



## Pupil Premium Strategy Statement 2021-2022

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	Southbroom Infants School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	34 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Oct 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Joanne Jardim
Pupil premium lead	Benjamin Summers
Governor / Trustee lead	Jean Edwards

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 52,455
Recovery premium funding allocation this academic year	£ 5,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<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	£ 58,110

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff and the governing body accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential.

Our intent is to provide all children with the high-quality teaching and learning that closes the attainment gap between disadvantaged children and their peers. We aim to inspire all children to have big ambitions and high expectations of themselves through a strong focussed curriculum that is delivered by highly trained passionate adults.

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. From this, we will ascertain individual barriers to learning whether they be academic or wider challenges such as attendance. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Social , emotional and mental health problems
2	High levels of SEND among pupils eligible for PP
3	Keys skills for reading, writing, maths on entry to school are generally lower for pupils eligible for PP
4	Low speech, language and communication skills
5	Poor attendance and punctuality
6	Children face challenges at home that are caused by external factors
7	Poor parental engagement

## 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
Children who are eligible for PP make good personal, social and emotional progress in their Reception year and this progress is maintained throughout KS1	EYFSP shows good progress in PSE development and all PP children engage positively in lessons and wider school life. This progress is continued throughout the school.
PP children with SEND make progress which is at least good	Tracking data for KS1 shows that PP children with SEND are making progress which is at least good
The majority of pupils eligible for PP make accelerated progress during their time in school (reading, writing, maths, phonics, science)	Pupils eligible for PP make accelerated progress during their time in school (for any pupil entering school below or well-below ARE).
Improved levels of communication skills evident in reception pupils for pupils who are eligible for PP	Improvement in reception classes in communication skills of pupils eligible for PP. At least 70% of the EYFS PP children should get Expected or above in 'Speaking' at the end of year assessments.
Attendance of all PP children to be at least National Average for disadvantaged children.	Attendance gap diminished between PP and Non PP – in line with National Average.
Pupils who are eligible for PP who face challenges at home receive effective support and are able to participate in all learning opportunities	Chronologies and case studies will demonstrate the impact of individual and family support.
Increased engagement of parents of pupils eligible for PP in school and home learning	100% attendance at Parents Evening for PP pupils' parents . Monitoring by class teachers shows that reading is happening at home at least once per week.

## 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: £ 28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching is the first wave of intervention for all pupil premium eligible pupils. This requires teachers to have the strongest possible skill set.</p> <p>Provide extra support through support staff to enable pupils to master basic skills.</p> <p>Staff CPD (e.g phonics training) to improve QFT with a focus on mastery of basic skills and effective feedback.</p>	<p>Quality First Teaching is known to be the biggest driver in terms of improving attainment in PP children.</p> <p>EEF T and L toolkit that mastery learning and feedback are effective in accelerating progress .</p> <p>The presence of carefully deployed teaching assistants with excellent skill sets to support the class teacher is a significant contributor to meeting the children's needs appropriately.</p> <p>Reading is the gate-keeper to the curriculum for all children. Early intervention for children who</p>	2,3

	are falling behind will ensure that gaps are not allowed to widen.	
Provision of a Nurture Room classroom to meet the SEMH needs of certain children who will attend the provision every morning	Social and emotional intervention supports pupil to develop learning behaviours.  SEMH interventions/ Nurture can allow children to open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship	1
Roll out of Little Wandle SSP	Use of Little Wandle , structured reading and phonics programme to be consistently applied across the school. Little Wandle draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers.	3
Regular PSHE lessons across the school. Circle time in Year R.	Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries.	1
Staff to embed effective teaching of speaking and listening skills across the curriculum.  All staff to continue using the Word Aware approach to teaching vocabulary.	EEF T and L toolkit evidence that effective feedback to pupils accelerates pupil learning.  Evidence shows that children who make statistically significant progress in their early language improves writing outcomes, and that the teaching of vocabulary improves attainment in reading, writing, maths and science.	2, 3,4

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

Budgeted cost: £ 26,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
For those children where it is thought appropriate, SEMH intervention will be provided.	Social and emotional intervention supports pupil to develop learning behaviours.  SEMH interventions/ Nurture can allow children to open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.  EEF research suggests that social and emotional learning can accelerate progress by an average of +4 months	1
Class teachers to identify PP children with gaps in their learning. Provide suitable interventions to improve	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch up strategy.	2,3

phonics, reading levels, numeracy skills etc.		
Specialist TA to deliver Sp & Lang programs designed by SALT.	Evidence shows that children who make statistically significant progress in their early language improves writing outcomes.	4
Extra 'Keep up' little Wandle sessions	Extra support for children identified with gaps in their phonics learning. Before and after booster groups. Evidence from similar intervention last year showed that all recipients made accelerated progress in reading	2,3
Therapy sessions including art therapy, fun Friends, A Volcano in my Tummy	Individual and small group therapy sessions to help children deal with a range of SEMH issues , anger etc.	1
Gardening Club	Small group gardening club sessions to help children deal with a range of SEMH issues , anger etc	1

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased input from SLT ref attendance and punctuality – communication with parents .</p> <p>Attendance surgeries with EWO.</p> <p>Parental support for the most vulnerable.</p> <p>Safeguarding team to review attendance of pupils</p>	<p>PP research identifies issues around attendance and punctuality as contributory factors to limited progress/attainment. Regular school attendance is vital for improving educational outcomes.</p> <p>Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident</p> <p>We know that it's important to address the root causes of non-attendance to secure long term improvements in attendance and educational outcomes</p>	5,6,7
<p>Class teachers/ SLT to monitor parental involvement. Class teachers to invite parents in to ask how we can help them support their ch. Individual invitations to stay and play sessions, celebration assemblies and other school events.</p>	<p>School monitoring and analysis shows that where parents understand how to support their child's learning, and engage with school life, pupils demonstrate higher self-esteem and make more rapid progress.</p> <p>EEF T and L toolkit shows that parental involvement accelerates learning . it is important that Parents understand the importance of school and learning and have the skills needed to support their children. Questions about learning can be asked in a safe and supportive environment</p> <p>Parents tell us that school is now is different from their own early experiences. They are not always sure how to support their children but would like to. They prefer the sessions with people they know i.e., school staff.</p>	7

Provision of family support and educational welfare support.-, Including the provision of parenting classes.	A significant proportion of our PP children face challenges at home. Challenges include, bereavement, exposure to domestic abuse, family health issues etc many requiring the involvement of social care. Family Support Worker/DSL to support children and families in being safe and protected. FSW to work with individual families using targeted support based on need.  EEF research suggest increasing parental engagement in primary school can have 2-3 months positive impact on learning.	6
Provision of calming toolboxes in each classroom	Tailored calming toolboxes provided to help children manage feelings of anxiety, stress, sensory overload etc, to enable them to regulate and able to learn.	1
Breakfast club	Provision of place at Breakfast Club for certain children to ensure they have a meal before school and can be in a calm , settled environment before school to ensure they are ready to learn.	6,5

**Total budgeted cost: £ 58,110**

## **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.

#### Data Context - Academic Year 2020/2021

- Due to Covid-19, there has been no official published / national data.
- To support all pupils, including PP children, focus has been on KPIs for each year group (and how those KPIs have been established).
- KPIs have been monitored robustly internally.
- Through monitoring, both PP leads and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2020/21. Current assessments have then been used to inform this strategy document for the academic year 2021/22 ensuring the most seamless learning possible.

This can be ratified via internal assessment systems

For the academic year 2020-2021 , average attendance of Pupil Premium Children – 96 %

average attendance of Non Pupil Premium Children – 95%

## 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
Early Words Together	National Literacy Trust
NELI	Nuffield <b>Early Language</b> Intervention

## Service pupil premium funding (optional)

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

Measure	Details
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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*