

St Laurence Church Infant School

Pupil Premium Strategy Statement



Approved by: Full Governing Body

Last revised on: November 2022

Next review due by: December 2023

Pupil premium strategy statement

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	271
Proportion (%) of pupil premium eligible pupils	66
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24%
Date this statement was published	29.11.22
Date on which it will be reviewed	December 2022
Statement authorised by	Catherine Smith
Pupil premium lead	Joe Staines
Governor / Trustee lead	Tom Blewitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,020
Recovery premium funding allocation this academic year	£7,830
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£79,850

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.

Using an evidence-informed approach from the Education Endowment Foundation (EEF) our Pupil Premium Strategy 2022/23 will focus on three key areas – High Quality Teaching, Targeted Academic Support and Wider Strategies. This approach 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 continued 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	National assessment data indicates that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils at the end of Key Stage 1
2	Internal assessment indicates that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in the EYFS
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	National assessment data indicates that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils at the end of Key Stage 1. Internal assessment indicates that this gap is also evident in the EYFS.
5	National assessment data indicates that mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils at the end of Key Stage 1
6	Our assessments (including Motional data), observations and discussions with pupils and families have identified social and emotional issues for many pupils , notably due to home issues and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their 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
1 Improved reading attainment outcomes from baseline assessments in November to end of year assessments in KS1 and Reception Baseline Assessments in September to end of year assessments in Reception among disadvantaged children.	Assessments and observations show improved reading attainment outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil interviews and ongoing formative assessment.
2 Improved phonics attainment outcomes from baseline assessments in November to end of year National Phonics Screening	National assessment data, on-going internal assessments and observations show improved phonics attainment outcomes among disadvantaged pupils. This is evident when

	Check assessments in KS1 among disadvantaged children.	triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil interviews and ongoing formative assessment.
3	Improved writing attainment outcomes from baseline assessments in November to end of year assessments in KS1 and Reception Baseline Assessments in September to end of year assessments in Reception among disadvantaged children.	Assessments and observations show improved writing attainment outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil interviews and ongoing formative assessment.
4	Improved mathematics attainment outcomes from baseline assessments in November to end of year assessments in KS1 and Reception Baseline Assessments in September to end of year assessments in Reception among disadvantaged children.	Assessments and observations show improved mathematics attainment outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil interviews and ongoing formative assessment.
5	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Improved levels of wellbeing from Baseline to July 2023 particularly among disadvantaged pupils, demonstrated by: <ul style="list-style-type: none"> • quantitative data from Motional survey shows improved Pro-Social and Executive Functions scores • qualitative data from student voice, student and parent surveys and teacher observations

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: £ 4,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and deliver high quality evidence based teaching and learning CPD using Teaching Walkthrus</p> <p>Teaching Walkthrus Subscription £1320</p>	<p>Evidence suggests High Quality Teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p> <p>The EEF Guide to the Pupil Premium EEF Effective Professional Development Guidance Report</p>	1, 2, 3, 4
<p>Purchase and deliver coaching/mentoring</p> <p>£1,000</p>	<p>Coaching and mentoring are known to be important aspects of Professional Development. The evidence based EEF Tiered Approach highlights that high quality teaching is underpinned by mentoring and coaching.</p> <p>EEF The tiered model and menu of approaches EEF EFFECTIVE PROFESSIONAL DEVELOPMENT The mechanisms of PD</p>	1, 2, 3, 4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Twinkl Phonics Scheme £492</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Purchase of a DfE validated Systematic Synthetic Phonics</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:</p>	1, 2, 3

<p>programme resources to secure stronger phonics teaching and understanding for all pupils.</p> <p>Twinkl Phonics Resources</p> <p>£871</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Purchase of teaching resources to ensure the teaching of writing is consistent and <i>flipchart paper, lines books / boards etc..</i></p> <p>£800</p>	<p>The EEF guide on improving literacy recommends Promoting fluent written transcription skills by encouraging extensive and purposeful practice.</p> <p>Improving Literacy in KS1 a summary of recommendations</p>	3
<p>White Rose Maths Hub Subscription</p> <p>£72</p>	<p>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</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	4
<p>Purchase of 1stClass@Number</p> <p>£400</p>	<p>The EEF highlights the importance of high-quality targeted support to help all children learn mathematics. Using an approach or programme that is evidence-based and has been independently evaluated is seen as best practice. The EEF advocates 1stClass@Number as a targeted intervention with proven results.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF Maths EY KS1 Summary of Recommendations.pdf?v=1669711781</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber</p>	4

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

Budgeted cost: **£ 41,398**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group/1:1 tuition £ 1,500</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 £ 19,270</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 high quality 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>DfE Supporting the attainment of disadvantaged pupils</p>	<p>1, 2, 3, 4, 5</p>
<p>50% of L3 Teaching Assistant time to deliver targeted interventions and same day catch up £ 20,628</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: **£33,497**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement and deliver a programme of wider curriculum activities on-top of our broad and balanced curriculum.</p> <p>Well-being Wednesday £ 21,633</p>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p> <p>EEF The tiered model and menu of approaches</p>	<p>1, 2, 3, 4, 5</p>
<p>Purchase of Well-being recording software Motional to assess the impact of Well-Being Wednesday on children's well-being</p> <p>Motional Software Funded through the DLP</p>	<p>See above</p> <p>EEF The tiered model and menu of approaches</p>	<p>5</p>
<p>Learning mentor 50% £ 9,500</p>	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. The learning mentor support also enables teachers to prioritise high quality teaching which is especially important for pupils from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1, 2, 3, 4, 5</p>

<p>Online Eligibility Checks (FSM) £780</p>	<p>Easy, unobtrusive and confidential checking system that enables parents to know quickly if they are eligible.</p>	<p>1, 2, 3, 4, 5</p>
<p>Milk Subsidy £1650</p>	<p>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</p>	<p>1, 2, 3, 4, 5</p>
<p>Extra-Curricular Club Subsidy £ 900</p>	<p>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</p>	<p>1, 2, 3, 4, 5</p>
<p>Contingency fund for acute issues. £ 500</p>	<p>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.</p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £ 79,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 performance data, phonics check results and our own internal assessments.

Primary schools are not required to publish their 2022 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national (although comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated and needed more time to be fully embedded.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

These results mean that we did not fully meet the Intended Outcomes section from the 2021/22 Pupil Premium Strategy Statement. We have reviewed our strategy plan and thought carefully about the how we use our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

<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>
In school support from the Learning Mentor
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.

Further information (optional)

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports and attended training about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We are taking a more systematic and focused approach, acting in a timely and direct manner to ensure our most disadvantaged children can not only catch up but also keep up. In addition to the activities outline above, further details are outlined below to highlight the ways in which we aim to address this:

- Implementing the activities outlined above earlier in the academic year to ensure their impact is reflected in our end of year assessments. In particular, 1:1 and small group tutoring and teaching assistant lead interventions starting in Autumn 1 half term. These will be regularly assessed, monitored and evaluated to ensure they have the desired impact
- A robust and rigorous assessment schedule with the SLT and English and Mathematics Leaders involved in assessment, observation, moderation and feedback as well as external moderation and verification to ensure consistency and rigour in our assessment practice.
- Having weekly, dedicated release time for the English and Mathematics leaders and termly release time for all wider curriculum subject leaders to further develop the teaching and learning in their curriculum subject. The role of year group and phase leaders will also be clarified to ensure consistency and accountability for all groups of children, in particular our most disadvantaged.
- Through a new weekly cycle of monitoring for key areas of teaching and learning, areas of development can be addressed in a timely fashion with areas of concern addressed and acted upon. Where informal or more formal support is needed to address concerns, this will be offered in a timely and supportive manner following the guidance from the Walkthrus and Coaching/Mentoring training.