

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 | Heather Avenue Infant School |
| Number of pupils in school | 125 |
| Proportion (%) of pupil premium eligible pupils | 9% |
| Academic year/years that our current pupil premium strategy plan covers | 2021 - 2022 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | January 2022 |
| Statement authorised by | Stacey Coleman |
| Pupil premium lead | Stacey Coleman |
| Governor / Trustee lead | Peter Balcombe |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £38,292 |
| Recovery premium funding allocation this academic year | £2000 (Covid recovery grant) £1,417.50 (School led tutoring) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £4,135.21 |
| 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 | £45,844.21 |

Part A: Pupil premium strategy plan

Statement of intent

At Heather Avenue Infant School, we strive to diminish gaps in attainment and progress through consistently high-quality teaching, targeted academic support and wider, carefully chosen strategies.

We aim for all our disadvantaged pupils to make excellent progress and achieve at least as well as all pupils nationally. We believe that all our children should be given the right support, at the right time, to afford them the same opportunities and life chances as their peers, in particular to enable them to move into the next phase of their education with strong foundations for their adult lives. We know that building strong and effective relationships with our children and families enables us to identify their needs and put into place the most comprehensive research-based actions to support in meeting these.

We have a vigorous focus on ensuring that all our children learn to read prior to leaving our school, and that our children develop a wide vocabulary, enabled through a love of reading and a focus on learning the meaning of words. Children are supported in their speaking and listening skills enabling a sound level of communication for all. We work hard to ensure that all children leave our school with a secure base in mathematical knowledge and understanding.

Through our focus on personal, social and emotional development we continually work to ensure that each and every child has a strong moral compass, this is reflected in our school strapline 'Preparing Children for a Bright Future in a Changing World'.

Our pupil premium funding supports our children through providing additional support and additional opportunities, enabling children to keep up with their learning and accelerate learning. In the past the actions taken to support our children have included;

- High quality phonics training/provision
- Phonics intervention training/provision
- Provision of quality texts for sharing
- Wellcomm assessment leading to additional support for speaking and listening taking in account input from our speech and language therapist via specific targeted intervention for children
- Pupil progress packs to support areas of need
- EAL training to support learners
- Breakfast club /After School club provision
- Nurture provision
- Aspirational activities
- PSA time

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | On-entry teacher assessments show that children enter school with difficulties linked to social interactions such as listening and attention and low levels of communication - speech and language. Wellcomm data shows that 74% of our Reception children have levels below expected for speech and language on entry to the academic year 2021/22. For our pupil premium Reception children, this number falls to 80% below expected. |
| 2 | On-entry teacher assessments show that children have lower levels of personal, social and emotional development. Demonstrating low levels of resilience, independence and ability to play with others co-operatively |
| 3 | On-entry teacher assessments show that children need greater support with physical development, both gross and fine motor skills |
| 4 | Year 1 data shows that children will require additional support and practice time to reach expected standards in phonics |
| 5 | Year 2 data shows that children will require greater support for gaining greater depth in their reading, writing and maths |

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 |
|--|--|
| Children in the EYFS show improved communication skills enabling effective listening and attention, speech and language | Wellcomm data shows that 80% of EYFS pupil premium children are not at expected. All these children will make progress from starting points, reaching the expected standard on the Wellcomm assessment. Children attain 'Good Level of Development' at the end of Early Years Foundation stage |
| Children in the EYFS show increased personal, social and emotional development via increased levels of resilience, independence and ability to play with others co-operatively | Observations of children in EYFS show that all children demonstrate <ul style="list-style-type: none"> • higher levels of resilience, requiring less adult support for basic tasks • higher levels of independence • greater ability to play co-operatively and converse in conversations successfully Children attain 'Good Level of Development' at the end of Early Years Foundation stage |

| | |
|---|--|
| <p>Children show a good level of physical development with increased gross and fine motor skills</p> | <p>Observations of children at play and small group support show advance skills in</p> <ul style="list-style-type: none"> • their use of gross motor skills • their use of fine motor skills for craft and writing <p>Children attain 'Good Level of Development' at the end of Early Years Foundation stage and teacher data shows children attain at least as expected for PE in KS1</p> |
| <p>Children know and use their phonics to support in reading</p> | <p>End of year data shows that all children are able to achieve the expected standard in their Phonic Screening Check</p> <p>Teachers see that children are able to use their phonic knowledge to support their reading</p> |
| <p>At the end of KS1 a greater number of children achieve the greater depth standard for reading, writing and maths</p> | <p>Teacher assessment and end of year data in Year 1 and Year 2 shows that children achieve a greater depth standard for reading, writing and maths.</p> <p>Currently year 2 children are on track for expected but will be supported to increase depth of learning to achieve greater depth.</p> |

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: £3,275

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Provision Mapping Tool and SENco time (£1675) | Previous experience shows that provision mapping ensures that the right children receive the right support EEF: Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support (+4 months) | 1, 2, 3, 4, 5 |
| WAW project CPD enhancing delivery of stories used as part of reading for pleasure (£600) | EEF: Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. | 1, 2, 4, 5 |
| Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively (£400 training). | EEF: 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. | 4, 5 |
| Full review of Maths and training with Maths Hub to best support children who require additional support via Power Maths programme a mastery approach to teaching maths (£600) | EEF: 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. (+5 months) | 5 |

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

Budgeted cost: £28,586

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Games/puzzles to enhance lessons, opportunities for building social skills including conversational skills (£450) | EEF: Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment (+5 months) | 1, 2, 3 |
| WELLCOMM assessment (75 hrs = £900) and intervention (200 hrs = (£2400) £3300 | EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. | 1, 2 |
| Speech and Language Intervention by TA 5 hrs/week=195 hrs (£2340) | EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. | 1, 2 |
| Ensure 1:1 phonics intervention for lowest 20% of pupils in each year group (TA time 35 hours/week =1365 hours per year = £16380). | EEF: 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. | 4, 5 |
| Ensure 1:1 or small groups maths intervention for children who require additional support (TA time 10 hours/week = 390 hours per year = £4680) | EEF: Small group tuition has an average impact of four months' additional progress over the course of a year. | 5 |
| Ensure 1:1 or small groups writing intervention for children who require additional support (TA time 2 hours/week = 78 hours per year = £936) | EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas (+5 Months) EEF: Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support (+4 months) | 5 |

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|---|--|---------------|
| | | |
| Highly individualised pupil progress packs, targeted support for home learning (£500) | EEF: Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning (+ 5 months) | 1, 2, 3, 4, 5 |

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

Budgeted cost: £5,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Breakfast Club and After School Club opportunities for all pupils (£1500). | EEF: Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision | 1, 2, 3 |
| Activities to extend and enhance the statutory curriculum, many of which are based in the arts (£2000/year) | EEF: Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum (+3 months) | 1, 2, 3, 4, 5 |
| PSA time (3 hrs per week = £1700/year) | EEF: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. | 1, 2, 3, 4, 5 |
| WAW project – stories to enhance reading for pleasure, listening and attention. Building emotional intelligence via high quality texts chosen to enhance this area (£1000). | EEF: 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 (+4 months) | 1, 2, 4, 5 |
| Sports programmes via apprentice resources (£600) | EEF: There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high | 1, 2, 3 |

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| | quality physical activity for the other benefits and opportunities it provides. | |
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Total budgeted cost: £3,275 + £28,586 + £6,800 = £38,661

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.

Training for phonics delivery has ensured that children receive high quality phonic provision with lowest 20% of children receiving additional support for learning, this has led to all children making progress in their phonics and reading.

Speech and language assessment and intervention ensured that children received the speech and language support they required and made good progress in these areas.

Provision mapping via our Senco ensured that assessments and interventions were planned and actioned by members of staff employed to support in various areas of intervention, leading to better progress for our children.

Highly individualised pupil progress packs enabled children to receive support for identified areas of need, identified via teacher assessment / progress review meetings the packs contained items that supported the children to practice in various areas for example playdough and 'Dough gym' exercises for fine motor development.

EAL training supported our teachers to ensure that all their high quality teaching was enhanced with EAL support strategies such as visual aids. Teachers were able to annotate plans to include additional activities for example pre teaching key vocabulary for our EAL learners, enabling our learners to make more progress in their language development and learning.

Breakfast club /After School club provision offers structure and support for our pupil premium children offering further opportunities for social interactions, development of listening and attention, communication and language along with personal, social and emotional development via opportunities for increased levels of resilience, independence and ability to play with others co-operatively.

Aspirational activities such as visitors to school and trips out has seen our children gaining an appreciation of others including authors, artists and sports personalities broadening their outlook and raising aspirations for our children.

PSA time has been pivotal in supporting our families at home, supporting with items such as sleep routines and in turn supporting our children to be ready for learning at school.

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 |
|-----------|----------|
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