%	15.8%	
	PP attendance to be in line with National.		
	School	National	
	93.1%	94%	

Externally provided programmes

Programme	Provider
Nuffield Early Language Intervention (NELI)	Nuffield Foundation Education Limited
Writing	Literacy Shed
Reading E-book library	Big Cat Phonics for Little Wandle Letters and Sounds Revised
Tales Toolkit (Storytelling)	Tales Toolkit Limited
Letterbox club	Booktrust
Little Wandle Letters and Sounds Revised	Wandle Learning Trust
Hamish & Milo	Bath University

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>1. Quality first teaching and learning support provided if needed to ensure pupils are on track with age expectations</p> <p>2. Spotlight on attendance; working with families to ensure support is available where needed</p> <p>3. Targeted ELSA for pastoral support for pupils in school and wider support from Family Support Worker were needed</p>

The impact of that spending on service pupil premium eligible pupils

1. Pupils achieved combined ARE at the end of KS1
2. Sustained strong attendance
3. Hamish and Milo programme ensured that pupils' social and emotional needs were met with tailored support; impact into classroom and readiness to learn

Further information (optional)

We are working with the Virtual school on adoption friendly school project.

We underpin our behaviour and relationships policy on restorative practice, teaching behaviour and fundamentally key attachments for all to enable the best from our children.

Our PSHE curriculum teaches children to have high aspirations for themselves.