

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	Garrick Green Infant
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	18.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 until 2023-24
Date this statement was published	Nov 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rebecca Dewing, Headteacher
Pupil premium lead	Rebecca Dewing, Headteacher
Governor / Trustee lead	Jason Tipple

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,450
Recovery premium funding allocation this academic year	£2000 (Covid recovery) £1,012.50 (school led tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3658.50
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	£20,121.65

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 education recovery, 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	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and their families, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Referrals to the Family Support Worker have significantly increased during the pandemic. 10 pupils (3 of whom are disadvantaged) currently require additional individual support with social and emotional needs and 4 pupils work on social and emotional skills within a small group. 9 parents also require support, 2 of them at EHAP level.</p>
2	Assessments and observations in KS1 identified several children (9 in Y2, 3 of whom are disadvantaged and 15 in Y1, 6 of whom are disadvantaged) who were behind the expected level for their age in phonics and consequently in their reading, due to books not being aligned with the Phonics programme.
3	Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps. These are evident in each year group and include disadvantaged children.

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 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</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>
Improved phonics and reading outcomes by end KS1	85%+ will achieve the expected level in the PSC in Y1 and in the ELG for reading in EYFS and in reading at end KS1 (disadvantaged and non disadvantaged)
Improved receptive and expressive oral language skills	Assessments and observations will show a significant improvement in oral language skills

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: £2920 (£1920 SALT, £1000 books)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of reading books to align with a <u>DfE validated Systematic Synthetic Phonics programme</u> , to secure stronger phonics and reading teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	2
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: <u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u>	3

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

Budgeted cost: £7580

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	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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u>	3

of disadvantaged children. Working with 18 children, 4 of whom are disadvantaged, delivering S&L interventions, in line with recommendations from SaLT	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9620 (£ 7,500 FSW, £840 uniform, £280 trips, £1000 clubs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker in place 2 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, signposting parents to additional support, therapeutic play with children 1:1 and in small groups, seeking pupil voice	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)	1
Funding for clubs and trips – all disadvantaged children can have free access to one after school club per half	Whilst physical activity and participation in group activities only has a small impact on academic attainment, social and emotional wellbeing are enhanced by these opportunities and by the feeling of being able to join in with the same activities as peers.	1

term, are fully funded for school trips and receive free uniform each year	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	
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Total budgeted cost: £ 20,120

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.

Aim	Outcome
Achieve national average in KS1 Reading	Due to Covid, statutory assessments were not undertaken Teacher assessment: 50% exp+
Achieve national average in KS1 Writing	Due to Covid, statutory assessments were not undertaken Teacher assessment: 50% exp+
Achieve national average in KS1 Mathematics	Due to Covid, statutory assessments were not undertaken Teacher assessment: 50% exp+
Achieve national average expected standard in PSC	Due to Covid, statutory assessments were not undertaken Teacher assessment : 60%
Achieve national average for GLD	Due to Covid, statutory assessments were not undertaken Teacher assessment: 33%
Achieve national average for attendance	Attendance , not including Covid related absence, was 95.4%, but no comparative data available

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and

targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as videos of lessons provided by our teachers and live online intervention sessions provided by our TAs.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health, lack of independence and resilience were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.