

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	Church Hill Infant School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	27 (+1 PLAC) 7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	December 21
Date on which it will be reviewed	August 22
Statement authorised by	Balinder Kazi
Pupil premium lead	Heather Creighton
Governor / Trustee lead	Balinder Kazi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,380
Recovery premium funding allocation this academic year	£3,770
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	£36,150

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 in all areas of the curriculum. This is particularly the case for their personal, social and emotional development as we feel this will provide the best possible base for a child's future success. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including for those who are already high attainers. We want to ensure the curriculum engages our most disadvantaged families and pupils in school life and learning and that skills previously developed are built on.

Quality first teaching is at the heart of our approach for all children, this is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in this statement is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers thus ensuring improved progress and attainment in reading, writing and maths. This will be provided through tailored provisions which identify lost learning gaps.

Our approach will take account the needs and challenges that our disadvantaged pupils face, this will be based upon academic assessments, conversations with families and our knowledge of the local community. We will endeavour to ensure that pupils have good learning attitudes, behaviours and resilience and that their individual and collective mental health and well-being needs are met. We will provide our pupils with the opportunities to access the full range of curricular enhancements and extra- curricular provisions.

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.

We have adopted a whole school approach in which all staff take responsibility for and are aware of the needs of our disadvantaged pupils' and work to raising expectations of what they can achieve and therefore improving outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Discussions, assessments and observations of pupils indicate slower progress in all subject areas, with a particular effect in phonics, reading and writing. Gaps are evident among our disadvantaged pupils compared to their peers. Teachers note disadvantaged pupils have lost independence with regard to classroom learning.

2	Pupils have limited access to reading materials outside of school and due to other commitments, parents find it challenging to give regular support with reading at home.
3	Pupils in receipt of pupil premium funding have attendance below that of those who are not. Historical data shows that pupil's attendance is significantly below their peers and rates of persistent absenteeism are also higher.
4	Families find it challenging to know how best to support their child's learning at home. School places a great emphasis on working in partnership and parents are sometimes unsure of how to best support, especially in core subjects.
5	Staff have identified a range of additional needs that pupil premium children have including gaps in curriculum learning, independence / confidence and emotional well-being

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
Through quality first teaching, targeted interventions and school led tutoring pupils make accelerated progress and attain closer to national average.	End of Key Stage 1 data is closer to the national average (75%) for disadvantaged children. Target – 67%
Through quality first teaching, targeted interventions and school led tutoring pupils make accelerated progress in writing in line with other pupils and closer to national average.	End of Key Stage 1 data is closer to the national average (69%) for disadvantaged children. Target 56%
Through quality first teaching, targeted interventions and school led tutoring pupils make accelerated progress in maths in line with other pupils and closer to national average.	End of Key Stage 1 data is close to or in line with the national average (76%) for disadvantaged children. Target 78%
Through quality first teaching, targeted interventions and school led tutoring the majority of pupils in receipt of pupil premium are on track to pass the phonics screening at the end of Year 1 or end of Year 2.	Year 1 phonics data shows that at least 65% 6/9 of disadvantaged children achieve a pass in the phonics screen. Year 2 data shows at least 67% of pupils will achieve a pass in the phonics screen.
To achieve and sustain improved engagement in our curriculum for pupil premium pupils by sharing quality activities and ideas through our online learning platform Seesaw. Teachers to engage with parents offering support and advice as needed.	Qualitative data from staff, student and parent surveys show that children enjoy and are engaged by our curriculum.
Achieve good attendance for all disadvantaged pupils through regular checking of attendance data, liaising with parents regarding any absence concerns,	All pupil premium children maintain good attendance throughout the year with a minimum of 96% and 0% PA.

meeting with Trust Attendance and Welfare Lead. (Target 96% and 0% PA)	
Through a range of targeted and individual interventions, staff address gaps and areas of concern for pupil premium pupils.	Qualitative data from parents and staff show that children's needs have started to be addressed and positive progress has been made in these areas of need.

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

Budgeted cost: £5,554

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coach staff to in using Phonics Tracker to input and analyse phonics data.	Accurate assessment data will provide teaching staff with accurate and up to date information on gaps in phonics. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Train staff in using Seesaw to provide online learning and monitor its use.	Strong evidence suggests that if parents are actively engaged in their child's learning there will be better outcomes. Homework EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	4
Provide CPD on reading and reading interventions to support progress in reading.	Phonic based reading approaches have a positive impact on the accuracy of reading particularly for disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
Plan training for staff on using PSHE Resources to support curriculum delivery and interventions.	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): Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5

Targeted academic support

Budgeted cost: £20,588

Activity	Evidence that supports this approach	Challenge number(s) addressed
Project X Intervention	Set of books developed by OUP to engage boys in reading.	1, 2
Numicon Maths Group	Targeted approach allowing children to develop concrete understanding of number.	1
LSA Support to provide other class based interventions e.g phonics, Guided reads, individual reads, handwriting, social communication as identified on provision maps	<p>Quality first teaching support the progress and development of all children non-disadvantaged and disadvantaged.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1, 2
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.	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2,
ELSA Support and ELSA Resources	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	5
Write Dance Materials	Focus on gross motor development will in turn support fine motor control.	1

Wider strategies

Budgeted cost: £5,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enhancement	Promoting a sense of well-being and self-worth if children are able to access all aspects of the curriculum.	5
Subsidy for 1 Trip in each Year Group (small percentage subsidy)	Promoting a sense of well-being and self-worth if children are able to access all aspects of the curriculum particularly those that allow them to broaden their life experiences.	5
Individual Support provided to children where needed in the form of uniform, clubs, trips etc.	Promoting a sense of well-being and self-worth if children are able to participate fully in school life and feel part of the school community.	5
A selection of books purchased to promote a Love of Reading / provide quality texts for children each term.	Children who have access to a range of literature develop a wider vocabulary leading to better reading and writing outcomes. https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	2

Total budgeted cost: £31,482

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower for some children but for others it was in line with expectations.

Our assessment of the reasons for these outcomes points, in part, to Covid-19 impact, which disrupted teaching and learning across all subjects for a period of time. As evidenced in schools across the country, school closure was detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure. A bespoke programme of support was developed by teaching teams which into account what children already knew and what they needed to know next.

We were able to invite a number of our disadvantaged children into school during periods of school closure as we deemed them to be vulnerable. This enabled them access to high quality teaching within a small group.

Our assessments and observations indicated that pupil and families wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. This was through ELSA sessions provided live on Microsoft teams for a targeted group of children and more generic sessions for all pupils.