



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	Thelwall Infant School
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alison Rostron Headteacher
Pupil premium lead	Cathy Houda Deputy Headteacher
Governor / Trustee lead	Sharon Passey Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18485
Recovery premium funding allocation this academic year	£2000
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	£20,485

Statement of intent

Our intention is that all disadvantaged pupils make good progress across all areas and attain similarly to their peers and other pupils nationally. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve, both academically and socially, so that they are well equipped for their transition to the junior school, including disadvantaged children that are already high attainers.

Our primary approach is to ensure that all children are in receipt of high quality teaching, with an individualistic approach which focuses on which areas each pupil requires the most support in. 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 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 National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

At Thelwall Infant School we have high aspirations and ambitions for all our pupils and we are determined to ensure all our pupils are given every chance to realise their full potential. We;

- Accept responsibility for vulnerable groups of pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.
- Ensure inclusion is at the centre of our classroom practice. All staff provide a safe, secure and accessible learning environment, where each child is valued and their individualities celebrated.
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM). We reserve the right to allocate the Pupil Premium funding to any pupils the school has legitimately identified as being socially disadvantaged.

At Thelwall Infant School we have a relatively small percentage of children in receipt of Pupil Premium Grant. We recognise each pupil as an individual and as a result consider that there is no 'one size fits all', so it is essential that we identify individual barriers to learning in order that our pupils can flourish, by working as a team of teachers, other professionals and families to provide for each individual. School will ensure that the disadvantaged children have their needs clearly identified. We:

- Identify barriers to learning and non-academic challenges that pupils face that are negatively affecting their education.
- Ensure high quality teaching, targeted academic support and wider strategies meet the needs of the pupils.
- Will report the allocation of funding and resources used to 'narrow the gap' to the governors and wider school community and publish it on the school website.

Barriers identified over time

Barriers to learning, progress and attainment have over time included;

- Low attainment on entry
- Low parental engagement/confidence to support learning at home
- Speech and language development
- Attendance
- Behaviour/resilience
- Well-being, mental health and safeguarding concerns
- Access to technology and educational materials
- High mobility
- Additional SEN needs
- EAL

Pupil Premium Grant Provision:

The range of provision for this group of pupils could include:

- Ensuring teachers are highly trained in effective and up to date teaching methods that cater for the needs of all pupils, including those that are disadvantaged and/or with additional needs.
- Achievement and standards work including additional class based support or specific intervention work to accelerate progress.
- Learning support to enable pupils to fully access learning and accelerate progress where there are specific barriers other than identified SEN.
- Pastoral work which undertakes to raise self-esteem, extend their personal skill set and support pupils to make appropriate choices in order to maximise learning opportunities.
- Effective feedback which provides additional feedback on a one to one basis for identified pupils.
- Out of hours and enrichment to ensure that children are given a full opportunity to develop other talents to also improve confidence and motivation for school.
- Attendance at morning club to ensure that pupils are in school, on time and prepared to access learning.
- Attendance at after school link club/holiday club to provide support for the wider family where necessary.

All pupils in receipt of PPG will have Educational visits paid for out of the grant.

Challenges

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

Challenge number	Detail of challenge
1	Post covid poor development of oral language skills and vocabulary gaps among many disadvantaged pupils. Low attainment on entry, particularly in CLL, phonics and reading. Children coming from a wide range of previous settings with varying experiences (or sometimes no previous access to educational settings)
2	Assessment data, observations and work with pupils suggest that disadvantaged pupils often struggle to keep up with phonics expectations and fall below the expected level. This negatively impacts their development as readers.
3	Assessment data, observations and work with pupils suggest that disadvantaged pupils often sometimes struggle to keep up in maths and can fall below expected levels. This negatively impacts their development as mathematicians.
4	Our assessments and discussions with pupils and parents have shown that some of our children and families have identified social and emotional needs as a result of lockdown. Social isolation and a lack of enrichment activities during the pandemic has affected disadvantaged pupil's social and emotional development leading to a negative impact on their overall attainment.
5	Lack of parental engagement and/or confidence to support children's learning at home decreases children's chances of reaching the expected outcomes, particularly in phonics and reading.

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
Improve oracy and listening skills for children that come in below expected standard	Improved language and communication progress and attainment in EYFS evidenced through teacher assessments, observations, intervention tracking.
Ensure disadvantaged pupils entering nursery/reception with low attainment in literacy are able to catch up quickly to reach expected standards	Disadvantaged pupils make at least good progress in EYFS in phonics and reading. Evidenced through assessment data, observations, intervention tracking and children's work
Improve phonics and reading progress and attainment among disadvantaged pupils at KS1.	Improved phonics outcomes in Year 1 and Reading outcomes at Year 2 (attainment gap closed with non disadvantaged peers);

	Tracking will show growth in attainment and progress.
Improved maths attainment for disadvantaged pupils.	Improved maths outcomes in terms of attainment and progress. Tracking will show growth in attainment and progress.
To achieve and sustain good mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils, in order to enable them uninhibited access to teaching and the curriculum.	High levels of wellbeing demonstrated by: -Qualitative data from student voice, parent and pupil surveys and teacher observation. --an increase in participation in trips, residential, enrichment activities amongst disadvantaged pupils
Improve parental engagement in supporting pupil's learning in order to raise attainment (phonics and reading)	Parents attend reading and phonics workshops or watch published school video workshops. Records show children are reading at home at least 4 times per week. (increase in the number of children achieving a reading prize.) All disadvantaged children engage in remote learning if/when necessary.

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: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics training and phonics/reading lead release time for phonics and reading development across including work with English Hub (£1500)</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.	2
<i>Staff maths training on NCETM maths scheme and purchase of scheme. teacher release time to embed key elements of guidance and to access Maths Hub resources and CPD. (£1500)</i>	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. The EEF guidance is based on a range of the best available evidence.	3

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

Budgeted cost: £14,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engaging with the National Tutoring Programme to provide for pupils whose education has been most impacted by the pandemic.</i> £3000	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups. This is supported by EEF current research.	1, 2 and 3
<i>Staffing for maths catch up, booster groups and in class wave 1 support.</i> £5585	Tailored focussed teaching enables children to keep up with expectations and ensures gaps don't widen.	3
<i>Staffing for phonics catch up, booster groups and in class wave 1 support.</i> £4000	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. (EEF phonics toolkit)	2
<i>Staff training and implementation of speech and language programmes (NELI, talk boost) to improve vocabulary and narrative skills for disadvantaged pupils who have relatively low spoken language skills.</i> (£1500)	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).	1

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

Budgeted cost: £2300

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Whole staff training on mental health, wellbeing, trauma and dealing with behaviour.</i> (£500)</p>	<p>Both targeted approaches and universal approaches can have positive overall effects. (Behaviour/wellbeing interventions EEF).</p>	<p>4</p>
<p><i>Improve the quality of social and emotional learning including sustain improved wellbeing by ensuring disadvantaged pupils have access to enrichment activities, trips and before and after school club to ensure attendance and punctuality is good.</i> (£1500)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (EEF social and emotional learning)</p>	<p>4</p>
<p><i>Ensure parents have access to materials to help them support their child's learning at home.</i> (£300)</p>		<p>5</p>

Total budgeted cost: £19,385

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.

Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021, The following outcomes are based on Teacher assessments and standardised tests used within school.

	Pupil Premium children	Non Pupil Premium children
EYFS Data	% children reaching GLD: 0% (2 children)	% children reaching GLD: 73%
Phonics Data (Taken from Y2 Dec 21)	% children reaching expected standard: 67% (9 children)	% children reaching expected standard: 91%
Y2 Reading	% children reaching expected standard: 50% (6 children)	% children reaching expected standard: 83%
Y2 Writing	% children reaching expected standard: 67% (6 children)	% children reaching expected standard: 89%
Y2 Math	% children reaching expected standard: 50% (6 children)	% children reaching expected standard: 86%

