

Pupil premium strategy statement – Sladefield Infant School

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	357
Proportion (%) of pupil premium eligible pupils	33.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	31/12/2022
Date on which it will be reviewed	31/12/2023
Statement authorised by	Rob Meadows (HT)
Pupil premium lead	Rob Meadows
Governor / Trustee lead	Alex Tracy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,858
Recovery premium funding allocation this academic year	£14,742
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>	£182,600

Part A: Pupil premium strategy plan

Statement of intent

Supporting all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across all areas of the curriculum is our main priority.

To achieve this, our Pupil Premium strategy takes a tiered approach to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on success in school.

As such, our targeted intervention and support strategies are deployed in order to:

- continue to improve levels of attainment and progress, especially in Writing
- ensure our attainment figures remain in line with, or above, National figures
- specifically enhance reading, writing, mathematics and communication skills for those children who require targeting
- engage and develop learning through extra-curricular provision
- have a clear focus on all disadvantaged pupils, including those with SEND, and more able pupils
- support all pupils in becoming aspirational, confident and successful learners
- ensure the mental health and wellbeing of our community is at the forefront of our ethos and provision
- ensure teaching is effective and that staff have the opportunities to develop their skills
- improve attendance, especially for those children who have poor attendance rates, and those who are underperforming.

Challenges

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

Challenge number	Detail of challenge
1	There is a very large intake (15%) of children with SEND in our new EYFS intake, 2 of whom are unable to access learning full-time. However, funding streams do not match the needs of the pupils at present.

2	Increasingly, new starters mid-year, irrespective of Year Group, often have limited or no previous school experiences, and many have very poor English acquisition (both themselves and family members)
3	Knowledge and skills gaps affect the attainment of our disadvantaged children and widens the gap between them and non-disadvantaged children across all curriculum areas, some of which is as a result of poor blended learning engagement.
4	Some of our disadvantaged children need support with managing their feelings and need help to build resilience, to enable them to engage with all their learning opportunities.
5	Lower than average attendance and increased lateness amongst our disadvantaged community impacts of their learning experiences and readiness to learn.
6	Many of our children, including those that are disadvantaged, don't have English as their first language, and rarely have opportunities to speak in English when not in school.
7	Increased numbers of disadvantaged children with complex needs, including speech and language needs, poor social communication, poor working memory, attention difficulties and poor motor skills.
8	Limited life experiences, eg sports clubs, career pathways, life skills, impact the aspirations of our disadvantaged children.

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
<p>Teaching and Learning</p> <p>High quality teaching experiences and targeted interventions will support our disadvantaged children to make accelerated progress across the core curriculum.</p> <p>Adaptations made to the non-core curriculum will ensure our disadvantaged pupils will have wide and varied experiences enabling them to gain the knowledge and skills they need to succeed.</p>	<p>At data capture points the gap between disadvantaged and non-disadvantaged children will narrow. This will be evident in the data and through pupil progress meetings with teaching staff. Disadvantaged children will make accelerated progress.</p> <p>All our children, including the disadvantaged pupils, will share the same rich experiences that will enable them to demonstrate they have gained the required knowledge and skills across the non-core curriculum, demonstrated</p>

<p>Teaching Assistants and/or Academic Mentors will deliver high quality, effective interventions to enable children to make accelerated progress.</p> <p>The school-Led Tutor programme (in EYFS) will enable small groups of disadvantaged children to be tutored outside of normal school hours to support with accelerated progress across targeted core curriculum areas.</p> <p>Engage appropriately with the DLP Project, utilising the Wellcomm programme, to support the development of oracy skills.</p> <p>Employ two Academic Mentors in order to support the children who have been identified as requiring targeting, through well-considered interventions; these include those children who are disadvantaged.</p>	<p>through book scrutinises, pupil voice and planning.</p> <p>Lesson observations completed for teaching and Intervention staff will demonstrate 100% of teaching observed are judged to be Good or Outstanding.</p> <p>Stringent assessments before, during and after 15 weeks to evidence the impact of the tutoring. The children taking part will be declared in the Census returns.</p> <p>At least 90% of pupils make expected progress when assessed at end of support period, with at least 45% making accelerated progress.</p> <p>Identified underperforming children will be taught in smaller, targeted groups to 'catch-up' lost learning, as organised during Pupil Progress Meetings. Evidence of accelerated progress will be seen at data capture points.</p>
<p>Mental Health & Wellbeing</p> <p>Targeted support will continue to be put into place for children demonstrating limited mental health & wellbeing, as identified by class teachers and/or DSLs.</p> <p>Wellbeing Audit to be completed in order to identify a Strategy Plan to improve the wellbeing of the pupils in the school.</p> <p>Ongoing wellbeing tracker to continue to be used in classrooms in order to monitor daily wellbeing of pupils.</p> <p>Neglect Toolkit to be introduced into the work carried out by DSLs (as this is a significant area within the school's setting).</p>	<p>A decrease in the number of pupils being supported by Learning Mentor / Family Support Worker.</p> <p>Actions highlighted on the Strategy Plan have been completed in the timescales outlined.</p> <p>Decrease in the number of children leaving school with less positive wellbeing.</p> <p>Improved recognition of children facing neglect; improved ability to ensure children facing neglect are accessing the appropriate support.</p>

<p>Attendance & Punctuality</p> <p>Attendance and punctuality incentives and consequences will encourage the disadvantaged parents and children be in school every day on time.</p> <p>Specific targeting of persistent absenteeism, including through the use of the 'Fast-Track' process, will see an increase in attendance for identified pupils.</p> <p>A more strategic approach to attendance is developed by the school.</p>	<p>Increase in attendance figures for disadvantaged pupils; attendance figures are increasing and closing in on National figures.</p> <p>There is a measurable improvement in attendance for targeted disadvantaged children.</p> <p>As above.</p>
<p>SEND</p> <p>Robust internal Plan, do review SEND, cycles, involving the disadvantaged children and parents, will enable timely interventions and appropriate referrals to outside agencies to gain the targeted support children need.</p> <p>Employment of Teaching Assistants to provide SMART targeted support for individual pupils, working specifically on individual needs as identified on the Audit Continuum.</p> <p>Targeted support staff to evaluate successes regularly in order to see whether children being targeted are demonstrating taught skills in classroom environment, independently.</p> <p>Participation in the BEP Peer Review for SEND alongside 2 other schools.</p> <p>Provide staff with training in key aspect of Autistic Spectrum Disorder (something that is becoming prevalent for the school)</p>	<p>Parents of disadvantaged families will feel supported and their children will get the interventions they need.</p> <p>Evidence on completed Audit Continuums show that progress has been made by individual pupils receiving support.</p> <p>Evidence in lessons that children are transferring their learnt skills and knowledge into the classroom environment</p> <p>Accurate identification of 'What Works Well' and 'Even Better If...' in order to help the school progress in the delivery of SEND.</p> <p>Staff have knowledge and techniques to help support pupils with ASD, meaning that they can make appropriate progress in their learning.</p>

<p>EAL</p> <p>EAL support Teaching Assistant to be employed to provide support for children whose English is a significant barrier to their learning, including those new to the country.</p> <p>Targeted support staff to evaluate successes regularly in order to see whether children being targeted are demonstrating taught skills in classroom environment, independently.</p>	<p>Evidence of accelerated progress will be seen at data capture points.</p> <p>Evidence in lessons that children are transferring their learnt skills and knowledge into the classroom environment</p>
<p>Additional Support (Funding & Opportunities)</p> <p>Families that would otherwise be financially excluding from attending school trips will be supported as appropriate.</p> <p>Provide specific opportunities for extra-curricular clubs to be specifically aimed at those in receipt of Pupil Premium funds.</p> <p>Ensure families are aware of the fact that school uniform can be cost-effective, and provide free uniform for those who may need it.</p>	<p>Contributions to education visits will mean no disadvantaged children will be excluded from taking part.</p> <p>Disadvantaged pupils are more actively engaging in extra-curricular activity.</p> <p>Financially-challenged families do not need to spend unnecessary funding on school uniform.</p>
<p>Family Support</p> <p>Where required, families will be supported by a key member of staff (Family Support Worker/Learning Mentor) who will be able to signpost disadvantaged families to appropriate services to gain the help they need.</p> <p>Basic skills lessons for parents/carers to improve the outcomes for our disadvantaged families.</p> <p>Provide regular opportunities for parents/carers to meet together to share experiences.</p>	<p>A higher proportion of our disadvantaged children will arrive at school ready to learn.</p> <p>Disadvantaged parents will be supported in improving their basic skills which in turn will enable them to support their children with their learning, raised parental esteem and improved role-models for children.</p> <p>Parents/Carers that feel less engaged in the school community can become more involved.</p>

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: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop the use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (Success for All) across the school.	<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 EEF (educationendowmentfoundation.org.uk)</p> <p>Whilst the majority of the cohort are working at the expected level, some children require small-group tuition to enable them to access the learning at their level.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,6
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>The school will achieve the RRSA Gold Award.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	4,5

Vigorous tracking and monitoring, by SLT, to ensure pupils who are not reaching their full potential at either level have been identified and have appropriate intervention and support in place.	Selecting interventions tool.pdf (educationendowmentfoundation.org.uk)	1,2,3
Develop teaching of the Arts through the use of a specialist teacher developing the teaching of all.	There is good evidence to suggest that the involvement of a high-quality Arts provision within the curriculum leads to improved academic success in core subjects. Arts participation EEF (educationendowmentfoundation.org.uk)	1,2,3,8
Adapt the teaching of Reading in Year 2 to ensure children have the strategies to understand the text they have read (VIPERS)	EEF evidence suggests that developing reading strategies for understanding, alongside collaborative learning, is effective. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2,3,6

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

Budgeted cost: £ 89,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use a language and communication toolkit to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills (Wellcomm)	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)	1,2,3,6,7

Continue to provide ongoing, relevant training and support for colleagues delivering programme (via DLP project)		
Additional Phonics sessions targeted at disadvantaged pupils who require further phonics support, delivered by Academic Mentors.	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 EEF (educationendowmentfoundation.org.uk)	1,2,3,6
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Over the year, we have used: -2 Academic Mentors -Small-group targeting in EYFS led by highly-skilled TAs -1:1 Reading Intervention organised through Bookmark	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,6
Provide specific intervention support for SEND/EAL learners to enable	See above, plus: Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,6,7

them to access personalised targeting, in turn ensuring they can more readily access whole-class delivery.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 41,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the use of RRSA in school. Become Gold Accredited.	RRSA focuses greatly on the rights of the child and the wellbeing of pupils. Through this, there is a great emphasis on the children being able to self-regulate their thoughts and behaviours. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	4,8
Produce a wellbeing package in school that involves the wants and requests of the children.	Our Wellbeing package enables the children to develop their social and emotional needs. Often, we attempt to include parents/carers in sessions so that they too can engage in the promotion of wellbeing in the school. Social and emotional learning EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	4,5,8
Develop the roles of the Nurture staff so that they can support pupils and families with varying needs, including behavioural, and personalising their approach to the individual case.	CPD for our Nurture staff has meant that they can use strategies and programmes to support pupils, largely to improve their self-regulation; develop social and emotional skills; improve social behaviours. Social and emotional learning EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	1,2,3,4,8

	Behaviour interventions EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	
Develop procedures linked to attendance to ensure consistency and involvement of parents at all stages.	<p>Many of our strategies involve parents/carers so that they are involved in the process and more readily engage.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1,5
Contributions towards the cost of trips so no disadvantaged child is excluded from the experience.	<p>Due to the deprivation indicator in the area of the school, we are aware that many of our families would not be able to afford the various experiences we would like the children to have, many linked to the Arts and wider curriculum. The school's contribution means that no child will miss out.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	4,5,8
Providing support for families that are struggling financially to provide school uniform / PE kit	<p>The Government have provided non-statutory guidance that schools should support families who can not afford school uniforms; our policy reflects this.</p> <p>School uniforms - GOV.UK (www.gov.uk)</p>	4,5,8
Contingency fund for acute issues.	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: £ 182,600

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 EYFS and key stage 1 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 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. This is a transitional arrangement for one year only.

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 and regional level (although these 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.

End of 2022 EYFS data indicates that the school's results for disadvantaged pupils is strong. 66.7% of pupils in receipt of Pupil Premium funding reached the expected GLD levels, in comparison to 49.1% nationally, a differential of 17.6%. Furthermore, 71.1% of children with English as an Additional Language reached the expected GLD levels, in comparison to 60.1% nationally, a differential of 11%. Furthermore, the school's gap between Pupil Premium pupils and non-Pupil Premium pupils reaching GLD is 8.3%, whereas the national differential is 16.1%; therefore, the school's gap is 7.8% less. In addition, the school's gap between EAL pupils and non-EAL pupils reaching GLD is 5.1%, whereas the national differential is 3.9%; therefore, the school's gap is 1.2% less.

Furthermore, end of 2022 KS1 data also indicates that the school's results for disadvantaged pupils is, again, strong.

Reading - 66% of pupils in receipt of Pupil Premium funding reached the expected level in comparison to 51% nationally, a differential of 15%. Furthermore, 67% of children with English as an Additional Language reached the expected levels, in comparison to 64% nationally, a differential of 3%.

Writing - 66% of pupils in receipt of Pupil Premium funding reached the expected level in comparison to 41% nationally, a differential of 25%. Furthermore, 68% of children with English as an Additional Language reached the expected levels, in comparison to 57% nationally, a differential of 11%.

Maths - 72% of pupils in receipt of Pupil Premium funding reached the expected level in comparison to 52% nationally, a differential of 20%.

In terms of Wellcomm progress, there was an increase of 46% in terms of children being able to access age-related communication & language in comparison to the start of the academic year.

Externally provided programmes

Programme	Provider
1-1 Reading Support	Bookmark
PE/Sport Development	SparkActive
Wellcomm	Developing Local Provision (DLP) Project
Creative Connections	Arts Council
Commonwealth Connections	British Council