

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023, 2023-2024, 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Amanda Reid
Pupil premium lead	Karen Barnett
Governor / Trustee lead	Emily Thurlow

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,080
Recovery premium funding allocation this academic year	£2,000
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	£13,080

# 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 PPG by working proactively with parents and carers in a supportive manner removing any potential barriers or stigma attached to claiming PPG.

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	Engagement of parents. Parent attendance in meetings, workshops and information events has been decreasing and the school would like to address this by increasing workshops and informal meetings with parent to show them how their children are taught at school and the strategies and resources that are used.
2	Attendance of pupils. The school aim to ensure attendance is in line with school expectations to ensure gaps do not appear in children's education and that families are supported with extended childcare where it is needed. Encouraging positive school experiences to support fewer school refusers later in education and understanding the emotional needs of all children.
3	Developing age expected reading levels. The school are supporting children with lower reading attainment across the school with additional reading each week and purchasing additional texts which can be sent home and shared with families with the aim of developing a love of reading.

4	Developing early language skills. Supporting children with speaking and listening interventions as well as supporting speech and language session weekly with a Communications Assistant across EYFS and Key Stage One.
5	Closing the gap. Support to close the gap between age expectations of all children across the school in core subject areas compared to peers.
6	Increasing Cultural Capital. Ensuring that all pupils have access to a wide range of experiences and opportunities beyond the classroom.

## 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 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. Children will have access to high quality texts at home.
To provide emotional support to groups of children and their families who need it.	Children will be supported with their emotional development using TPP and the Zones of Regulation. School to investigate ELSA training to be able to further support children's emotional needs.

To provide parents with regular workshops and coffee mornings demonstrating and modelling how to support learning at home.	Parents will have strategies to use to support children at home with learning
To ensure that staff are skilled to support children with different needs and that children make progress from their starting point.	Staff will have a wide range of skills to support the children in their class.

## 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: £700

Activity	Evidence that supports this approach	Challenge number(s) addressed
ASD Training for all staff and develop use of AET framework to show progress.	Developing staff skills and knowledge and supporting children with difficulties. Use of AET framework.	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.	2
Precision teaching training for identified members of staff.	Effective Intervention to support children to make progress. EEF Research suggests that this is an effective Intervention to support children to make progress of around + 4 months.	3 and 4
ELSA Training	Intervention to train staff to support emotional wellbeing. EEF research suggests that supporting social and emotional learning can support children to make +4 months progress on academic outcomes.	2

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

Budgeted cost: £9,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost Intervention for children in EYFS.	Education Endowment Foundation (EEF) and I Can research show that as much as +6 months progress can be	3,4,5

	made through communication and language approaches in the Early Years Toolkit.	
Early Literacy Support Intervention (ELS) for children in Key Stage One.	EEF research, developing early reading and writing skills. Communication and language approaches can increase progress by 6 months.	3, 4, 5
Termly PPG meetings for Staff and Parents. Monitoring the progress of groups of children, updating passports and plans. Sharing information with 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.	1, 2,5
Weekly Speech and Language support sessions with Communications Assistant.	Communications Assistant supporting children with Speech and Language Plans from Provide Services. Developing Early Language skills.	4
Parent workshops on Phonics and reading and maths to be delivered to parents by school subject leaders.	Engagement of parents to support their child/children's learning at home. Research by the EEF suggests that Parental engagement can help support a child to make +4 months progress with their learning.	1,2,3
Precision Teaching Intervention	EEF Research suggests that this is an effective Intervention to support children to make progress of around + 4 months.	3 and 5

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

Budgeted cost: £2,817

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. Develops life skills such as water safety.	6

Purchasing high quality texts for children in all year groups.	Importance of reading with young children, supporting progress with reading and phonics and develops a love of reading at an early age.	3 and 5
School trips/events/school uniform for children in all year groups.	Increases opportunities outside the classroom and supports Cultural Capital for all children and equal opportunities.	6
Wrap around care with access to Peardrops before and or afterschool for those families who need it.	Regular attendance for children and support for families who need wrap around care.	2
Access to high quality online texts such as Oxford Owls and spelling support through online resources such as Ed Shed	Importance of reading with young children, aids progress with reading and phonics and develops a love of reading at an early age.	3 and 5

**Total budgeted cost: £ 13,080**

## 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 to 2022 academic year.

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.

Pupil Progress cards with next steps so parents are aware of specific targets for their children.

Children in Key Stage One accessed swimming lessons in the Summer Term 2022 to increase their opportunities beyond the classroom and develop water safety skills.

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

Additional support for phonics across Key Stage One- Phonics Check results 20221-22 90% pass.

Nurture support was available for children's wellbeing and emotional needs in Key Stage One.

1/4 children receiving Pupil Premium achieved a GLD in the Foundation Stage.

6/6 children in Year One achieved age expectations in reading and writing at the end of the year and 5/6 children in Year One achieved age expectations in maths.



## 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*

<b>Programme</b>	<b>Provider</b>
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:*

<b>Measure</b>	<b>Details</b>
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.*