

Field Place Infant School and SSC Pupil Premium Strategy 2021 - 2022

School Overview	
School name	Field Place Infant School and SSC
Number of Pupils	240
Proportion of Pupil Premium	68 (28%)
Pupil Premium Allocation (September – April)	£ 96,904.00 (2021 – 22)
Academic Years covered by this statement	2021-2022
Publish Date	October 2021
Review dates	April 2022 & Sept 2022
Statement authorised	FP Governing body
Pupil Premium Lead	Teresa Bourne
Governor Lead	Alison Cooper
Pupil Premium Work Party members	Teresa Bourne and Dr Paul Jones (Head Teacher)

Data Starting Points 2021/2022 <i>(No Data 2020-2021 – Covid Pandemic)</i>			
		Expected	Below Expected
EYFS GLD Baseline 09/21	Total: 72 PP: 22 (32%)	42%	All 3 - 31% 2/3 - 13.5% 1/3 - 13.5%
Year 1 – initial data (use of GLD July 2021)	Total: 75 PP: 20 (26.5%)	MF&B: 75% Reading: 35% Writing: 20% Maths: 55%	MF&B: 25% Reading: 65% Writing: 80% Maths: 45%
Year 2 – initial data (use of end of year 1 data July 2021)	Total: 93 PP: 27 (29%)		
Reading		55%	45%
Writing		48%	52%
Maths		67%	33%

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School Improvement Priorities for Pupil Premium Learners			
Priority 1 Mental health and Wellbeing	<p>Newly appointed Pupil Premium Leader to take part in the West Sussex Disadvantaged Project and attend training and module-based learning with opportunities to disseminate learning as part of staff CPD.</p> <p>Gaps in learner’s social and emotional development are identified and appropriate learning is supported.</p> <p>Planned interventions based on Social Skills development are targeted to close gaps.</p> <p>Families have access to clothes (uniform), BreakfastClub, after school clubs and increased extra-curricular activities.</p> <p>OUTCOME: barriers to learning are identified using reception GLD data and removed so that PP learners are confident and have the skills to access their learning.</p>		
Priority 2 Key Skills – Literacy and maths	<p>Learners are identified as having specific gaps in their learning. Data and teacher knowledge identifies those who need interventions to close gaps or to challenge thinking.</p> <p>OUTCOME: PP Learners make good progress and attain the appropriate skills and knowledge across the curriculum in line with National Expectations</p>		
Priority 3 Curriculum Development	<p>The curriculum offers learners the opportunities to explore potentials and to learn new skills. There are opportunities to participate in wider opportunities and learners realise that skills and knowledge acquired, can lead to both financial and social prospects in the place of work and recreation – Cultural capital</p> <p>OUTCOME: Opportunities for Cultural capital are exploited ie learning about artists and musicians, sports personalities, local historical and geographical individuals and people who have influenced our lives</p>		
Planned Support and Activities			
	Teaching	Wider Strategies	Cost
Priority 1 Mental health and Well-being Behaviour	<p>New RSHE curriculum</p> <p>Targeted SEMH interventions in Year 1 and 2</p>	<p>Lego therapy, Social skills</p> <p>School uniform/resources</p> <p>Breakfast Club CPD/Training</p> <p>Longer Term: Parenting Course ran by fully trained leader 3 x yearly Poss Learning Mentors / Play Therapist</p>	<p>PP Leader 0.2 Time £20,782.44</p> <p>Reception LSA £15,163.0</p> <p>Costings to be completed</p>

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Priority 2 Reading, Writing and Maths in KS1 Primary Areas - Reception	Intervention groups and resources	In-class interventions – LSA in each class to support PP and SEND Read, write, Inc focussed on reading levels of children. Language Intervention Groups Jump Ahead – to support pre-writing skills Reception – Nelli Intervention, Bucket time, focussed phonics and mats interventions. KS1 - Reading eggs – All disadvantaged pupils	£6,576.00 SENDCo time £30,326.00 LSA Time £1574.64
Priority 3 Curriculum	Broad Balanced Curriculum – Cultural experiences – remote i.e. museum, authors, Clubs After school clubs	Phonics books/resources for home Cultural capital to spend (post Covid) Pantomime After School clubs Topic related visits and school trips.	£3874.40 £1699.00
			£79,995.08

Monitoring and Implementation

Area	Challenge	Mitigating action
TEACHING	CPD and professional dialogue Monitoring of progress and attainment of PP learners LSA in class Targeted support PP Learners: Daily read, targeted English and Maths support.	Monitoring and Evaluation cycle focuses on Key maths and Literacy skills Newly appointed Pupil Premium Leader take part in the West Sussex Disadvantaged Project and attend training and module-based learning. Staff Meeting opportunities to disseminate learning as part of staff CPD.

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TARGETED SUPPORT	<p>Gaps identified in Autumn Term</p> <p>Learners receive support through a range of intervention</p> <p>LSA time to support individual readers/key words</p> <p>Environment supports learning</p>	<p>PP children identified on all planning</p> <p>Planning reflects need of learners – Key Texts</p> <p>Foundation Stage and KS1 Reading Meetings with parents about strategies and ways to support at home</p>
WIDER STRATEGIES	<p>Mental health and well-being of learners and families</p> <p>Parent Group Vision from 2022/2023</p>	<p>Creative use of 'visits' and 'visitors'</p> <p>TB and SLT to monitor and liaise with outside agencies</p> <p>PP Leader to work with Head Teacher to devise logistics of Parenting Programme.</p>