

St Laurence Church Infant School

Pupil Premium Strategy Statement



Approved by:

Last revised on: December 2021

Next review due by: December 2022

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	St Laurence Church Infant School
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	15/12/21
Date on which it will be reviewed	December 2021
Statement authorised by	Catherine Smith Headteacher
Pupil premium lead	Joe Staines Deputy Headteacher
Governor / Trustee lead	Sarah Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,835
Recovery premium funding allocation this academic year	£4,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,501 (catch up premium carried forward)
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	£70,296

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, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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 for education recovery, notably in its targeted support through the use of tutoring funded by the recovery premium for disadvantaged pupils whose education has been worst affected.

We also value the importance of strong and meaningful relationships with all our children, in particular, our most vulnerable. We aim to create a nurturing environment where exemplary behaviour enables everyone to feel secure and respected, in keeping with our School's Vision; "Everyone to learn and grow with God."

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and discussions with pupils indicate gaps in their phonic knowledge among many disadvantaged pupils compared to their peers. This can impact negatively on their development as readers and writers
2	Assessment, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils compared to their peers. This can negatively impact on all areas of the curriculum in particular reading and writing.
3	Assessment and observations indicate that our most disadvantaged pupils do not engage with reading , for example reading for pleasure, compared to their peers. This can negatively impact on all areas of the curriculum in particular reading.
4	Internal assessments indicate that mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, in part due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their wellbeing and attainment.

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	
Improved phonic knowledge among disadvantaged pupils	Phonics taught through a validated systematic synthetic phonics scheme leading to an increased proportion of disadvantaged children passing the Phonics Screening Check in KS1.	Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers who achieve or exceed age related expectations in reading, writing and mathematics
Improved oral language skills and vocabulary among disadvantaged pupils	Narrow the attainment gap between KS1 disadvantaged pupils and their non-disadvantaged peers who achieve greater depth within the expected standard in writing.	
Improved attitudes towards reading among disadvantaged pupils	Increased level of engagement with reading opportunities promoted by school demonstrated by qualitative data from student voice, student and parent surveys/feedback and teacher observations.	
Improved mathematics attainment among disadvantaged pupils	Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers who achieve or exceed age related expectations in mathematics.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys/feedback and teacher observations and a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.	

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: **£9,651**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk 4 Writing CPD £2,100	A multitude of research suggests that Talk 4 Writing can have a significant impact on reading and writing attainment https://www.talk4writing.com/about/does-talk-for-writing-work/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf	2, 3
White Rose Maths Hub Subscription £50	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils £7,501	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	1, 2, 3

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

Budgeted cost: **£56,277**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group/1:1 tuition £4,960</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>L2 Teaching Assistant to support individuals with Social, emotional and mental health (SEMH) needs £10,010</p>	<p>SEMH interventions in education are shown to improve SEMH skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. The SEMH support from the Teaching Assistant can also enable teachers to prioritise quality first teaching which is especially important for pupils from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	<p>1, 2, 4, 5</p>
<p>20% of L3 Teaching Assistant time to deliver targeted interventions and same day catch up £41,307</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: **£4,368**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online Eligibility Checks (FSM) £780	Easy, unobtrusive and confidential checking system that enables parents to know quickly if they are eligible.	All
Milk Subsidy £2,128	Ensures that the cost of milk does not have a detrimental effect on weekly expenditure for children from lower income families. Milk also provides children with many health benefits including bone and dental health and improved cognition. Early findings from intervention studies suggest milk consumption may have a beneficial effect on cognitive function and academic performance in children. Why Milk Is Great	All
Extra-Curricular Club Subsidy £960	Ensures that the cost of school clubs is not a barrier for children to access enrichment opportunities. There is growing evidence that enrichment opportunities are important to children's later outcomes and children from disadvantaged backgrounds deserve a well-rounded, culturally rich, education. EEF Life skills and enrichment	All
Contingency fund for acute issues. £500	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £70,296

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 was lower than in previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to COVID-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by daily synchronous teaching that matched curriculum content that would have been taught to children if they were able to attend school.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	In school support from the Learning Mentor
What was the impact of that spending on service pupil premium eligible pupils?	Continued pastoral support and emotional wellbeing to pupils entitled to Service Pupil Premium funding.