

Pupil premium strategy statement – Garrick Green Infant School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	146
Proportion (%) of pupil premium eligible pupils	19%
Academic year that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Rebecca Dewing
Pupil premium lead	Rebecca Dewing
Governor / Trustee lead	Jason Tipple

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38780.00
Recovery premium funding allocation this academic year	£3770.00
National Tutoring Premium allocation this academic year	£2430.00
Pupil premium (and recovery premium) funding carried forward from previous years	£1787.65
Total budget for this academic year	£46,767.65

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting point, whatever that may be, and achieve their full potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils such as those who have a social worker, young carers and those with a challenging home life.

How our current pupil premium strategy plan work towards achieving those objectives

High quality teaching is at the heart of our approach with a focus on areas in which disadvantaged pupils require most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils' attainment in our school. Both disadvantaged and non-disadvantaged pupils will progress and achieve well alongside each other.

Our strategy is also integral to wider school plans for catch up and narrowing gaps, for pupils whose education has been worst affected, including non-disadvantaged pupils, using funding from the National Tutoring Programme for targeted support.

What are the key principles of your strategy plan?

Our assessments will determine those children needing support whether the need relates to well-being and mental health or to academic subjects. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure that disadvantaged pupils are challenged appropriately
- Deliver intervention as soon as the need is identified
- Ensure a collaborative approach whereby all staff take responsibility for the best possible outcomes for disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children indicate underdeveloped oral and written language skills and vocabulary gaps. These are evident in each year group and include disadvantaged children.
2	Assessments and observations in KS1 and EYFS identified several children, both disadvantaged and non-disadvantaged who were behind the expected level for their age in literacy or numeracy or both

3	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many of them. We have found that children in Y2 are still facing challenges that have arisen due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Referrals to the Family Support Worker consist of an increasing number of parents requesting support with their children, as well as from teachers regarding children in their class. 10 pupils (10 of whom are disadvantaged) currently require either additional support individually or in a small group. During the autumn term, 3 parents are being supported by the FSW at EHAP or FSP level, and others at a lower level, but still requiring a significant amount of time.</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
Improved receptive and expressive oral and written language skills and attainment among disadvantaged children and narrow the gap between pupil premium and non-pupil premium pupils	Assessments and observations will show a significant improvement in oral and written language skills and in particular, pupil premium data in this area will show comparably to that of non-pupil premium pupils
Improved outcomes in reading, writing and maths at end KS1, phonics at end Y1 and GLD at end EYFS for disadvantaged children and narrow the gap between pupil premium and non-pupil premium pupils	Pupil Premium data for KS1 reading, writing and maths, Y1 phonics and EYFS GLD will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed.
To achieve and sustain improved emotional well-being and mental health for children and their families	<p>Disadvantaged children will be enjoying participating in enrichment clubs and educational visits</p> <p>Decrease in number of EHAPs and FSPs</p> <p>Less time will be needed to work with children and families who have been referred</p> <p>Pupil voice will be more positive</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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a SaLT to assess and review children's expressive and receptive speech and language, and to support staff in the implementation of interventions	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £37455

(£4275 S&L tutor, £4180 literacy and numeracy support, £29,000 additional adult)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with school-led tutoring for children whose education has been most impacted by the pandemic, including a significant proportion of disadvantaged children. This will be in the form of targeted support to ensure we narrow the gap and that those children achieve expected outcomes. S&L intervention: Working with 13 children delivering S&L interventions, in line with recommendations from SaLT (£4275)	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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

<p>Writing support with 12 children:</p> <p>Alphablocks individual sessions to encourage writing</p> <p>verbal and pictorial sequencing sessions</p> <p>practice in writing CVCC words</p> <p>sessions for sentence structure, coherence and confidence</p> <p>Maths support with 10 children:</p> <p>number recognition</p> <p>Number Blocks work on number bonds</p> <p>Phonics support with 16 children:</p> <p>extra phonics practice</p> <p>decoding practice</p> <p>CVCC word reading practice</p> <p>Reading support with 42 children:</p> <p>additional individual reading</p> <p>guided reading</p> <p>precision teach for tricky words</p> <p><i>(£4180 for literacy and numeracy support detailed above)</i></p> <p>Support with cognition and social and emotional support from additional adults for 3 disadvantaged children</p> <p><i>(£29,000)</i></p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7513

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker in place 1.25 days a week supporting parents and children with a range of issues including behaviour, sleep, routines, bereavement, separation, trauma and attachment. This involves being a DSL, leading EHAPs and FSPs, signposting parents to additional support, therapeutic play with children 1:1 and in small groups, seeking pupil voice (£3952)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life e.g. improved academic performance, attitudes, behaviour and relationships with peers EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	3
Sensory circuit sessions for 10 children (£3561)	Sensory circuits are designed to facilitate sensory processing and are a great way of stimulating children's sensory motor skills ready for learning, as well as regulating them so they are prepared for the transition from school to home https://scholar.google.co.uk/scholar?q=impact+of+children+doing+sensory+circuits&hl=en&as_sdt=0&as_vis=1&oi=scholar https://www.childrenschoicetherapy.co.uk/sensory-circuits/	2,3

Total budgeted cost: £ 46,968

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

To help us gauge the performance of our disadvantaged pupils we also compared our results to those for pupil premium and non-pupil premium pupils at a national level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Overall, at the end of KS1 2018-19, children in receipt of pupil premium achieved in line with their non-pupil premium peers in reading, writing and maths. This was also the case for the Y1 phonics screening check. In EYFS only 50% achieved a GLD but this should be treated with caution as there were only 2 children in that group. Both those in receipt of pupil premium, and those who were not, achieved higher than national at KS1 and in Y1 phonics.

Data from tests and assessments suggest that the progress and attainment of pupils in 2021/22 was well below our expectations. This is the case for both pupil premium pupils and non-pupil premium pupils. Previous outcomes have been significantly above national outcomes and gaps between pupil premium and non-pupil premium pupils have been much narrower. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less academic impact and more impact on mental health and social and emotional well-being.