

Langstone Infant School Pupil premium strategy statement 2021-2022

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	Langstone Infant School
Number of pupils in school	262 (21-22)
Proportion (%) of pupil premium eligible pupils	60 (23%) (September 2021)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	7 th September 2021
Date on which it will be reviewed	December 2021
Statement authorised by	Victoria Page
Pupil premium lead	Fran Marshman
Governor / Trustee lead	Steve Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year;	£84,184
Recovery premium funding allocation this academic year; October 2020 Census numbers	£8,265
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	£92,449

Part A: Pupil premium strategy plan

Statement of intent

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work & 1:1 support
- Target funding to ensure that all pupils have access to trips, first hand learning experiences
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals: We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults

Challenges

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

Challenge number	Detail of challenge
1	Improve phonics and reading to enhance reading skills and influence reading for pleasure.
2	Diminish gaps in writing & maths using QFT and targeted interventions.
3	Improve oral language and vocabulary skills using NELI interventions.
4	Improve parental engagement with learning and punctuality to school
5	Continue to develop Well Being opportunities to support Social, emotional and Mental Health needs.

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
Achieve national average outcomes in KS1 Reading, phonics, writing and Maths.	At least 85% of pupils in Y1 achieve pass in PSC Outcome at the end of KS1 are in-line with the national average for Yr2 in 2022
Parental Engagement & Punctuality	Improved parent attendance at workshops, parent's meetings and in home reading tasks Lateness is reduced to less than 2 pupils daily with overall attendance at 96%
To ensure that the wellbeing needs and SE of pupils are met to ensure they are ready for learning.	Progress from starting points are at least in line with those peers in school across the curriculum. Evidence in data as well as books and behaviours for learning.
Confident speakers and listeners	All children speak in full sentences in response to questions. All children are able to listen to peers and adults within their daily learning context

Activity 2021-2022

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: £ 43,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching: Ongoing CPD /mentoring to improve phonics and teaching of reading & writing English Lead out of class for 2 terms to mentor staff for QFT.	See EEF Tool kit : High Quality Teaching https://educationendowmentfoundation.org.uk/sup-port-for-schools/school-improvement-planning/1-high-quality-teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	1 2
Work with the Maths Hub (ongoing 2+ years) *Second Year for Maths Mastery *Mastering Number for Early Primary Pupils (Yr R-2)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020	2

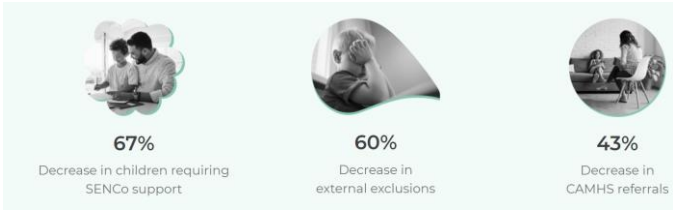
Targeted academic support (for example, tutoring, one-to-one support structured interventions): Budgeted cost: £30,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language continue from 20/21 Establish small group interventions across KS1 following baseline assessments Training for all staff in EYFS, teaching assistant who will deliver the intervention and SLT member Teaching Assistant to deliver the intervention 3 times per week Use SALT 0.5 days a week	(NELI) available to state-funded primary schools at no cost. This will be funded as part of the Government's £350m allocation to tutoring, through the £1bn Covid-19 catch-up' package announced in June 2020.' https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1 3

<p>Reading, Writing and Maths interventions</p> <p>TA deployed daily to lead small group interventions for disadvantaged pupils falling behind age-related expectations</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>See School/Class provision maps for further evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=teaching%20ass</p>	<p>1</p> <p>2</p>
<p>Termly Pupil Progress meetings</p> <p>Data tracking of interventions by DHT & SENDCo – updates on Provision maps and 1:1 plans – feeding into interventions</p>	<p>Continue to implement NELI language intervention for increased vocabulary development.</p> <p>Standards and Testing agency</p> <p>https://www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance</p>	<p>1</p> <p>2</p> <p>3</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing): Budgeted cost: £ 17,128.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ed Psychologist – assessments to support pupils with MH/Beh needs	<p>Evidence suggests across much research that the input will support the child, school and family</p> <p>https://www.apa.org/education-career/guide/subfields/teaching-learning</p> <p>https://www.babcockldp.co.uk/disadvantaged-vulnerable-learners/educational-psychology/evidence-of-our-impact#:~:text=Babcock%20LDP%20Educational,Educational%20Psychologist%27s%20involvement</p>	<p>2</p> <p>3</p> <p>4</p> <p>5</p>
ELSA – working with small groups and 1:1 support as needed. Recorded on provision maps	<p>Swindon County 2020 research shows : elsa-research-impact-report-002.docx</p> <p>The above research shows evidence. See Question 2 within the document. Supervision is also further support that this approach will impact on pupils and staff.</p>	<p>5</p>
Support with enrichment of curriculum & cultural	<p>https://early-education.org.uk/cultural-capital</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-</p>	<p>4</p> <p>5</p>

<p>capital- (trips/visits/visitors)</p>	<p>teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_searchh&search_term</p>							
<p><i>myHappyMind</i> & Zones of regulation</p> <p>Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching</p> <p>Self-awareness: expand children's emotional vocabulary and support them to express emotions.</p> <p>Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.</p>	<p>EEF guidance report 2019 suggests: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p><i>myHappyMind</i> - https://myhappymind.org/about/</p>  <table border="1"> <tr> <td>67%</td> <td>60%</td> <td>43%</td> </tr> <tr> <td>Decrease in children requiring SENCo support</td> <td>Decrease in external exclusions</td> <td>Decrease in CAMHS referrals</td> </tr> </table>	67%	60%	43%	Decrease in children requiring SENCo support	Decrease in external exclusions	Decrease in CAMHS referrals	<p>1 2 3 4 5</p>
67%	60%	43%						
Decrease in children requiring SENCo support	Decrease in external exclusions	Decrease in CAMHS referrals						
<p>Improving punctuality and readiness to learn. (rewards/certificates)</p> <p>Use of Miss School Miss out campaign PCC</p> <p>DHT to engage with parents – coffee mornings/parent forums</p> <p>Actively engage with parents to reinforce skills in the home environment.</p>	<p>DfE Sept 2021 https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#attendance-officers</p> <p>Portsmouth City Council guidance: https://www.portsmouth.gov.uk/services/schools-learning-and-childcare/schools/school-attendance/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?</p>	<p>1 2 3 4</p>						

Total budgeted cost: £ 91,423.50

Part B: Review of outcomes 2020-2021

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR 20/21

Measure	Activity
Priority 1	Ensure all relevant staff are trained to deliver, monitor and evaluate interventions to support catch up across the curriculum - eg NELLI, wider use of online resources - SENDCo to support
Outcomes	Staff trained and NELI started with Yr cohort. Further staff trained and shadowed to begin Sept 21 with second year and new Yr R cohort post Baseline.
Priority 2	Staff are supported through coaching from SLT to provide a personalised curriculum offer to those children who did not engage fully in remote learning as well as develop 'depth' to teaching for disadvantaged pupils to ensure learning is embedded and fluent.
Outcomes	Key Learning Priorities identified by all staff. Curriculum rewritten, use of White Rose and pupil made progress from starting points (March 21) based on curriculum taught. Data – showed PP pupils had wider gaps than non PP pupils (see below)
Barriers to learning these priorities address	Missed education has impacted on children's stamina, language acquisition, range of vocabulary, concentration and social skills. Due to periods of disrupted learning and poor engagement with remote learning due to Coronavirus personalised provision for pupils will be required to provide appropriate 'catch up' interventions and progress from starting points.
Projected spending	£23,252

Data Outcomes 20/21

Summer 2021 Year 2 (now recorded as Year 3) The scale of the challenge facing the school following the partial closure caused by COVID-19 can be seen most in the steep fall in the proportion of children in Y2 at the expected standard in writing compared to the results in 2019. Reading and maths outcomes were broadly in line with outcomes from previous years, and were strongest in reading.

- Disadvantaged pupils are behind their non-disadvantaged peers in reading 70% < 78%, (-8), with a much wider gap in writing 44% < 63% (-19) and the same in maths 48% < 67% (-19).
- Disadvantaged pupils are closer to non-disadvantaged peers in reading, but the gap is wider in writing and maths.

Whole School 20-21

- Across the whole school, disadvantaged pupils do not attain as highly as their non-disadvantaged peers. The difference is fairly consistent between subjects. The gap is smallest in reading

