

Field Place Infant School Pupil Premium Strategy Statement 2022 - 2023

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	Field Place Infant School
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	24.8% (will be more as waiting for all Rec PP numbers)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	April 2022
Date on which it will be reviewed	September 2022
Statement authorised by	P.Jones
Pupil premium lead	T Bourne
Governor / Trustee lead	R Matthews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,904 (2021-2022)
Recovery premium funding allocation this academic year	Oct £2624.45 & Jan £2472.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£102,001

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Field Place Infants, it is our objective to ensure that all children, irrespective of their background, leave the school as the best version of themselves. Achieving this means: good progress and attainment will have been made across all subjects; culture capital will have been widened; and self-esteem and self-worth raised. The focus of our pupil premium strategy therefore is to support disadvantaged children in achieving these goals and subsequently reduce the attainment gap between disadvantaged and non-disadvantaged children.

As a school, and in line with EEF research, we believe that high-quality, targeted teaching is one of the most effective ways in raising progress and attainment not only for disadvantaged pupils but for non-disadvantaged pupils too. Promoting, developing and delivering high quality teaching will therefore carry huge importance in our pupil premium strategy. We will use thorough and robust assessments to identify and target specific gaps in learning. With the support of research we will then implement appropriate and proven interventions to target these gaps. Identifying and targeting these gaps in learning will also contribute to wider school plans. It is of paramount importance that as part of this pupil premium strategy, the progress of non-disadvantaged children is maintained alongside that of their disadvantaged peers.

As with everything that we do as a school, the children will be at the forefront of all our plans. Each and every step, process and intervention introduced as part of our pupil premium strategy will have been: heavily scrutinised; supported by research, assessments and professional conversations; and will have passed our 'How will this benefit the children?' checks. Our approach will continue to be monitored and reviewed termly making sure that we are adaptive to change, feedback and assessments.

Challenges

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

Challenge number	Detail of challenge
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1	<p>Attendance:</p> <p>To make good progress and raise attainment across all subjects, children need to be in school. When analysing our attendance figures there is a clear attendance gap between our disadvantaged and non-disadvantaged pupils, with three children well below target. These absences not only lead to a loss of learning for the individuals concerned but also increase the potential of the attainment gap widening further.</p>
2	<p>Language Deficit:</p> <p>Collectively, as a whole school, the number of children speaking and using language at the age-related expectation is lower than we would expect. We have a high SALT Caseload and an SSC for children with Speech, Language and Communication Difficulties. Further analysis of this data identifies that the percentage of disadvantaged children reading below the expected reading age is much higher than that of their non-disadvantaged peers.</p>
3	<p>Reading Attainment:</p> <p>Collectively, as a whole school, the number of children reading at the age related expectation is lower than we would expect. Further analysis of this data identifies that the percentage of disadvantaged children reading below the expected reading age is much higher than that of their non-disadvantaged peers.</p> <p>Year 2 Data: 38% age expected – July 2022</p> <p>Year 1 Phonics Data: 55% age expected – July 2022</p>
4	<p>Writing Attainment:</p> <p>Collectively, as a whole school, the number of children writing at the age related expectation is lower than we would expect. Further analysis of this data identifies that the percentage of disadvantaged children reading below the expected reading age is much higher than that of their non-disadvantaged peers.</p> <p>Year 2 Data: 15% age expected - July 2022</p>
5	<p>Maths Attainment:</p> <p>Collectively, as a whole school, the number of children writing at the age related expectation is lower than we would expect. Further analysis of this data identifies that the percentage of disadvantaged children reading below the expected reading age is much higher than that of their non-disadvantaged peers.</p> <p>Year 2 Data: 26% age expected – July 2022</p>

6	<p>Self-Esteem and Well-being:</p> <p>As a result of the pandemic, the school closures, and restrictions to everyday life, requests for social, emotional and well-being support from parents, carers, social-workers and outside agencies has significantly increased. This lack of self-esteem and self-worth, particularly for disadvantaged pupils, can have a huge effect on progress and attainment outcomes.</p>
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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
To improve the language gap for children across the school.	<p>SALT involvement for children with significant SLCN</p> <p>Early identification of language levels in Reception.</p> <p>Word Aware approach to be developed across the school.</p> <p>By July 2023 Language Assessment results alongside internal summative results for all year groups show that the percentage of disadvantaged children achieving the expected standard in speaking and listening has increased.</p>
To improve reading attainment and outcomes for disadvantaged pupils.	By July 2023, KS1 results alongside internal summative results for all year groups show that the percentage of disadvantaged children achieving the expected standard in reading has increased since 2019 results.
To improve writing attainment and outcomes for disadvantaged pupils.	By July 2023, KS1 results alongside internal summative results for all year groups show that the percentage of disadvantaged children achieving the expected standard in writing has increased since 2019 results.
To improve maths attainment and outcomes for disadvantaged pupils.	By July 2023, KS1 results alongside internal summative results for all year groups show that the percentage of

	disadvantaged children achieving the expected standard in maths has increased since 2019 results.
To improve % of disadvantaged children achieving the expected standard in reading, writing and maths combined.	By July 2023, KS1 results alongside internal summative results for all year groups show that the percentage of disadvantaged children achieving the expected standard in reading, writing and maths has increased since 2019 results.
To improve overall attendance across the whole school particularly for that of our disadvantaged pupils.	Sustained and improved overall school attendance. A reduction in the attendance gap between disadvantaged and non-disadvantaged pupils. A reduction in the gap between disadvantaged and non-disadvantaged who are persistently absent.
To promote and improve self-esteem, self-worth and enjoyment of school and learning for all pupils, particularly our disadvantaged pupils.	Sustained and improved overall levels of self-esteem, self-worth and enjoyment of school. Demonstrated through parent surveys, student voice, in the form of our school council, and an increase in participation of extra-curricular activities and clubs.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching:</p> <ul style="list-style-type: none"> Staff Meetings, CPD, Inset Days, Courses, Off-Site School visits, school lead projects. 	<p>There is strong evidence and research to suggest that the best way to improve attainment of pupils of all abilities and backgrounds is through high quality teaching.</p> <p>EEF Support for schools School improvement planning High quality teaching</p>	2, 3, 4, 5

<p>Half Termly Assessment Reviews:</p> <ul style="list-style-type: none"> - The progress of all PP children to be reviewed. - Success of current interventions to be reviewed. - Next step for pupils to be put in place. 	<p>Evidence suggests that robust assessments, both formative and summative, and the analysis of the data it provides are essential in informing teachers of the areas of strength and weakness within pupil's knowledge. Using this data for targeted teaching and feedback to pupils is essential in raising attainment.</p> <p>EEF Guidance for teachers Assessment and feedback</p>	<p>2, 3, 4, 5</p>
<p>Nursery / Reception Cohort Language Baseline assessment data (within 6 weeks)</p> <ul style="list-style-type: none"> - The progress of all PP children to be reviewed. - Success of current SAL interventions to be reviewed. - Next step for pupils to be put in place. 	<p>Language deficit for our disadvantaged pupil can cause a significant barrier to language if not identified and addressed early in education.</p> <p>Develop a language aware environment to support children's language acquisition and awareness of words.</p> <p>EEF Education evidence Teaching learning toolkit Word Aware Toolkit</p> <p>Word Aware</p>	<p>3</p>
<p>Attendance Lead and PP Lead:</p> <ul style="list-style-type: none"> - To monitor attendance throughout the whole school - To identify attendance trends and patterns - To liaise with parents of pupils who are persistently absent and put attendance action plans in place. 	<p>It is clear that being in school and accessing the curriculum is of huge importance when it comes to attainment. There is a vast amount of research that highlights the significance impact absences have on attainment.</p> <p>GOV UK Government Absence and life chances</p>	<p>1</p>

Enhance cultural capital for our most disadvantaged learners.	Evidence suggests that children thrive with extra-curricular activities	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 96,904

Activity	Evidence that supports this approach	Challenge number(s) addressed
Word Aware approach to be used across the Year.	INSET Training September 2022. Explicit teaching of vocabulary across all year groups Nursery – Yr 2 Regular reviews during staff meetings. Monitoring to include observation and child voice. Tier 2 Vocabulary groups to support most disadvantaged.	2
Writing targeted intervention groups to start earlier in the year; - LSA in class to support disadvantaged children in class	Findings from the EEF suggest that there is a real benefit to small group tuition groups, particularly for disadvantaged children and those falling behind in attainment. EEF Education evidence Teaching learning toolkit Small group tuition	4
Maths targeted intervention groups and : - LSA in class to support disadvantaged children in class -	Findings from the EEF suggest that there is a real benefit to small group tuition groups, particularly for disadvantaged children and those falling behind in attainment. EEF Education evidence Teaching learning toolkit Small group tuition	5
RWI:	Evidence suggests that implementing a range of reading phonic strategies can have a huge impact on pupils learning to read	3

<ul style="list-style-type: none"> - The previous purchase of Read, write, Ink and relevant CPD training to provide detailed analysis of individual pupils reading needs. 	<p>and their attainment. The research indicates that the most success comes when strategies are based on effective and frequent assessment of each pupils' reading ability.</p> <p>EEF Education evidence Teaching learning toolkit Reading strategies</p>	
<p>Reading Interventions:</p> <ul style="list-style-type: none"> - LSA in class to support disadvantaged children in class – reading and practicing phonics skills daily. - Use of Reading Eggs for individual children to practice reading skills 	<p>Evidence suggests that implementing a range of reading phonic strategies can have a huge impact on pupils learning to read and their attainment. The research indicates that the most success comes when strategies are based on effective and frequent opportunities to read and practice sounds and words.</p> <p>EEF Education evidence Teaching learning toolkit Reading strategies</p>	3

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

Budgeted cost: £ xxxx this year

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and Emotional Intervention Groups:</p> <ul style="list-style-type: none"> - A whole school approach targeting social and emotional learning within PSHE lessons. - Small intervention groups to target pupils who are 	<p>Improving pupils' decision-making skills, their interactions with others and their self-management of their emotions can have a really positive impact of attainment.</p> <p>EEF Education evidence teaching toolkit Social and emotional learning</p>	5

particularly struggling with their social and emotional well-being.		
Culture Capital: - Making sure that all barriers, particularly financial restraints, are removed for disadvantaged children allowing them to attend clubs, trips and extra-curricular activities.	Participation and physical activity can have a huge impact on the well-being and development of children. Removing the barriers to such activities can be beneficial to academic learning. EEF Education evidence Teaching toolkit Physical activity	1, 5
Contingency fund to acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5

Total budgeted cost: £ £96,904

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.

Review 2021-2022

Due to the Covid-19 disruptions the Year 2 cohort who undertook SATs in July 2022 were the hardest hit. This cohort, until Year 2, this cohort had not had a full year of education in yr R and yr 1. In Year 2 attendance figures were still affected by COVID in some cases.

1. Language Development – Language Interventions which focused on Tier 2 vocabulary were effective in supporting disadvantaged children with language needed to access class lessons. Next year school will adopt the Word Aware approach to ensure that Tier 2 vocabulary is taught explicitly in English, Maths and foundation subjects.
2. Writing Interventions based on the 'hold a sentence' principle was put in place from May 2022 and students made progress with sentence construction, grammar and punctuation. Leaders agree that this intervention needs to start earlier in the year to ensure greater impact.
3. Targeted support within class was effective in raising standards in reading, writing and maths. Disadvantaged children had access to daily reads with an LSA, phonic interventions and also the Reading Eggs computerised intervention. Staff absence in Term 2 did impact on the frequency of sessions and we hope this year that this will be robust and have a greater impact on children's reading, writing and maths development and progression.
4. Increased self-esteem and enjoyment became increasingly evident from varied learning experiences and trips and the extra-curricular activities that children could take part in. There was open celebration and recognition of all achievements. All children found their own expertise.
5. Clubs and extra-curricular activities will continue to be monitored closely to ensure that all disadvantaged children have access to the range on offer.

Externally provided programmes

Programme	Provider
Disadvantaged National Project – New appointed Pupil Premium Leader attending 3 day course	Durrington NLE School – Funded nationally
Mark Rowland – Pupil Premium Review December 2021	Durrington NLE School – Funded nationally

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Last year £320 funding play therapy for one pupil in receipt of this funding.
What was the impact of that spending on service pupil premium eligible pupils?	Play Therapy started in May 2022 and finished in the Summer Term 2022 when the pupil left.

Further information (optional)

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