

Pupil premium strategy statement – Glenfield 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	268
Proportion (%) of pupil premium eligible pupils	27.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Head Teacher Ros Stamper
Pupil premium lead	Ros Stamper
Governor / Trustee lead	Richard Ford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94575.00
Recovery premium funding allocation this academic year	£10585.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this year</i>	£105,160.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of circumstance make good progress, achieve highly in all areas and develop the social and emotional skills to become resilient young people. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

Quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Communication and language skills have suffered during the pandemic and this is shown by the low baseline results for early years and ongoing assessment for Key stage 1. Our aim is to ensure that language and literacy development is at the forefront of our plan as this results in progress in all areas.

Our strategy includes targeted support for disadvantaged children but also whole school approaches such as quality first teaching which will benefit all children. We have precision teaching phonics groups, reading interventions as well as targeted speech and language sessions. We aim to use staff well known to the children as we feel this will not only target their academic needs more readily but also ensures that well-being is taken care of. We understand that for children to make progress they need to be happy and secure in their learning environment. We are adamant that children do not miss out on other curricular areas, visits and trips as this will widen vocabulary and cultural capital. It is our intention at Glenfield that all children irrespective of background make sustained improvement and that the work done for disadvantaged children will benefit all.

Our approach is whole school where all staff are responsible for the outcomes of disadvantaged pupils. Assessment and implementation will be robust to ensure pupils are identified early and the impact is high. By communicating well with all stake holders we will ensure that disadvantaged pupils are challenged and well supported in the work that they are set.

Challenges

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

Challenge number	Detail of challenge
1	Baseline and other assessments have shown an under developed range of vocabulary and language skills in our most disadvantaged pupils. Poor vocabulary is shown to affect later attainment in reading, writing and maths if not improved. 25% of pupils in this group have EAL. There is also low attainment on entry to EYFS in all areas. Over 54% of PP children were off track for maths and 66.6% in literacy.
2	PSC data, assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.
3	The Covid pandemic and cost of living crisis has impacted on the well-being of children as shown by observations, the Leuven scale and conversation with parents and children. Children are more tearful and other behaviours caused by anxiety are exhibited. There is also an impact on physical skills.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2.3-3.5% lower than for non-disadvantaged pupils and below the national expectations. 23.1-13.5 % of disadvantaged pupils have been 'persistently absent' compared to 4.4-5.4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Poor attendance negatively impacts PP pupils development in all areas but particularly their development of becoming a reader.

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
Improved oral language and communication skills.	<p>Improvement in self –regulation skills observed by staff.</p> <p>Children able to ask for help when needed, express ideas and talk about feelings in whole sentences.</p> <p>ELG achieved in PSED –self regulation.</p> <p>Children are more confident and able to articulate themselves and use correct tenses. This is shown through teacher observations, assessments and engagement in classroom discussions.</p> <p>More children to achieve GLD.</p>

<p>Improved phonic knowledge and reading attainment.</p> <p>SSP programme embedded and progress is shown through assessment and in children's work.</p>	<p>At the end of YR 95% of PP children with no additional needs will attain ELG for reading. In Y1 95% with no additional SEN needs will pass the phonics screen.</p> <p>KS 1 reading outcomes in line with non PP children and above 95% of disadvantaged children with no additional SEN needs meet the reading outcomes 2024/25.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance of disadvantaged pupils will continue to improve and the gap between non-disadvantaged pupils will narrow and be maintained. All children's attendance would be in line with or above the national expectation. (96.5)</p>
<p>The well-being of all pupils but especially disadvantaged pupils will be high. Support quickly put in place in times of need.</p> <p>Free sports sessions provided.</p> <p>Sports coaches out at lunchtimes.</p> <p>All pupils given the opportunity to attend forest school and time given for reflection.</p> <p>Children able to verbalise feelings and self-regulate resulting in a reduction of behaviour incidences.</p>	<p>Pupil voice, teacher observations show good levels of well-being. Leuven scales used to track well being.</p> <p>Behaviour incidents are reduced due to sports coaching at lunchtimes.</p> <p>Nurture and ELSA groups ensure children are settled when in the classroom and know where they can go for help and support.</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: £55,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching, monitoring and developing staff to deliver the SSP effectively- ongoing	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	1,2

Further purchase of books and resources- ELS spelling scheme purchased Sept 2023. Training for Y2 staff to effectively teach children to read fluently having completed the phonics scheme.	(though not necessarily comprehension), particularly for disadvantaged pupils: Staff will be coached, monitored and developed by the English lead and Head to ensure that the SSP programme is delivered consistently and effectively. English lead and deputy head will monitor sessions and assessments to ensure the impact is effective. Phonics Toolkit Strand Education Endowment Foundation EEF	
NCETM maths mastery implemented across the school. Timetabled second input using SIP tasks. Whole school work on maths with link to another school. Maths lead and YR teacher completing NCETM maths mastery training. Developing staff knowledge, confidence and skills to ensure quality first teaching is embedded in every classroom. Coaching, mentoring and additional CDP for all teaching staff. Developing leaders to ensure quality first teaching is consistent throughout the year team.	https://www.ncetm.org.uk/teaching-for-mastery/ Children's chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts. Work on modelling being implemented across the school by maths lead. Quality First teaching by class teachers https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	3,4
High level of commitment to ECT and RQT training, materials and mentoring		

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

Budgeted cost: £ 25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planned interventions sessions to promote language SENCO led CPD to ensure specific interventions are effective. Coaching and monitoring of staff.	Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions#nav-closing-the-disadv	1
Timetabled Intervention groups for ELS phonics, reading. Precision teach spelling. Handwriting -Kinetic letters interventions SIP interventions 2023-24 Reduced classroom operating in Y2 as advised by the Trust to meet the needs of our PP children with high level of SEND. SIP multi-sensory sessions planned each morning in YR and Y2	There is strong evidence to suggest phonic interventions improve outcomes for children, particularly from disadvantaged backgrounds. They are more effective when delivered as regular sessions: Phonics Toolkit Strand Education Endowment Foundation EEF https://www.sciencedirect.com/science/article/pii/S0883035522001501 Modified classrooms based on individual needs. .	2

Daily Bucket therapy and Theraplay sessions.	Attention-Autism-March-2019-Fiona-Marsh.pdf (soton.ac.uk)	3
Speech and language interventions. Talk About Speaking Space	Oral language interventions EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice in particular those around leadership and management and relationships and communication. All staff including office staff are welcoming to late comers or when dealing with parents who are	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4

<p>struggling to get their children to school.</p> <p>Class teachers speak to parents in the first instance if a child's attendance is not good.</p> <p>Excellent Class attendance celebrated in assemblies, newsletters and in class.</p> <p>Ongoing work around making Monday's and Friday's unmissable and the first and last week of each term.</p> <p>Family support worker cold calls, telephones and collects children.</p> <p>Trialling HET attendance Policy</p>		
<p>Family support worker promotes attendance and well-being.</p> <p>FSW liaises with Junior school's FSW</p>	<p>Regular school attendance has a direct impact on learning and attainment in school.</p>	

and run support groups.		
All year groups involved in forest school sessions.	https://www.ncl.ac.uk/media/wwwnclacuk/socialjustice/files/forest-school-for-wellbeing.pdf Observations, pupil voice show children's well-being is increased by attending forest school sessions.	
Trauma informed school award -3 members of staff on this course.	Adverse Childhood Experiences (ACEs): educational interventions Iriss	

Total budgeted cost: £ 105,160

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Language skills observed by staff improved and 65.2% of disadvantaged children achieved the ELG for self-regulation skills. However, this needs to improve further so NELI is being considered for 2024. Speech and language interventions were successful with 14 children meeting 34 targets and 29% of children being discharged. 11 children took part 'talkabout' and an average of 20.6 steps of progress were recorded on the target sheets. 2 children took part in the narrative intervention with 14.5 steps of progress made. 17 children had Bucket interventions with on average 6.1 steps of progress on the attention autism target sheet.

New SSP was embedded during the year. This is already beginning to show an improvement in outcomes with 65.2% of PP children gaining ELG for word reading which is above the national average (NOVA report). The outcomes for the phonic screen in Y1 were disappointing with 42.3% of PP children passing. The roll out of the SSP was delayed in Y1 so continuing with a rigorous approach to delivery, assessment and coaching should improve outcomes this year. A training day with the author of the scheme has already taken place with an emphasis on interventions. PP children will be closely monitored to ensure they are keeping up.

Covid has continued to impact our most vulnerable families attendance and well-being. Attendance figures are hard to analyse over the last two years due to the use of the x code. Currently attendance for PP families is just over 2% lower when compared with the rest of the children but our aim is for attendance to improve for all children. Our family and child support worker was appointed in Spring 2021. She has worked with PP families to help improve attendance, access support services and deliver ELSA sessions. 73% of her work was with our PP children and families. Records show that after her involvement 44% of families required no further support.

The approaches to improving children's well-being such as forest school, nurture lunches, ELSA work and nurture groups are working well. Feedback from children and staff is positive regarding time spent in the woods and children appear calmer and more able to self-regulate. The additional Monday sessions led by Youth Options with 15 PP children from Y1 and Y2 were particularly successful. When completing a questionnaire all children stated that they had enjoyed learning outside and teaching staff reporting that children were calmer and more focused once back in the classroom. ELSA records show the interventions that took place and the pre and post assessments show how all children felt more positively after the sessions. Verbal parental feedback was also positive. 26 children accessed ELSA support.

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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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Enhancing Forest school activities. ELSA sessions.
The impact of that spending on service pupil premium eligible pupils
ELSA sessions allowed time for children to talk about their feelings and emotions in a quiet space. Children appeared more confident and settled after sessions in the woodland.

