

Pupil premium strategy statement 2021 - 2022

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	Weston Shore Infant School
Number of pupils in school	81
Proportion (%) of pupil premium eligible pupils	69% (56/81)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021 2021/2022 2022/2023
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	FGB
Pupil premium lead	Vanessa Ridler
Governor / Trustee lead	John Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,080
Recovery premium funding allocation this academic year	£7,830
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.	£93,910

Part A: Pupil premium strategy plan

Statement of intent

At Weston Shore Infant School, our ambition is to improve outcomes of socially and economically disadvantaged pupils and reduce the variation between disadvantaged and non-disadvantaged groups. Our priorities for our disadvantaged pupils align with our school improvement plan that is written to combat our whole school targets to improve the quality of teaching and learning across the school and increase the rates of progress in English, mathematics and a range of other subjects. Our priorities to ensure that we do this are:

AIM 1: To ensure that we significantly reduce absence rates of pupil premium children.

Closing the gap is more than just data and we know that many of our pupil premium children persistence absence is an issue. We recognise that we need to have high expectations of attendance and punctuality and not wait for our pupil premium children to be recognised as persistent absentees before acting. We will set ambitious targets for all pupils above national averages and work closely to address concerns by creating a personalised attendance action plan with parents, children, attendance leads and the EWO. We know that quality first teaching, an engaging curriculum and a variety of rich extra-curricular activities make sure children want to come to school and have reflected this within our provision. We will monitor attendance data daily, weekly and in 20 day cycles and share this with all stake holders. In order to raise the profile of attendance we will share with parents the benefits of attending school, attendance data and celebrate those pupils who improve attendance by 10% or meet 100% attendance.

AIM 2: To close the Maths and Reading gaps in attainment between pupil premium children and our non-disadvantaged children.

We know that access to high quality teaching is absolutely essential for all children. Research shows us that disadvantaged children make the best progress when they have access to first quality teaching. In achieving consistently good or better teaching across the school, we will see outcomes improve for all children, regardless of their ability or background. Our bespoke curriculum is born from a progressive knowledge and skills curriculum. It creates a secure bank of knowledge and skills that children build upon and gives them the capital required to access secondary school. As well as focusing on teaching, we will also ensure that we have specific targeted interventions that uses pupil premium funding to support our disadvantaged pupils to keep up or catch up in their learning. This, combined with close monitoring and tracking, will ensure that every child has better access to age appropriate curriculum and no child 'slips through the net'.

AIM 3: To ensure that we improve parental engagement through a whole school shared approach and ethos that 'all families are reachable'.

We believe that small, regular and informal parental engagement strategies value parental input and are most effective. Research shows us that reported outcomes of increased parental engagement include improved academic performance; improved relationships between parents, teachers and schools and that this is most effective when it is implemented in early education. Our interventions will focus both on academic outcomes and parenting skills rather than addressing either aspect in isolation. As well as focusing on interventions, we will also create opportunities for parental engagement based on maximising choice and minimising barriers. This, combined with prioritising communication will ensure we are approachable, flexible and willing to consult with parents regularly. Furthermore, with robust monitoring and evaluating, we will ensure a sustainable and lasting relationship for parents, children and the school.

AIM 4: To ensure that we support our families so that our most disadvantaged children build the same cultural capital as their non-disadvantaged peers.

We know that many of our pupil premium children will not have access to the cultural provision of their non-disadvantaged peers. We have therefore built ‘cultural compensation’ into our new curriculum. Our tailored curriculum ensures that vocabulary acquisition is planned for so that language is carefully developed over time and helps children to access the range of experiences on offer. Furthermore, citizenship and British Values have been specifically catered for so that we are building the personal qualities required for life such as resilience and independence. We recognise the need for our disadvantaged children to have fair and equitable access to our extra-curricular offer; we have to go above and beyond to achieve this equality. Our list of clubs has been designed to appeal to a range of hobbies, from craft all the way through to sporting activities. All clubs, visits and trips target our disadvantaged children and we provide spaces to ensure that they have access, regardless of cost. In many cases we know that the support required is not academic and we have a range of pastoral support on offer to help our disadvantaged families be the best they can be.

Challenges

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

Challenge number	Detail of challenge
1	Improve identification of barriers to early reading
2	Children are not “mastering” maths fluency.
3	Communication in Early Years
4	Parental engagement
5	Attendance and lateness impacts on the outcomes for some pupils
6	Pupils have limited life experiences. (Poor Cultural capital of pupils)
7	Mental health and well being difficulties are impacting children’s ability to fully access the curriculum.
8	Children have gaps in learning and lack mastery of core concepts due to the impact of Covid lockdown.

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
The teaching of Early Reading is secure and consistent across the school	Early identification of reading barriers will be in place to inform planning and assessment.
Consistent and strong modelling in maths is improving outcomes for pupils	Children will secure mastery and fluency in Maths.

To develop strong communication skills in children within Early Years	End of Early Years outcomes will be in line with national in Communication.
Parents will feel part of their child's education, have knowledge of what their child is learning and understand how best to support them.	Parents will attend offered workshops, will access suggested resources to support their child's education.
To ensure all pupils have consistently good, punctual attendance.	Attendance will be at least in line with National expectation. Lateness will reduce.
To ensure pupils have mastered key curriculum knowledge that was impacted by Covid lockdown.	Children will be working at age related expectations in core curriculum areas.

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: £ 19,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject leader time for coaching and mentoring 0.5 hr per week (£5000)	<i>“Teachers’ learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers’ learning is based on their genuine assessment and understanding of pupils’ learning they can start to make adaptations to their practice which can lead to real differences in outcomes.” (National College)</i>	1,2,3
Implementation of Lexplore including initial screening of pupils to identify barriers (£1799)	<i>EEF – Diagnostic Assessment - Diagnostic assessments provide opportunities to reflect on pupils’ thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers, as there are many reasons why pupils might answer a question in a certain way. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</i> <i>Lexplore will enable us to identify children’s individual barriers to reading so that we can support them most effectively.</i>	1

<p>SLT management and support for PP pupils and families (£3900)</p>	<p><i>EEF –“Create a leadership environment and school climate that is conducive to good implementation., Set the stage for implementation through school policies, routines, and practices, Identify and cultivate leaders of implementation throughout the school.Build leadership capacity through implementation teams”.</i></p>	<p>All</p>
<p><i>CPD for staff around modelling of reading to improve outcomes for pupils (£1000)</i></p>	<p><i>EEF High Quality Teaching – Maximising learning “The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</i></p>	<p>1</p>
<p><i>Teachers to work with the Maths hub to embed the teaching of mastery across all year groups. CPD for all teachers and textbooks as required. (£1500)</i></p>	<p><i>EEF + 5 Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context. A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge. Mastery learning approaches are often associated with direct instruction, but many of the high impact studies identified included elements of collaborative learning. There is large variation behind the average impact – mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.</i></p>	<p>2</p>
<p><i>Teacher and TA CPD to develop knowledge of communication in Early Years to support children with their speaking and listening. (£2500)</i></p> <p><i>SALSA support for children presenting with SpL difficulties (£2760)</i></p> <p><i>Dedicated TA time to work on speech targets 1:1 with pupils, 1 hr per week (£1296)</i></p>	<p><i>EEF Early Years Toolkit - 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. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. Some types of communication and language approaches appear, on average, to be more effective than others. There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.</i></p>	<p>3</p>

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

Budgeted cost: £ 32,146

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LExplore reading intervention across all year groups for identified children as a result of LExplore screening (£9886)</p> <p>1:1 additional reading (£3216)</p> <p>New library system to offer greater access to books for all pupils (£495)</p>	<p>EEF +6 - Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p>	1
<p>Daily use of 5 minute box Intervention across KS1 (£3216)</p> <p>Precision teach for targeted pupils (£3242)</p>	<p>EEF + 5 - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1
<p>Catch up through maths intervention for disadvantaged pupils falling between age related expectations.</p> <p>1st Class in number : Targeted Yr 2 (£3216) and resources £280)</p>	<p><i>EEF – 1st Class in Number “Our evaluation found that pupils who received 1stclass@number made, on average, two additional months’ progress in maths.”</i></p> <p><i>Plus 1 in number and Power of 2 put in place the building blocks of number and developing skills with mental calculations. It is used by over 5500 schools in the UK and overseas.</i></p>	2

<p>Use of NELI programme to specifically support pupils who are not at ARE for communication.</p> <p>NELI intervention for Yr R; Spring and Summer term, 26 wks, 5 hrs per week (£1056)</p> <p>BLAST Yr R, 13 wks, 2.5hrs per week (£539)</p>	<p><i>EEF +6 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. 4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.</i></p> <p><i>The EEF has funded 19 projects with a focus on early years so far. One of these particularly provides good evidence of a promising approach: the Nuffield Early Language Intervention. The programme is designed to improve the language skills of reception pupils (ages 4–5) with relatively poor spoken language, through scripted small-group sessions delivered by a trained teaching assistant or early years practitioner. The independent evaluation of this project in 193 schools found positive impacts on children's language, equivalent to about +3 months of additional progress for children receiving the 20-week intervention in reception. This was the third trial of the Nuffield Early Language Intervention showing positive effects.</i></p>	3
<p>Recovery Catch up booster sessions, weekly, after school (£5000)</p>	<p><i>School internal assessment shows that some children have gaps in their understanding and lack mastery of core concepts.</i></p>	8
<p>Increased access to EP service to explore barriers to learning (£2000)</p>	<p>The school link EP is available to support us in identifying and addressing a range of barriers to learning. This additional support will enable us to identify barriers and resolve issues more quickly, and for pupils.</p>	1,2

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

Budgeted cost: £ 27,988

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Develop parental engagement through Federation wide workshops, the LPP award in order to build relationships between school and home and improve perceptions of school.</p> <p>LPP Award training (£1000) and adult learning sessions for parents (£500) and workshops such as Phonics and Reading (£500)</p>	<p>EEF +4</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children’s learning activities; and more intensive programmes for families in crisis.</p>	<p>4</p>
<p>Attendance and lateness to be robustly monitored and solutions found to support families such as Breakfast club and the purchase of uniform for pupils to feel part of school community (£1000)</p>	<p><i>Tramonte, L. and Willms, J. (2009) found compelling evidence that dynamic cultural capital has strong effects on students’ schooling outcomes.</i></p> <p><i>“Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.” (DFE, School Attendance Guidance, 2020)</i></p>	<p>5</p>
<p>Pupils will have access to a range of experiences and opportunities so that they have the same cultural capital offer as their non-disadvantaged peers. (£5000)</p>		<p>6</p>
<p>Develop the profile of the school ELSA as “Health and Well being Champion” to support the needs of individual pupils. (£15488)</p> <p>Referrals to MHST for specialist support including offering session in school (£500)</p>	<p>EEF +4 - Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	<p>7</p>

<p>Development of Early Years environment and resources to improve accessibility for all pupils (£4000)</p>	<p>The environment plays a key role in supporting and extending children's development and learning. Enabling environments encourage young children to play because they feel relaxed, comfortable and 'at home' in them. (www.earlyyearsmatters.co.uk)</p>	<p>3</p>
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Total budgeted cost: £ 79,889

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.

See Separate Strategy Review document.

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
Lexia Core 5	Lexia UK
Third Space Maths	NTP

Further information (optional)

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