

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the **2023 - 2024** 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	Petersgate Infant School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	15% (29 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024 3 years
Date this statement was published	November 2022
Date on which it will be reviewed	Annually
Date of last review	December 2023
Statement authorised by	Wendy Mitchell
Pupil premium lead	Jo Kelly
Governor / Trustee lead	Helen Glover

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,373
Recovery premium funding allocation this academic year	£5,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2023/24) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,738

Part A: Pupil premium strategy plan

Statement of Intent

At Petersgate Infant School, our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all curricular areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already above Age Related Expectations.

Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make strong progress in reading, writing and maths as well as the wider curriculum.

Our Pupil premium allocation for 2021/22 was 13% of the children in our school, for 2022/23 it was 17% and for 2023/24 it is 15%. As a school we ensure all of these children receive the support they require. We allocate a significant amount of our resources to a range of intervention programmes to ensure all children make maximum progress at our school. These programmes include access to Emotional Literacy support Assistants, Family Liaison Officer and other trained staff to support specific academic needs such as speech and language therapy, language development.

We will provide pastoral support for both pupils and parents. We will work with families to support school attendance so that all children are able to engage with the full learning experience at Petersgate Infant School. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Achieving our Objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 support where needed
- Target funding to ensure that all pupils have access to trips, clubs and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Alongside academic support we will ensure that those pupils that have social, emotional and mental health needs will access appropriate ELSA and family support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes in the Core Subjects Internal and external assessment and in school monitoring indicate that the attainment of our pupil premium children as a group are not making as rapid progress and are below that of non-pupil premium children in their reading, writing, maths.
2	Phonics Assessments, pupil progress meetings and phonics screening check indicate that some pupil premium children have greater difficulties with phonics than their peers and impacting on their development as readers.
3	Vulnerable Groups Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational or behaviour needs.
4	Attendance Our attendance data over time indicates that our attendance and punctuality among pupil premium pupils has been lower than our non-pupil premium pupils. This is caused by a range of factors but negatively impacts attainments and progress.
5	Social, emotional and mental health (SEMH) Some of our pupil premium children have significant social and emotional needs and have a lack of awareness and control of their emotions, affecting their behaviour for learning.
6	Cultural Capital and Experiences Some of our pupil premium children experiences outside of school vary greatly. Many of these experiences shape who they are as people, their aspirations and their understanding of the world.

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
1. To improve rates of progress and close the attainment gap in reading, writing and maths for pupil premium pupils.	Increased percentage of pupil premium pupils achieving at and above age related expectations in reading, writing and maths.
2. An increased number of children eligible for pupil premium to achieve the threshold in phonics screening test for both Year 1 and Year 2.	Increased number of pupil premium pupils achieve in line with non-pupil pupils
3. To ensure that pupil premium pupils with additional needs are supported to be able to access learning	Increased number of pupil premium pupils with SEND achieve in line with non-pupil premium
4. To raise attendance and punctuality for all pupils eligible for pupil premium.	Pupil premium attendance is in line with non-pupil premium and punctuality improved for these targeted children
5. For all children to be able to talk about their feelings and express themselves in a regulated way allowing them to access school effectively.	Behaviour for learning in school for all year groups is good with children able to discuss and utilise the Zones of Regulation
6. For all children to have the opportunity to experience trips, events and clubs enriching their childhood.	Pupil Premium pupils will attend school trips and will have access to clubs and prioritised for any additional opportunities

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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Whole school training on behaviour management with the aim to implement a whole school ethos around behaviour through, developing positive and effective strategies.</i></p> <p>. To attend Team Teach training £1000</p> <p>. PBS training</p>	<p>The importance to have a consistent whole school approach for managing behaviour. For all staff to feel confident and competent to apply a range of strategies with the knowledge to choose the appropriate and response for the specific behaviour.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3,5
<p>Attend the Big District Inclusion Project to ensure all teaching and learning is fully inclusive across the school £1400</p>	<p>To embed the culture and language of inclusion across the school to ensure all staff have ambitious expectations for all learners, therefore increasing our % of pupil premium pupils and targeted groups to reach expected standards.</p>	1,2
<p>Pupil Premium Lead to provide strategic oversight and drive provision for all PP children in school</p>	<p>The EEF highlights the importance of ensuring professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.</p> <p>School evidence demonstrates that there is a need for strategic leadership and development for the Pupil Premium provision and professional development to further enhance opportunities for our disadvantaged pupils to close the gap.</p>	All
<p><i>SLT and PP lead to identify and support staff/ teachers who would benefit from further CPD training in behaviour managements and vulnerable groups</i></p>		
<p><i>Pupil Progress meetings with class teachers and SLT every milestone throughout the year.</i></p> <p><i>Strong professional dialogue with ELSA, family liaison and SLT to discuss pupil</i></p>	<p>Time for ongoing professional dialogues regarding further support for pupil premium children will keep this a priority.</p> <p>There is a collected responsibility for pupil premium children's progress in order to make accelerated progress. Staff will know their pupil premium children, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p>	All

<i>premium and other vulnerable groups</i> <i>Weekly meetings to involve SLT, DSL, ELSA and SENDco</i>		
<i>Subject leaders are given release time to drive improvements within their subjects across the school.</i> <i>This includes particular foci on progress of vulnerable groups</i>	EEF research has found that quality first teaching is the most powerful way of helping disadvantaged children to make progress, and so if we want to develop children's vocabulary this needs to be at the forefront of what our first wave teaching is focussing upon. In addition, the Education Development Trust has found the use of peer review strategies brings about improvements in quality of teaching and learning.	1,2

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional catch up and keep us sessions targeted for pupils who require further phonics and reading support – delivered by trained LSA staff</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantage backgrounds. Targeted phonics interventions have shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
<i>LSAs deployed to lead interventions and provide individual/group for each class</i> <i>. speech and language</i> <i>. catch up groups for reading,</i>	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1,2

<i>writing and maths</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	
<i>LSA to run Speech Link interventions in KS1.</i>	Speech Link is a widely-used diagnostic and intervention tool with proven impact. Using it to identify children's needs precisely then enable subsequent interventions to be more effective.	1,2

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Liaison Lead</i> <i>. Building relationships with vulnerable families</i> <i>. Monitoring parental engagement</i> <i>. Targeting attendance</i> <i>. Organising food bank referrals</i>	We acknowledge that before we can accelerate progress there are other barriers that we need to address, including those linked to attendance, social and emotional factors and early intervention family support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3,4,5,
<i>Supporting pupils with their learning, social and emotional behaviours by using ELSA support</i> <i>1 – 1 ELSA</i> <i>Small group ELSA sessions</i>	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and Emotional Learning interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.	5
<i>Dedicated staff member to provide 1:1 Thrive support.</i> <i>Thrive practitioners from PBS support staff member in school implementing these interventions</i>	THRIVE has been developed by the Hampshire primary behaviour support service who have tested its effectiveness. It focuses on filling key personal/emotional developmental gaps. This is valuable in itself for children, but also then allows them to access the curriculum much more effectively.	3,5
<i>Pupil premium lead and Family Liaison lead will monitor</i>	Our attendance figures are currently good for Pupil Premium pupils (gap of 2%) and we would like to maintain this. A higher percentage of our pupil	4

<p><i>attendance through monthly reports</i></p> <ul style="list-style-type: none"> <i>. Poor attendance (below 90%) will be challenged with communication from the head teacher</i> <i>. Admin officer will promptly call families who have an absent child without reason</i> <i>. Family liaison officer will support families when needed</i> <i>. Breakfast club and afterschool club offered to families at no cost</i> 	<p>premium children are late to school than non-pupil premium pupils. Monitoring the attendance ensures it remains a high focus.</p>	
<p><i>Pupil premium lead will improve the extracurricular opportunities available for our pupil premium children through inviting PP children to attend after school activities and clubs</i></p>	<p>Extra-curricular activities are an important part of education in its own right. These approaches may increase the engagement of learning and well-being.</p>	<p>6</p>

Total budgeted cost: £ 53,000

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.

We have analysed the performance of our school's pupil premium pupils during the 2021/22 academic year using key stage 1 performance data, phonics check results and our own internal assessments.

Data 2021 - 2022

End of Early Years 2021 - 2022		
33% of PP children SEND		
ARE +	PP %	Non PP%
<i>Reading</i>	60%	81%
<i>Writing</i>	40%	81%
<i>Number</i>	60%	79%

End of Year 1 – 2021 - 2022		
27% of PP children SEND		
ARE +	PP %	Non PP %
<i>Reading</i>	67%	76%
<i>Writing</i>	53%	70%
<i>Maths</i>	53%	71%

Year 1 Phonics Screening Data	
Pupil Premium	60%
Non Pupil Premium	76%

All subject areas will continue to be a focus as attainment outcomes remain lower than non-pupil premium pupils.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We have used the pupil premium funding to provide ELSA/ wellbeing support for all pupils and targeted 1-1 and small group interventions where required. We are building on that approach with the activities detailed in this plan.

The SSP phonics and reading scheme 'Little Wandle' has been purchased and teaching began September 2022 and all staff completed training. Early monitoring shows that all staff are following the scheme with fidelity.

Zones of Regulations has been implemented across the school and the children have shared the language within which they describe their feelings. This initial work will continue to be embedded to ensure there is a real drive and impact in using the Zones or Regulations.

A range of enrichment opportunities have been offered during and after school this year

- . Home start
- . Tag Rugby
- . Lego Club
- . Hockey
- . Rock steady
- . Before and after school – Sea Urchins

End of Year 2 2022 - 2023		
ARE +	Pupil Premium (PP) %	National PP %
<i>Reading</i>	<i>29%</i>	<i>54%</i>
<i>Writing</i>	<i>36%</i>	<i>45%</i>
<i>Maths</i>	<i>36%</i>	<i>56%</i>
<i>Combined</i>	<i>19%</i>	<i>-</i>

End of Year 1 2022 - 2023		
ARE +	Pupil Premium (PP) %	National PP %
<i>Phonics Screening</i>	<i>73%</i>	<i>67%</i>

End of Year R 2022 - 2023		
ARE +	Pupil Premium (PP) %	National PP %
<i>Good Level Development (GLD)</i>	<i>70%</i>	<i>52%</i>

	Attendance 2022 - 2023
Pupil Premium	94.59%
Non Pupil Premium	94.82%

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
SCARF – PSHE programme	Coram
Language Link	Speech Link
Nessy Literacy Support	Net Educational Systems