

## Pupil premium strategy statement

This statement details Heatherside Infant 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 Heatherside Infant School	
Number of pupils in school	286
Proportion (%) of pupil premium eligible pupils	5.5%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governing Body
Pupil premium lead	C.Lynch
Governor	Curriculum Committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,418
Recovery premium funding allocation this academic year	£2,465
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	£31,883

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is for all children, irrespective of their backgrounds or the challenges they face, to make the best possible progress, both academically and socially in all aspects of their education.

Everyone at Heatherside Infant school is responsible for meeting the pastoral, social and academic needs of any 'socially disadvantaged' children within our school family so that they have an equal opportunity to thrive and achieve their fullest potential by developing the correct skills and learning behaviours to be able to fully engage, enthuse, enjoy and excel from their own individual starting points.

In creating the provision for our children the Staff will take account of the challenges faced by vulnerable pupils to support them in best meeting the child's needs as well as working with any outside agencies where appropriate.

Our ultimate aim is

- that pupils receive quality first teaching through delivery of a well-planned and delivered curriculum. It is our aim that in identifying where additional support is needed for disadvantaged or vulnerable pupils, the organisation of additional support is achieved in the most effective way so that it will benefit the non-disadvantaged pupils in our school who may need additional support.
- that pupils have the opportunities afforded to other children in the school such as uniform, after school clubs, and school trips
- that pupils gaps in learning are identified and addressed
- that pupils receive support where necessary either on a one-to-one basis or in groups.

The School tracks pupil Premium children's academic progress and also looks closely at other factors such as participation, attendance and parental engagement so that Pupil Premium expenditure can be targeted in areas which will have the greatest impact on pupils' long term development and success. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be based on a clear understanding of each child's needs alongside whole school improvement priorities including addressing gaps in learning as a result of the continuing impact of the pandemic.

We will ensure disadvantaged pupils have:

- challenge in the work that they're set, including those who also have SEND/Education and Health Care Plan
- staff acting early to identify need

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Narrowing the attainment gap</b> in reading, phonics, writing and maths.</p> <p>Impact of lost learning on academic development, progress and attainment especially for pupils currently in Year 2 who missed significant aspects of Year 1 and year R . This is most evident in reading, writing and maths</p>
2	<p><b>Parental engagement</b> in reading- following the disruption to education due to the pandemic parental engagement needs to be re-energised.</p>
3.	<p><b>Oral language development</b> Ensuring enough staff are trained to support speech and language</p>
3.	<p><b>Support for emotional and social needs.</b></p> <p>Some pupils’ social and emotional development has been impacted as a result of their individual family circumstances and pupils’ personal history as well as by lockdowns due to covid</p>
4	<p><b>Engagement in school life</b></p> <p>Circumstance of families in the pupil premium group is such that it puts constraints on the opportunities families can provide. It is important that all children have equal opportunities with school.</p> <p>We have a number of on line resources for children to use at home eg online reading scheme as well as the use of google classroom used to access work if in an isolation. Some families struggle with technology and other struggle with access to technology.</p> <p>In addition to this there have been restricted opportunities for wider participation in school life due to national pandemic over the last two year, e.g inter class interaction, clubs, trips as a result of national restrictions has meant fewer opportunities for children to develop wider social skills and wider interaction to acquire ‘cultural capital’ which adds benefit to all aspects of curriculum knowledge, progress and development</p>
5	<p><b>Multiple areas of need</b></p> <p>We have some disadvantaged pupils’ who have special educational needs which impact on their learning and ability to achieve in line with their peers as evidenced through professionals reports, assessments, and Education and Health Care Plans. It is vital that staff skill is maintained and developed.</p>

## 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
Good levels of attendance other than attendance related to Covid	Attendance at least in line with the non-disadvantaged group.
To provide parents of children in this group with the opportunity to freely access after school clubs, trips and provide vouchers for Uniform/shoes.	Evidence of offer and take up of additional provision.
Facilitate opportunities to access technology and support.	Disadvantaged children to have the ability to access work at home either through use of technology or in other ways so that children have increased ownership and independence in completing tasks.
Improve progress and attainment in reading , phonics and phonics from their starting point	A higher percentage of the disadvantaged group to be working at ARE by July 2022 in the first instance. Pupil focussed Teaching and learning to be so that good gains are made as evidenced through pupil conferencing and assessment outcomes.
Improve progress and attainment in writing from their starting point	Evidence from oral story telling ability and pupil's work, assessment outcomes and pupil conferencing indicate increased confidence.
Appropriate resources to support need.	Children have access to appropriate resources to use or to support assessment so that learning is impacted eg reading books
Engagement with opportunities to develop emotional well being	Engagement with My Happy Minds by children and parents. Additional Elsa trained and in place to support the children.

## 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: £ 13,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of some additional LSA support in each class	Additional support to enable focus groups for reading and phonics to help accelerate progress in Reading. Evidence has shown that regular reading with an adult enables children to make double month gains	1,5
ELSA training for a second member of staff and nurture training for existing ELSA. Nurture support	Evidence that children's social and emotional wellbeing impacts on progress and future attainment and success.	4
Elklan Training	Evidence show that development of oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Development of Speech and language	1,3,5
Fees associated with obtaining specialist input, reports and action plans which can be implemented in school.	It is important that we have an increased understanding of barriers to learning. This will assist staff to put effective support in place to enable identified pupils to make the best possible progress. Strategies and approaches will be of benefit to other pupils as good practice for those with sensory or specific learning needs.	1,3,5

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

Budgeted cost: £ 12500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused One to one/small group <i>Targeted Interventions including speech and language, phonics, precision teaching</i>	This teaching uses ongoing assessment for learning to deliver bespoke sessions, including pre-teaching and overlearning. Evidence from previous years has demonstrated positive impact from these sessions in partnership with other provision in class.  Focused interventions to address particular need.	1,3,4,5

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

Budgeted cost: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Train an additional LSA as an ELSA so that children can successfully be supported.</i>	The development of self-regulation skills enables children to behave in socially acceptable ways by, for example, giving them the ability to take turns, share, and express emotions (such as anger or frustration) in appropriate ways. Self-regulation of emotions complements self-regulated learning, which is discussed in EEF guidance reports on <i>Metacognition</i> and <i>Preparing for Literacy</i> .	1,4,6
<i>To train a Teacher as a P4C lead.</i>	Children are empowered when they feel able to articulate their thoughts and peers respect their opinion. There is also evidence that P4C has an impact on academic outcomes, This is currently being tested through a large EEF evaluation in primary schools.	1, 3,6.
Shared employment of a Parent Support Advisor	Help to provide advice and practical interventions to improve attendance and pupil's social and emotional health so that pupils are able to get the best from their learning and wider opportunities at school.	2

Funding for children to participate in club, trips and visits as well as uniform provision.	Some children in the disadvantaged group would not have these opportunities outside of school and these help develop the whole child and provide the 'cultural capital' experiences which in turn impact on learning and progress.	5
Provision of My Happy Minds	Designed to develop confident, resilient children with <b>the</b> self-esteem and tools to thrive — because a greater sense of wellbeing means they're better equipped to succeed in life. Supported by NHS	1,4
Utilising a DfE grant to train a senior mental health lead.	(Release time and cascading training and strategies) Develop our understanding of our pupils' needs and enable disadvantaged and other pupils to be confident, secure and happy learners which in turn will impact on their academic progress.	4

**Total budgeted cost: £31,833**

## 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.

*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? Priority*

Measure	Activity	Projected spending £30,795
Priority 1	To Training: <ul style="list-style-type: none"> <li>• All staff to have received the relevant training and support to further develop skills for them to deliver interventions.</li> <li>• Staff training on oral literacy to enable the development of strategies and further understanding on its impact on reading and writing</li> </ul>	
Priority 2	Learning: • Deliver identified interventions to support learning • To purchase additional phonic reading materials and resources	
Priority 3	Nuture/Elsa: • Develop and increase self-confidence achieved through a range of strategies for Children to be able to receive emotional literacy support	
Priority 4	Speech • Development of speech articulation	

Our Children were excited to return to school at the start of the academic year 2020-21 after the disruption caused by covid in the summer of 2020. However the momentum of the school year was interrupted, in January 2021 by yet another lockdown. More children attended school during this closure. However there were a number of this group who were supported at home as their parents preferred to keep them there. Staff supported this group through loan of technology and support of parents with the technology. All these children were supplied with resource packs of pens , pencils ,



crayons and paper as well as more practical resources to support the children in literacy and numeracy work.

On return to school children needed support to reintegrate emotionally and socially. Children really engaged with PSHE opportunities but needed support to develop resilience. Some of the disadvantaged group really thrived in the smaller classes during lockdown and made significant progress in elements of their learning and found readjustment to large classes a challenge. We focused on the emotional and social needs as children returned to school providing additional opportunities for interaction and talk. This approach succeeded in supporting all pupils to be able to interact with each other with a sense of wellbeing so that children were more focused and able to learn. Staff focused heavily on speaking and listening development as well as development of phonics and reading as well as numeracy to close gaps in their learning.

During the spring and summer of 2021 extra curricula activities did not take place, however what we did was pay for children in this group to attend holiday activity clubs . The children and their parents really value and enjoyed this opportunity.