

# Pupil premium strategy statement

This statement details our 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 name	Village Infant
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	19.6% (56)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Y Cattle Acting Head Teacher
Pupil premium lead	A Rix Acting Deputy Head Teacher
Governor / Trustee lead	Jo Archer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,835
Recovery premium funding allocation this academic year	£6236
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	£65,071

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers, and to provide additional opportunities for extracurricular activities.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through School Led Tutoring and targeted interventions for pupils whose education has been worst affected, including non-disadvantaged pupils.

Targeted interventions will be put in place to ensure the attainment gap between pupil premium and non- pupil premium is diminished. We will also target the learning behaviors' and emotional resilience of all the children to ensure their social and emotional mental health is not a barrier to learning. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among disadvantaged pupils.
2	SEMH assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closures. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Pupil premium pupils' attainment is below that of non-pupil premium pupils in Reading, Writing and Maths at expected and greater depth standards.
4	Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils

## 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 skills and vocabulary among disadvantaged pupils	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, guided reading lessons, book scrutiny and ongoing formative assessment.
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>- Teacher observations, Parent and Pupil Questionnaires</li> <li>- Improved pupil behaviour, resilience, self-esteem and risk taking within their learning</li> <li>- Growth mindset thinking embedded throughout the school</li> <li>- Increased participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

Attainment in Reading	The difference has diminished between school PP pupils and National Non-PP pupils in Reading at expected standard and greater depth.
Attainment in Writing	The difference has diminished between school PP pupils and National Non-PP pupils in Writing at expected standard and greater depth.
Attainment in Maths	The difference has diminished between school PP pupils and National Non-PP pupils in Maths at expected standard and greater depth.
Improved Attendance	Attendance of disadvantaged pupils is 95% which is in line with National non pupil premium pupils attendance rate.

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: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised diagnostic assessment (Language Screen & NELI) Training for staff to administer assessments, set targets and deliver intervention.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction  <i>Standardized tests Assessing and Monitoring Pupil Progress EEF</i> <a href="https://www.teachneli.org/">https://www.teachneli.org/</a>	1
Words First – speech and language programme and support.	<a href="https://www.wordsfirst.uk/">https://www.wordsfirst.uk/</a>	1
Embedding dialogic activities across the school curriculum to support pupils to articulate ideas, consolidate understanding and extend vocabulary. We will purchase	There is strong evidence that oral language interventions including dialogic activities such as high-quality classroom discussion, have high impacts on pupils learning.  <i>Oral language interventions Toolkit Strand EEF</i>	1 3 2

resources and fund ongoing teacher training and release time.		
SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.  <i>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</i>	2 3
One day whole school staff training on Feedback to develop teaching and learning strategies and techniques which form a structure within which to create effective feedback opportunities.	Extensive research shows that feedback is a powerful tool but not always effective in closing the learning gap.	1 2 3

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

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Recovery One to one daily literacy lessons with a specially trained teacher	There is substantial evidence evaluating RR's effectiveness with the lowest-attaining pupils  <i>Effectiveness Reading Recovery Europe – UCL)</i> <i>The impact of reading recovery ten years after intervention Dec 2018</i>	3
Structured Interventions for Reading, Writing and Maths across the school	EEF research shows that using assessment to plan and teach targeted interventions which are closely monitored either in a small group or one to one can be a powerful tool.	3 1
Additional phonics interventions targeted at	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	3

disadvantaged pupils who require further phonics support.	<i>Phonics Toolkit Strand Education Endowment Foundation</i>	
Targeted support for individuals identified as needing additional speech and language support	EEF research shows that using assessment to plan and teach targeted interventions which are closely monitored either in a small group or one to one can be a powerful tool.	1 3 5
Small group social and emotional intervention.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>The average impact of successful SEL interventions is an additional four months progress over the course of a year.</p> <p><i>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</i></p>	2 3

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

Budgeted cost: £22,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drama lessons with a drama specialist.	Drama is a safe way for children to explore difficult feelings because children are playing characters other than themselves. It also provides the language to discuss these feelings and is an opportunity to learn new vocabulary. Through drama children can explore the physical characteristics of feelings, helping them to recognise these feelings in themselves and others.	2 1 3
Music lessons with a music specialist	<p>Music supports and enhances the wellbeing of pupils giving them opportunities to improve their social and emotional learning.</p> <p>Singing releases endorphins which give a feeling of pleasure and oxytocin which decreases anxiety and stress. Singing involves exercises that control the breath and increases the flow of oxygen around the body. Songs are chosen that relate to the zones of regulation and growth mindset. Songs introduce children to</p>	2 1 3

	new rhythm, rhyme, vocabulary and sentence structure. Learning songs by heart children learn new elements of language and begin to apply them to their conversations and writing.	
Growth Mindset Lessons throughout the school to build pupils emotional resilience.	Research has shown that a growth mindset allows pupils to navigate stress and challenges better and leads to higher levels of wellbeing and attainment.	2 3
Attendance Officer to track attendance of disadvantaged pupils and support their families	Addressing attendance is one of the most effective ways to support disadvantaged pupils' achievement. <i>Supporting the attainment of disadvantaged pupils – GOV.UK</i>	4 3
Access to enrichment activities including various sports clubs and fitness and wellbeing club for targeted disadvantaged pupils	<i>EEF Life Skills &amp; Enrichment</i>	2

**Total budgeted cost: £72,600**

## 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.

The gap between pupil premium pupils and non-pupil premium was not diminished although all groups have made good progress from low starting points. At the end of KS1 pupil premium pupils achieved very good progress, 5.3 points of progress in reading, 6.0 points of progress in writing and 6.0 points of progress in maths. This was based on Teacher Assessment.

Reading								
Year 1	1.2(12) or below		1.3(13) or below		1E(14) or above		1E+ (15)	
	No	%	No	%	No	%	No	%
All pupils	29	36%	51	64%	45	56%	28	35%
Non PP	22	34%	43	66%	38	58%	22	34%
PP	7	47%	8	53%	7	47%	6	40%
Year 2								
Year 2	2.2(17) or below		2.3(18) or below		2E(19) or above		2E+ (20)	
	No	%	No	%	No	%	No	%
All pupils	13	15%	74	85%	74	85%	36	41%
Non PP	6	10%	56	90%	56	90%	32	52%
PP	7	28%	18	72%	18	72%	4	16%

Writing								
Year 1	1.2(12) or below		1.3(13) or below		1E(14) or above		1E+ (15)	
	No	%	No	%	No	%	No	%
All pupils	12	15%	68	85%	60	75%	14	18%
Non PP	10	15%	55	85%	49	75%	11	13%
PP	2	13%	13	57%	11	73%	2	13%
Year 2								
Year 2	2.2(17) or below		2.3(18) or below		2E(19) or above		2E+ (20)	
	No	%	No	%	No	%	No	%
All pupils	12	14%	75	86%	64	74%	27	31%
Non PP	8	13%	54	87%	49	79%	24	39%
PP	4	16%	21	84%	15	60%	3	12%



Maths								
Year 1	1.2(12) or below		1.3(13) or below		1E(14) or above		1E+ (15)	
	No	%	No	%	No	%	No	%
All pupils	14	18%	66	83%	62	78%	22	28%
Non PP	10	15%	55	85%	52	80%	20	31%
PP	4	27%	11	73%	10	67%	2	13%
Year 2	2.2(17) or below		2.3(18) or below		2E(19) or above		2E+ (20)	
	No	%	No	%	No	%	No	%
All pupils	8	9%	78	91%	69	80%	31	36%
Non PP	4	7%	57	93%	53	87%	28	46%
PP	4	16%	21	84%	16	64%	3	12%

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	