

Pupil premium strategy statement – Heatherside Infant School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	260
Proportion (%) of pupil premium eligible pupils	7% (19 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	July 2022
Date on which it will be reviewed	Sept 2024
Statement authorised by	Governing Body
Pupil premium lead	L. Norris
Governor / Trustee lead	Curriculum Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,265
Recovery premium funding allocation this academic year	£0
Total budget for this academic year	£24,265

Part A: Pupil premium strategy plan

Statement of intent

It is our aspiration is that all pupils achieve well at Heatherside Infant School in a nurturing environment, making a successful start to their school education journey. As children join Heatherside it is important for us to understand that families have different contexts, experiences and challenges, including those children who are socio-economically disadvantaged. Our aim is to support all children, irrespective of their background or challenges, to achieve their full potential, preparing them well for the next stage of their education.

This strategy also considers the needs of vulnerable pupils who are currently or have previously been in care.

When implementing our Pupil Premium strategy, our approach is to consider any common challenges faced by our pupils, as well as looking at individual needs. Within the framework of this three year plan, we will look at each cohort, and the individuals, to ensure that we are responsive to the needs of the children.

To ensure that the implementation of our strategy is effective we will:

- Engage with families to ensure that parents/carers have good working relationships with the school and they feel part of the school community
- Identify pupils' needs and target support based on this
- Ensure that any intervention or support only enhances the curriculum and experiences on offer to the child rather than taking away from or narrowing their breadth
- Work as a whole school team to ensure that our strategy, its aims and implementation, are known and understood by staff and that we share a collective responsibility to improve the outcomes of disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	<p>Phonics</p> <p>Application of phonics skills as part of developing early reading. Current assessments show that 67% of disadvantaged pupils achieved the Phonics Screening Check in Year 1, compared to 88% of the whole cohort and 90% non-disadvantaged.</p> <p>75% of disadvantaged pupils in Year R achieved Word Reading ELG compared to 94% non-disadvantaged.</p>
2	<p>Emotional regulation</p> <p>Ensuring that there is an explicit programme for teaching, modelling and promoting an understanding of emotional regulation and strategies to develop self-regulation so that all children are ready for learning.</p>
3	<p>Learning behaviours</p> <p>Explicit teaching, modelling and progression of learning behaviours to ensure that all pupils are equipped with learning strategies and metacognitive skills to enable them to better understand the learning process and draw upon strategies to support them when they face challenges.</p>
4	<p>Language development</p> <p>Currently gaps in language development can be a barrier to learning for some pupils, including those with identified speech and language needs or those who speak English as an Additional Language.</p>
5	<p>Parental engagement – attendance, support for wider issues or concerns</p> <p>Building and maintaining effective relationships with parents and carers so that the vital relationship between home and school is well established. Attendance for disadvantaged pupils was 91% compared with 96% for non-disadvantaged pupils last year. Also, of the 17 pupils who fell into the persistent absentee category, 35% were disadvantaged pupils compared to 65% non-disadvantaged.</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
<p>Disadvantaged pupils achieve more in line with non-disadvantaged pupils in phonics (Phonics Screening Check) and early reading (End of KS1 assessment)</p>	<p>Higher average scored on PSC</p> <p>Higher % pass rate PSC</p> <p>Quality phonics teaching</p> <p>Ongoing phonic and reading assessments informing strategies and interventions</p> <p>Reading data</p> <p>Children who receive intervention make accelerated progress.</p>
<p>Children and staff have a shared language and range of strategies to promote self-regulation and they are able to draw upon a range of strategies and knowledge to help them know how to overcome challenges when learning.</p>	<p>The % of disadvantaged children achieving ELGs in self-regulation is in line with non-disadvantaged children.</p> <p>Overall progress data shows that all children are making progress in their learning, showing they are ready to learn.</p> <p>Identified children have received intervention such as ELSA to support self-regulation, self-esteem or other identified barriers.</p> <p>Observations within class show that all learners are able to draw upon strategies to help them overcome challenges.</p>
<p>Classrooms are language rich environments with highly effective quality first teaching alongside interventions to support good language development for all.</p>	<p>Children who receive intervention make accelerated progress. Entry & exit data.</p> <p>The % of disadvantaged children achieving ELGs in communication and language is in line with non-disadvantaged children.</p> <p>Lessons and observations show that staff have a good knowledge of how to develop vocabulary and language.</p> <p>Training and professional development has supported the use of effective</p>

	<p>strategies, provision and learning environments.</p> <p>Planning and subject progression maps show that the teaching of vocabulary has been carefully planned and well sequences.</p>
<p>Effective working relationships between school and home</p>	<p>School engage well with parents, including discussions with parents to get and give feedback about their child's learning and development.</p> <p>Parents (including those with children who speak English as an Additional Language) engage well with school, attending meetings, workshops and events where possible and engaging in reading activities at home.</p> <p>% attendance for disadvantaged pupils is in line with non-disadvantaged pupils.</p> <p>New Parent Support Advisor (PSA) has engaged well with parents across the school community e.g. coffee mornings, workshops.</p> <p>School staff have been proactive in promoting and signposting the PSA where appropriate.</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: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to undertake training for personalised learning to meet the needs of learners, delivered by our Educational Psychologist, and training on support children with Autism	<p>A range of strategies is needed to best support learners who have additional needs or for other reasons are not making the expected progress in their learning. High expectations and access to high quality first teaching are essential. Adaptations, support and interventions to personalise the learning to the individual's needs are also important.</p> <p>Evidence Based Education's Great Teaching Toolkit EEF SEND in Mainstream Schools EEF Individualised instruction</p>	1, 4
Phonics support for teachers and subject leaders from member of Hampshire English Advisory team	<p>Phonics and early reading is identified through research as one most important foundations of a child's early schooling to ensure that they can access the breadth of the curriculum. The teaching of phonics across the school needs to be consistent and effective. Additional training and support will strengthen the delivery of phonics which is well evidenced to be of key importance.</p> <p>DfE Reading Framework EEF Phonics</p>	1
Training for all staff to support learners for whom English is an Additional Language	<p>Our school community has an increasing number of children who speak English as an Additional Language. It is important to know how best to support them to access all areas of the curriculum, especially by developing their language skills.</p> <p>EEF Teaching Assistant interventions EEF Oral language interventions</p>	4
Training to ensure an additional member of staff is trained as an	<p>ELSA interventions are used to give targeted support to identified individuals. Sessions are highly</p>	2, 3

ELSA to increase capacity	personalised and are reviewed against set targets for impact. Training will allow for increased capacity to deliver interventions and group sessions. EEF Metacognition and self regulation	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention and purchase of supporting resources for teaching & intervention, e.g. magnetic phonemes, whiteboards for modelling, phonetically decodable texts	Phonics and early reading is identified through research as one most important foundations of a child's early schooling to ensure that they can access the breadth of the curriculum. Phonics intervention is planned in a timely manner for those children who have not secured the sounds taught in class. Interventions use entry and exit data to measure that accelerated progress is made. EEF Phonics DfE Reading Framework	1
ELSA intervention	To complement the teaching and learning of social and emotional development, ELSA interventions are used to give targeted support to identified individuals. Sessions are highly personalised and are reviewed against set targets for impact. EEF Metacognition and self regulation ELSA network – impact review	2, 3
Language development resources, e.g. story sacks, nursery rhymes, high quality language rich texts for each year group	Language development is essential to ensure that children can access the curriculum, socialise and communicate effectively. Interventions for those children who have language levels below their peers can accelerate progress alongside high quality teaching in the classroom and beyond. EEF Oral language interventions EEF Comprehension DfE Reading Framework	4

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

Budgeted cost: £5,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution of costs for Parent Support Advisor who works across the Fleet schools	<p>Parental engagement is shown to have a positive impact on pupil attainment. The parent support advisor can also help with routines and strategies at home that can have a positive impact on the child's development and wellbeing such as diet, sleep, routines.</p> <p>EEF Parental engagement John Hattie Visible Learning effect sizes linked to student attainment</p>	5, 2
Books and resources that promote learning behaviours and attributes linked to our School Values	<p>Reading books is a great strategy for young children to encounter and learn about a range of issues, values, people and behaviours. A targeted range of books is required to ensure that we share books which showcase life in modern Britain and beyond, as well as supporting children to learn key social and emotional skills.</p> <p>EEF Metacognition and self regulation EEF Social and emotional learning</p>	3, 2
Senior Mental Health Lead training and time allocated to begin to implement a wider school policy and approach to supporting the mental health and wellbeing of pupils, parents and staff	<p>A strategic approach to promote and support mental health and wellbeing so that pupils, parents and staff's needs can be met. The whole school approach will enable a shared language and strategies.</p> <p>DfE Senior Mental Health Lead training EEF Social and emotional learning EEF PSED in the Early Years</p>	2, 5
Enable access to extra-curricular clubs, milk scheme and uniform for all disadvantaged pupils	<p>There isn't a wealth of research linked to the participation in extra curricular activities, however, there are articles which suggest many benefits. From our school perspective extra curricular activities allow for children to learn new skills, socialise, and excel in an area they may or may not already have experienced.</p> <p>CPDonline Benefits of extracurricular activities</p>	5
Tracking of attendance, with actions such as meetings and seeking	<p>Research shows the link between good attendance and attainment. Research into specific strategies reflects that</p>	5

advice from the LA Attendance Team	there needs to be further research, however, personalised interventions engaging with parents does show good potential and this is the approach we take. Attendance is monitored with each individual's circumstances taken into account and a strategy implemented around these. EEF Attendance interventions review EducationHub	
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Total budgeted cost: £24,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key objectives in the 2022-23 plan:

Good levels of attendance other than attendance related to Covid Ensure high levels of attendance for all disadvantaged pupils through partnerships with parents.
To provide parents of children in this group with the opportunity to freely access after school clubs, trips and provide vouchers for Uniform/shoes.
Facilitate opportunities to access technology and support.
Improve progress and attainment in reading , phonics from their starting point
Improve progress and attainment in writing from their starting point
Appropriate resources to support need.
Engagement with opportunities to develop emotional well being
Staff trained appropriately to meet the particular needs of the pupils.

Attainment outcomes for disadvantaged pupils

Year 2 (4 pupils)	2022-23 Outcomes for End of KS1 ARE
Reading	50%
Writing	50%
Maths	50%

	June 2023 Outcomes for Phonics Screening Check
Year 1 (6 chn)	67%
Year 2 retakes (2 chn)	100%
Combined pass for end of KS1 (3 chn)	100%

	2022-23 Outcomes from EYFS Profile
GLD (9 chn)	56%

Attendance:

	Disadvantaged	Whole School
Attendance	92%	96%
Persistent Absentees	35%	6%

The school has an accurate understanding of each individual pupil's needs and the aims of the Pupil Premium Strategy are in line with the aims and expectations in our School Development Plan.

Tracking systems are in place for children's progress throughout the year, as well as attendance and participation. This information for disadvantaged pupils is captured termly on a pupil premium tracker. This is then shared with staff and governors, identifying where good progress has been made, what strategies are in place and any next steps.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	n/a