

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 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	Upton Infant School
Number of pupils in school	245
Number of pupil premium eligible pupils	45 PP 6 PP+ 8 services
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Duncan Churchill
Pupil premium lead	Nadine Dawson (Hollie Leppington)
Governor / Trustee lead	Helen Crossley Michelle Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	FSM £65,095 PP+ £14,460 Services £2,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£82, 035

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, 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 progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils and ensure that we understand their needs, barriers and respond appropriately- whether this be through making reasonable adjustments or through pastoral care. It is our priority to ensure that the child is at the heart of all decision making. A Relationship Policy states this in detail.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Through careful and focussed priority, school development and staff deployment we shall ensure that all children including the most disadvantaged have at least good quality first teaching and learning. Staff will be equipped to respond to the needs of individual pupils so that at least good if not accelerated progress can be made against baseline data.

An integral feature of our school is the offer for a resourced provision for multiple groups who have additional needs- this ranges from a neurological difficulty to social and emotional mental health needs. This is called the HIVE.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans Inclusion, Transitions, Independence and Communication.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged with high expectations.

- act early to intervene at the point need is identified, this maybe through termly Pupil Progress meetings.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- ensure a good programme of CPD will be in place over a 3 year cycle for staff- this will compliment both this strategy, SEND action plan and the school development plan. It is planned in respect of staff Questionnaires and cohort need.
- close gender gaps with and PP pupils
- embed self-regulation and positive mental health, ensuring the curriculum meets need for the most complex pupils. Developing a Centre of Excellence.

Challenges

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

Challenge number	Detail of challenge			
1.	Long term impact of COVID 19 on early development			
2.	Parental uptake for Pupil Premium			
3.	Enrichment opportunities for children in receipt of Pupil Premium			
4.	End of Year R (July 2022) 70.2% non PP pupils achieved GLD in comparison to 64.7% PP pupils (17/84). The identified disadvantage: 2 pupils are SEND and in receipt of PP These pupils are now in Year 1.			
		Non PP (64)	PP (17)	Gap
	Word Reading	76.2%	70.6%	<5.6%
	Writing	71.4%	70.6%	<0.8%
	Number	78.6%	76.5%	<2.1%
5.	Baseline Year R (Sept 2022) data for reading, writing and maths identifies a negative gap in PP children achieving expected standard (on track for GLD) in comparison to non pp pupils			
		Non PP (64)	PP (17)	Gap
	PSED	63%	50%	<13%
	Word	66%	30%	<36%
	Writing	59%	50%	<9%

	Maths	65%	50%	<15%	
6.	End of Year 1 (July 2022) data for reading, writing and maths identifies a negative gap in PP children achieving expected standard in comparison to non pp pupils. These pupils are now in Year 2.				
		Non PP (54)	PP (21)	Gap	
	Reading	81%	65%	<16%	
	Writing	71%	60%	<11%	
	Maths	81%	50%	<31%	
7.	End of Year 2 (July 2022) data for reading, writing and maths identifies a negative gap in PP children achieving expected standard in comparison to non pp pupils.				
		Non PP (86)	PP (27)	Gap	
	Reading	59%	30%	<29%	
	Writing	69%	30%	<39%	
	Maths	56%	44%	<12%	
	7 pupils receiving PP were receiving a bespoke curriculum through a resourced provision- progress was made using alternative scales but are included within data above.				
8.	Parental support and capacity to ensure home learning opportunities are prioritised (this then broadens within home learning situations)				
9.	High levels of Adverse Childhood Experiences (ACES) and childhood trauma. 28/45 (62%) pupils in receipt of Pupil Premium Funding have had either CP, CIN or Early Help support.				
10.	Multiple group attendance due to medical social emotional mental health needs (agreed and reviewed through reduced timetables)				
11.	Increased need for pupils to be supported in through an Emotionally Available adult to ensure readiness of learning- reduced capacity to continue high quality Interventions				

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
Quality first teaching will lead to accelerated progress for all learners. In turn the attainment gap will reduce between non PP and PP pupils in all year groups against all core subject areas. Children will accelerate their flight path in reading, writing and maths in all year groups	There will be a noticeable improvement with the % of children in receipt of PP funding within EYFS on track for ELG Children in receipt of PP funding will make progress against baseline and the gap between non PP and PP will reduce by end of year data in all year groups, in all subjects. Year 2 pupils in receipt of pupil premium will be accessing Pre teach in maths if they did not reach Key Mile stones in Year 1. Teachers will be confident in the lesson study approach be able to measure/evaluate progress against key pedagogy and children's outcomes in writing.
Staff will be able to demonstrate a range of strategies including metacognition, use of scaffolds, effective modelling, questioning and well chosen task to make reasonable approaches to meet the needs of their pupils and remove barriers to learning. Staff will be clear on MSL strategies	Lesson studies, learning walks, book moderation and audits will show that all teachers respond to need and use a variety of MSL strategies. The Pupil Support Scale will be used to measure progress for the lowest 20% and children in receipt of PP. Children will be more confident to learn independently through a variety of learning styles. Staff meetings will have a clear evaluation process and records will be kept to demonstrate impact.
To improve the physical learning environment for the most vulnerable learners (development of the HIVE) To ensure all children have enrichment and positive experiences within their community	-Children are in receipt of high quality education within an appropriate setting which allows for successful transitions, communication and achievement- lesson studies will be in support of this. -Parental feedback indicates positive experiences for vulnerable groups. -Inclusion is developed within the wider curriculum and opportunities are planned to ensure that children are not at a disadvantage. -The Inclusion Team will be highly trained with key areas of expertise to support multiple groups within the HIVE and wider school through carefully planned intervention
Teachers and Teaching Assistants to be confident and skilled in developing Pre-Writing skills and communication needs to ensure good progress in CI from baseline to end of EYFS (and beyond in some cases)	Standards in PP children end of year data will be at least 65% in PD and writing.
Teachers and pupils will be able to draw upon emotional literacy skills and	-Limited exclusion -Limited internal isolation

vocabulary to feel self-regulated and ready to learn	-Noticeable use of TIS practice to support the community of UIS -WINE -Staff confident in using Big Empathy Draw and emotions cards -Staff using 'Stormbreak' daily
Pupils have equal opportunity to access enrichment activities within the local community despite disadvantage and starting points	-Evaluation of Upton University- Pupil Voice -All children in receipt of PP funding will visit the Lighthouse Theatre, beach and library -School will be an active 'friend' of the Lighthouse theatre

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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development: Five term training programme for all staff in implementing the NASEN Teacher Handbook. This will involve ongoing training and release time. MSL training Sensory Overload and integration training Lesson Study- all teachers .	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	All
Professional development: Five term training programme for all staff in scaffolding learning and sequencing concepts	Rosenshine's Principles of Instruction are clear about the impact of these to support children's access to learning, their independence and understanding. MSL learning and lesson study Inset Day 2023	All

and modelling. This will involve ongoing training and release time	Sensory integration and overload training https://www.frontiersin.org/articles/10.3389/fnint.2020.556660/full	
To refine whole school systems: To further improve evaluations of strategies, interventions and teaching and learning using the Brilliant Teaching Tool and Teaching Handbook	Accurate, frequent and ongoing evaluation is essential to ensuring provision is meeting need. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	All
The Hive- Honey Bees Alternative provision for Complex Communication Needs which promotes a augmented language approach and transitional opportunities.	Offering an individual education to children who otherwise could not access mainstream. The link below provides more information https://justforkidslaw.org/school-exclusions-hub/practitioners-and-professionals/after-exclusion/quick-guide-education-after-exclusion-and-alternative-provision	3, 9, 10 and 11
Additional Adult Support (a.m Years 1 and 2)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	All
Staff Training – Pre writing skills and Writing for Boys Closing the gender gap in PP and non PP writing by end of EYFS and KS1	Staff development https://www.foundationyears.org.uk/wp-content/uploads/2011/11/Gateway-to-Writing-Boys-and-writing.pdf	5
Promoting parental engagement in home learning and uptake of PP funding when entitled- Posters, emails, PP governor support Links to Lighthouse	The importance of parent engagement in children’s learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017). EEF 2023	1, 2,3

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

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision Teaching Close the gaps in all areas of learning through a multi-sensory learning approach	Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills. It is one of the most effective teaching strategies for ensuring high levels of fluency and accuracy. We plan ours through 'An Out of this World Scheme'- children are aware of their targets and see daily progress through their own record sheets. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 4, 5, 6
S&L Teaching Assistant Close the gap and reduce Communication barriers across the school	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 3, 4, 5, 6 and 9
RWI Catch UP Programme Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 4, 5, 6 and 10
Learn to Move Ensure that physical and sensory integration needs are not a barrier to writing and PD development at end of EYFS/KS1	This is an evidence-based intervention which helps develop outcome measures for children with coordination difficulties https://www.jennylclark.com/learn-to-move-move-to-learn-evidence-based-neuroscience-foundations-in-sensory-processing-disorder/	All

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

Budgeted cost: £ 44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Hive- Buzzy Bees Alternative resource for complex SEMH needs who have high levels of ACES	The Code of Practice 2014 aims for children to achieve their best, make smooth transitions and be confident individuals. This is an aim that we also share at Upton Infant School. The Hive has proved that this model is effective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 3, 4, 5, 6, 9, 10 and 11
Happiness Club (ELSA) Supporting the mental health and emotional wellbeing of children (COVID 19, development, ACES or medical needs)	An ELSA in a school is an Emotional Literacy Support Assistant. There is a recognised ELSA training course aimed specifically at Teaching Assistants in schools. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 3, 9, 10 and 11
Trauma Informed School Relationship Policy and highly trained staff. Emotionally Available adults and promoting best practice	https://www.traumainformedschools.co.uk/home/evidence-base Evidence base for the adverse impact of unprocessed trauma on brain, mind, body and relationship with self and others This is only a selection of a myriad research reports showing the adverse impact of child trauma when there is no emotionally available adult as a protective factor. Childhood victimisation accounts for an estimated 45% of the population attributable risk for childhood onset depression, anxiety, suicide attempts, psychosis, substance use disorders, self-regulatory disorders, and personality disorders (Rogel et al 2020)	1, 3, 9, 10 and 11
Summer Transition Project (Pre school and Junior) Ensure School readiness and PSED before transitional change (EYFS and KS3)	A child centred approach to improve school readiness with enhanced adult/child ratios https://www.early-education.org.uk/transitions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	1, 3, 5, 8,9, and 11
Early Help Teacher	Supporting threshold and Continuum of Need through early intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	8, 9, 10 and 11
Incredible Years Facilitator-	The parent training intervention focuses on strengthening parenting competencies and fostering parents' involvement	8, 9, 10 and 11

Increase parenting capacity and emotional/wellbeing in families as a whole	in children's school experiences to promote children's academic and social skills and reduce delinquent behaviours https://incredibleyears.com/article/the-national-registry-of-evidence-based-programs-and-practices-nrepp-intervention-summary-incredible-years-program/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Storm Break Mindful activity breaks for all pupils Improved mental Health for vulnerable groups	https://www.stormbreak.org.uk/media/gjxbds5z/stormbreak-end-of-year-20-21-share.pdf Stormbreak is an important part of strengthening children's capacity to cope with the current uncertain and complex situation. We believe that mentally healthy movement can support children in the here and now in building their resilience and enabling them to develop a range of skills, attitudes, beliefs and strategies to enable them to stay positive, hopeful and energised and stay mentally well. This is also essential for their long term mental health and wellbeing.	1, 3, 9, 10 and 11
Supervision Staff problem solve to ensure that their practice has a positive impact on children (complex needs)	Current research and practice evidence suggests that effective supervisors are those who have the required clinical and expert knowledge to assist supervisees in their work, provide emotional support and who have the qualities to develop positive working relationships.	All
All vulnerable groups have access to a highly trained SEMH adult and sensory integration planned into a daily diet	OMI https://omi.uk/case-studies/ Multisensory rooms and sensory products are of huge benefit to children on the autistic spectrum, and with other learning challenges. Having the ability to easily control the levels of sensory stimuli is important, especially for those prone to sensory overload. OMi systems allow for precise control of levels of stimulation. Using our easy to use remote control allows the sensory room to become a calming space when required, or a more stimulating environment at the press of a button, with incredibly responsive projections suited to group or individual. Our calming autism suite activities are designed for interaction and are very soothing and relaxing.	9, 10, 11

Total budgeted cost: £101,000

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 2021/22 academic year.

See separate review document

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
Therapy	Aspire
Edge of Care- theraplay	BCP
Lexia Core Reading	BCP
Healing Hands	Dorset Locality

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?	1:1 support for a transition into Year 2 Emotional support for 1 pupil who had deployment and ACES
What was the impact of that spending on service pupil premium eligible pupils?	Successful transition into mainstream provision

