

# 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	Langstone Infant School
Number of pupils in school	252 (22-23)
Proportion (%) of pupil premium eligible pupils	54 (21%) (September 2022)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jane Bush
Pupil premium lead	Fran Marshman Charis Knapp Sian Fletcher
Governor / Trustee lead	Irene Baldry

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year;	£83,714
Recovery premium funding allocation this academic year	£8,700
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	£92,414

# 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 their learning.*

**Our objectives are to:**

- Address academic difference 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.

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. The Inclusion & Intervention Team will identify children for interventions including pre-teaching which they themselves will lead. 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	In internal and external assessment, children’s achievement in core learning is below that of non-disadvantaged pupils. This is particularly evident in children with an entitlement that have additional needs (SEN) and often gender specific to cohorts.
2	Observations show that a limiting factor for children is their vocabulary and ability to communicate.
3	Our observations of learning showed that a limiting factor for children with an entitlement was their lack of experiences limiting their cultural capital and ability to make links in learning.
4	Our attendance data indicates that disadvantaged pupils has been lower than their peers with last year showing a difference of <b>1.4%</b> <b>12.5%</b> of disadvantaged pupils have been ‘persistently absent’ compared to <b>6.7%</b> of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.
5	Children’s mental and physical well-being was impacting some children’s ability to access learning

## 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>Achieve national average outcomes in KS1 Reading, phonics, writing and Maths.</p> <p><b>Reading 70% ARE, 23% GDS, Writing, 65% ARE, 6% GDS, Maths 71% ARE, 6% GDS</b></p>	<p>At least 75% of pupils in Y1 achieve pass in PSC</p> <p>Outcome at the end of KS1 are in-line with the national average for Yr2 in 2023</p>
<p>Confident speakers and listeners</p>	<p>All children speak in full sentences in response to questions.</p> <p>All children are able to listen to peers and adults within their daily learning context</p>
<p>To ensure that the wellbeing needs and social and emotional of pupils are met to ensure they are ready for learning.</p>	<p>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.</p>
<p>Parental Engagement &amp; Attendance</p>	<p>Sustained high attendance from 2021/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no less than 97.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 7%.</li> </ul>
<p>Children use knowledge and experiences to improve understanding</p>	<p>Children are able to share experiences and how these have impacted on learning</p> <p>Children are motivated and engaged by experiences</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: £ £42685.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a SSP (Systematic Synthetic Phonics) program to ensure consistency and resources support ongoing improvements in reading and writing</p>	<p>(EEF +2 Months, <b>***</b>) Phonics Report</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <ul style="list-style-type: none"> <li>-Little Wandle Revised letters and sounds purchased and staff trained.</li> <li>-Resources purchased. TA support for daily keep up interventions across EYFS and Key Stage 1.</li> <li>-Year 1 academic mentor trained in LW with specific focus on phonics and closing the gap for chn falling behind expected progress.</li> <li>-Year 2 academic mentor trained to run additional LW sessions with lowest 20%.</li> </ul> <p><b>EYFS</b> - Focused group sessions for catch up from Spring Term for those in falling behind &amp; transfer chn.</p> <p><b>Group 1 - CK / SF</b> 12 chn - 3/3 PP made accelerated progress. 2/3PP chn able to return to the main class sessions.</p> <p><b><u>BB (Yr1):</u></b></p> <p><b>Group 1:</b> 9 chn - (3/3 PP made accelerated progress)</p> <p><b>Group 2:</b> 10 chn - (3/3 PP made accelerated progress)</p> <p><b>Group 3</b> 8 chn - (3/3 PP made accelerated progress)</p>	<p>1</p>

	<p><b>BB/CK/SF</b> - Additional LW streamed focus group 9 (4/4 PP made accelerated progress. 1PPchild able to return to the main class phonic sessions)</p> <p><b>AB/JH (Yr2):</b> <b>Group 1</b> Additional LW streamed group 15 chn (6/7 PP made accelerated progress, 1 PP chn able to return to main class phonic sessions. The child who did not make expected progress was due to persistent absences.</p> <p><b>Group 2</b> 15 chn (7/7 PP made accelerated progress)</p>	
<p>Work with the Maths Hub (ongoing 2+ years) *Third Year for Maths Mastery *Mastering Number for Early Primary Pupils (Yr R-2) <b>*Develop Math Lead for all through curriculum ?</b></p>	<p>(EEF +2 Months, ***) Mathematics mastery – Primary Report <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a> See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 <b>-Three KS1 staff members completing Maths mastery training.</b></p>	1

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

Budgeted cost: £40,205.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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 5 times per week</p>	<p>(EEF +6 Months, ****) Oral Language Interventions report (NELI) available to state-funded primary schools at no cost. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <ul style="list-style-type: none"> <li>• NELI: Due to staff illness not yet started. Needs to be reviewed.</li> <li>• KS1 interventions taking place in Maths, English and phonics in Year 2 and Phonics in Year 1.</li> <li>• All support staff have recieved additional training for phonic interventions.</li> </ul>	1 2

<p>Use SALT 0.5 days a week</p>	<ul style="list-style-type: none"> <li>• <b>SALT providing S&amp;L interventions and programmes, working with TA to ensure these can be delivered.</b></li> </ul>	
<p>To utilise <b>1:1 tuition</b> for targeted children in Maths and core learning – provided by <b>English Lead?</b> (Academic mentors/tutors?)</p>	<p>(EEF +5 Months, ****) Reports on 1:1 and small group tuition</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><b>BB Year 1 tuition:</b> See Evidence for Activity 1 (Implementation of SSP)</p> <p><b>Year 2 - AB</b> <b>Group 1 - Class 9</b> 9 chn- focused maths group (1/1 PP made accelerated progress) 8chn - focused English group (1/1 PP made accelerated progress)</p> <p><b>Group 2 - Class 7 - AB / JH</b> 8 chn - focused maths group (4/4 PP made accelerated progress) 9 chn - focused English group (3/3 PP made accelerated progress)</p> <p><b>Group 3 - Class 9 - JH</b> 8 chn - focused maths group (5/5 PP made accelerated progress) 9 chn - focused English group (5/5 PP made accelerated progress)</p> <p><b>Group 4 - Across Year 2 W+ focus - JH</b> 10 chn focused Maths group (1/2 PP made accelerated progress) 13 chn - focused English group (4/4 PP made progress / 0/4 accelerated progress)</p>	<p>1 2 3</p>

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

Budgeted cost: £10860.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA – working with small groups and 1:1 support to support emotional and behavioural needs.	<p>(EEF +5 Months, ****) Reports on Behaviour Interventions and Social and Emotional Learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <ul style="list-style-type: none"> <li>● 3 children identified for additional support with home / school link worker. (Autumn Term)</li> <li>●</li> </ul>	3
Support with enrichment of curriculum & cultural capital- (trips/visits/visitors)	<p>(EEF Limited Evidence) Report on Life Skills &amp; Enrichment</p> <p><a href="https://early-education.org.uk/cultural-capital">https://early-education.org.uk/cultural-capital</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <ul style="list-style-type: none"> <li>● Sports specialist teaching assistant provides a range of afterschool clubs and lunch time activities.</li> <li>● A range of school trips</li> <li>● School council - access to further trips and experiences.</li> <li>● Visits from Fire brigade, RNLI and other services.</li> <li>● Access to wider curriculum opportunities with other schools. (singing festivals, football tournament, choir)</li> </ul>	3 5
Embedding principles of good practice set out in the DfE's	<p>DfE Sept 2021</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-</a></p>	1 2

<p><u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p><a href="#"><u>attendance-actions-for-schools-and-local-authorities#attendance-officers</u></a></p>	<p>3 4</p>
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**Total budgeted cost: £ 93,750.00**



## Part B: Review of outcomes 2021-2022

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Teaching priorities included development of all staff in the delivery of phonics and the teaching of reading and writing. The impact has been that all staff are now able to consistently use the new scheme of Little Wandle in their targeting of disadvantaged groups. The focus on high quality teaching is identified as having a significant impact on those who are the most disadvantaged and although this is in its early stages, data showing that at this time there is a gap which will remain a focus in the long term while improvements are embedded; however figures show that there is an improvement on outcomes from last assessment period of 2019..

The English Lead has worked closely with staff to address areas for development at an individual level and book sampling shows consistency in group work.

The school has now engaged with Maths Hub for a second year which has lead to the Maths Lead being able to confidently implement a mastery curriculum across the school. Staff are accessing NCETM materials as well as White Rose - this will remain a focus as we move to a new model of leadership.

Targeted academic support focused on the Literacy and oracy skills of the disadvantaged. Staff were identified for training and it was implemented with Year R children. The impact visibly improved confidence in children to engage as language development was improved. This is a strategy that we intend to continue in the next academic year. We will start to evaluate the long term impact through those cohorts that have previously had this experience and the outcomes of reading and writing.

Small group interventions were also carried out identifying children who had significant gaps as a result of disruption prior to this year and again in this year. Senior staff were utilised as well as teaching assistants working under their guidance. The impact in these groups was an increased ability to access the curriculum in class and ensuring children were ready for their next steps in education.

Our wider strategies included engagement with outside agencies to support the significant increase in emotional need. Both the Educational Psychologist and the work of the ELSA enabled children to recover and provide families with ongoing support.

This was further complimented by the work on 'Zones of Regulation' and the experimentation with 'Happy Minds'. Children now have the language needed to talk about their feelings and recognise those feelings. It has been found through evaluation that the Zones of Regulation are a more effective tool for this than Happy Minds and therefore we will only continue with the zones into next year. The intended outcome of increasing self awareness and children's emotional vocabulary has been vastly improved and the findings are now being used to inform

the PSHE curriculum and how this may support the ongoing development of the Junior shared project of 'Holistic Care'.