

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	Perryfields Infant School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022-2023, 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Amanda Reid
Pupil premium lead	Karen Barnett
Governor / Trustee lead	Kiri Wyatt and Paula Shaikhly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,975
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£9,975

Part A: Pupil premium strategy plan

Statement of intent

To ensure that Pupil premium funding allocated to our school is used solely for its intended purpose.

To ensure pupil premium funds directly benefit and target pupil premium pupils and will be specifically tailored to meet their individual needs.

To encourage take up of FSM by working proactively with parents and carers in a supportive manner removing any potential barriers or stigma attached to claiming FSM.

To ensure there are no gaps in progress or attainment between pupil premium pupils and non-pupil premium pupils.

To ensure impact is evaluated using key performing indicators including attendance, attainment, progress and punctuality.

To ensure pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.

To develop and embed a whole school approach with all members of staff being empowered and accountable for our pupil premium pupils.

Challenges

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

Challenge number	Detail of challenge
1	The PPG children in Key stage One have had extended periods of time out of school in the past two academic years due to Covid-19. This may have affected the progress they made and the support their families have been able to access.
2	The children in EYFS will have missed significant periods of their pre-school experience and families will have missed out on early support networks and connections through pre-school.
3	Many children have not been able to access services such as Speech and Language support which will have an impact on early language skills for those with difficulties in this area.
4	Experiences and Cultural Capital that would have been gained through extra-curricular opportunities, visits and trips have been missed for many children.
5	Children may have emotional difficulties returning to school or beginning school in EYFS after extended periods of time at home and missed education through school and Pre-school.

6	To ensure attendance is kept within expectations to ensure not further gaps appear in children's education and that families are supported with extended childcare where it is needed.
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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
To ensure that for KS1 disadvantaged pupils, attainment of at least the expected standard is achieved in all subject areas, with a key focus on core subjects.	Children will be correctly identified and supported through interventions where appropriate. Children will achieve age related expectations in Reading, Writing and Maths
To ensure EYFS development is in line with National figures for other pupils at the end of the academic year.	Children will be supported to achieve a GLD in the Foundation Stage.
To ensure that children in receipt of PP funding make at least the same progress as their peers from their starting point.	Children will be tracked against starting points at regular intervals. Children will achieve 5 steps progress in Year One and 6 steps in Year Two
To ascertain the 'gaps' created by the Covid Restrictions and support children where it is most needed.	Children will be supported through interventions and resources to 'close the gap'
To provide experiences for disadvantaged pupils so that they have the same opportunities and access as their peers.	Children will have opportunities to access clubs and extra-curricular activities. Children will access swimming lessons in Key Stage One.
To provide emotional support to groups of children and their families who have had difficulties as a result of Covid	Children will be supported with their emotional development using TPP, the Zones of Regulation and Counselling.

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: £425

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Training for staff-Metacognition Training	Developing staff skills and knowledge and supporting children with difficulties.	1,2
Trauma Perceptive Practice across the whole school.	Creating a consistent approach across the school to support emotional wellbeing and behaviour of children and their families in the school community.	5

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

Budgeted cost: £ 8,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost Intervention for children in EYFS.	Education Endowment Foundation and I Can research, development of early language skills addressing any gaps in language levels.	2, 3
Early Literacy Support Intervention (ELS) for children in Key Stage One.	Education Endowment Foundation research, developing early reading and writing skills.	1
Weekly Phonics Booster Groups for Years One and Two	Education Endowment Foundation Improving literacy in Key Stage One Identifying and supporting any gaps in Phonics.	1

Termly PPG meetings for Staff and Parents	Progress is monitored and any concerns raised and discussed with staff. Regular contact with parents sharing strengths and difficulties and next steps of support. Pupil Passports.	1,2,3,4,5,6
Weekly Speech and Language support	Communications Assistant supporting children with Speech and Language Plans. Developing Early Language skills.	1,2,3

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

Budgeted cost: £1,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Swimming for children in Key Stage One	Increases opportunities outside the classroom and supports Cultural Capital. Developing life skills and water safety.	4
Purchasing high quality texts for children in all year groups.	Importance of reading with young children, supporting progress with reading and phonics.	4
School trips/events/school uniform for children in all year groups.	Increases opportunities outside the classroom and supports Cultural Capital for all children.	4
Wrap around care with access to Peardrops before and or afterschool for those families who need it.	Supports attendance for children and support for families who need wrap around care.	6
Access to high quality online texts- Oxford Owls and spelling support through Ed Shed	Supports the importance of reading with young children and aids progress with reading and phonics.	1,4

Total budgeted cost: £ 9,975

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.

Children receiving the Pupil Premium funding were encouraged to attend school during the National Lockdown from January to March 2021.

All pupils accessed additional support with reading, phonics and maths on a weekly basis when school was fully open.

Regular phone calls were made during the National Lockdown between January and March, paper packs of home learning were produced for parents and additional support was given when needed.

High quality texts relating to the children interests were purchased to share and keep at home.

Parents were called with termly for updates on their child's progress as well as parents evening phone calls with Class Teachers.

Children in Key Stage One accessed swimming lessons in the Summer Term 2021 to increase their opportunities beyond the classroom.

Talk Boost was introduced for the Early Years to help with any gaps in language.

Key children in EYFS accessed additional phonics support on a weekly basis from a qualified teacher.

Key children in Key Stage One had access to tuition sessions- remotely through National Lockdowns and face-to-face on return to school.

Counselling was provided for children who needed to access this service on return to school.

3/4 of children receiving Pupil Premium achieved age expectations or better at the end of Key Stage One in Writing

All children receiving Pupil Premium achieved age expectations or better in Reading at the end of Key Stage One.

All children receiving Pupil Premium achieved age expectations or better in Maths at the end of Key Stage One.

4/6 children receiving Pupil Premium achieved a GLD in the Foundation Stage.

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
National Tuition Programme	Teaching Personnel
Counselling	Four Seasons Counselling
Speech and Language	Communications Assistant

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Due to low numbers of PPG children the statistical data can be unreliable and any final results published must ensure the child's anonymity.