

Pupil Premium Strategy Statement 2022-2024

This statement details Heatherside Infant 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 Heatherside Infant School	
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Governing Body
Pupil premium lead	H. Dunn
Governor	Curriculum Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2022-23	£23,105
Recovery premium funding allocation this academic year 2022-23	£2,000
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	£25,105

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	Narrowing the attainment gap in reading, phonics, writing and maths.
2	Parental engagement and understanding in/of reading- following the disruption to education due to the pandemic parental engagement needs to be re-energised in the first instance but importance of partnership and support needs to be understood.
3.	Oral language development. Ensuring enough staff are trained to support speech and language and that pupils receive good quality teaching to close gaps in spoken language.
4.	Support for emotional and social needs. Some pupils' social and emotional development has been impacted as a result of their individual family circumstances and pupils' personal history.
5.	<p>Engagement in school life. Circumstances 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. We have a number of online resources for children to use at home such as an 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>Economic climate post pandemic has impacted families, we see a number of families needing support who just miss the Pupil Premium threshold.</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 there have been 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>
6.	Multiple areas of need. 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.

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 from their starting point	A higher percentage of the disadvantaged group to be working at ARE over the period of the strategy 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.
Staff trained appropriately to meet the particular needs of the pupils.	Each year group team has the correct knowledge and expertise to meet 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.

Area 1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training in Speech Articulation. Elklan trained support assistants to undertake additional training in the development of Speech articulation Course	Evidence shows that development of oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Development of Speech and language	1,3,6
Communication and language development - Children to have opportunities to speak and receive verbal modelling. P4C tasks that promote sharing ideas and reasoning	Evidence EEF Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.	3
Purchase of Phonically decodable books to support the validated Systematic Synthetic Phonics programme to secure good skills development for all pupils.	Evidence Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EE	1,2,6
Training for LSAs	Evidence: clear internal evidence of the impact of not having enough people with the right knowledge to support our children. ELSA , ELKLAN, Precision teaching etc	1,3,4,6.
Lead P4C Teacher to support other staff in	Evidence EEF Children are empowered when they feel able to articulate their thoughts and peers respect their opinion.	1,3,4

cross curricular opportunities Elsa and NA lead to support staff	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. Internally it is very evident the impact on staff confidence when they collaborate.	
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Area 2 Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 23352

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed One to one/small group Targeted Interventions including, phonics, precision teaching In Class	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
ELSA support for identified children to assist emotional literacy ELSA training for a second member of staff	Evidence that children's social and emotional wellbeing impacts on progress and future attainment and success.	4
Elklan Support - Delivery of Speech and language programs by LSA's trained in ELKLAN	Evidence shows 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

Area 3 Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
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
Promote pupil's Social and Emotional and behavioural needs Provision of My Happy Minds	Evidence. Designed to develop confident, resilient children with the 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

Total budgeted cost: £35852

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 2021 to 2022 academic year.

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