

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	Garden Suburb Infants
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	22.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2022
Date on which it will be reviewed	April 2023
Statement authorised by	The Governing Body
Pupil premium lead	Sarah Sands (Headteacher)
Governor / Trustee lead	Ruth Henrywood (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 66,480 for financial year 2022-23. Current academic year: Sept22 – March23 (7/12) = £38,780 April23 – July24 (5/12) = £TBC
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	= £38,780 Sept 22 to March 23 April to July 2023 TBC

Part A: Pupil premium strategy plan

Statement of intent

At Garden Suburb Infant School, we believe that the best way to ensure that disadvantaged children achieve their potential is for the Pupil Premium grant to contribute primarily to Quality Teaching & Learning, with specific targeted interventions for children who need additional support.

A major focus in our school, which caters for young children at the start of their educational journey will be on the development of core reading skills; we have introduced a revised phonic teaching scheme, with keep-up interventions to ensure no child is left behind, and we are being fastidious in the delivery of this programme; we have a whole class maths intervention called “Mastering Number”, with a four-day-a-week whole class session, in addition to a daily maths lesson, which supports all children in number fluency.

The majority of our Pupil Premium children speak English as an additional language, and therefore specific support for language development, within a language rich environment, are vital for our children’s progress. Language interventions, previously funded through Covid support funding, are now funded through the Pupil Premium.

We recognise the importance of supporting children’s social, emotional & physical wellbeing, alongside fostering good learning behaviours. Interventions and opportunities to promote this are therefore integral to our programme of support.

Our approach will be responsive to shared challenges and to individual needs, with timely and robust diagnostic assessment to identify where additional action is needed and to track the effectiveness of this. We will:

- Ensure Quality First Teaching with effective feedback enables all children to make good progress.
- Ensure best practice in the Early Years Foundation Stage, including child led learning with quality adult interactions, enables all children to make good progress.
- Ensure children entitled to PP funding make good progress in literacy and numeracy, with targeted interventions where necessary, narrowing the gap in attainment between them and their peers.
- Ensure children with communication difficulties are given the necessary targeted support to develop the skills to make good progress across the curriculum.
- Help the children to develop good learning behaviours, through specific targeted support.
- Raise confidence levels and improve motor-skills through access to enrichment activities in art, music and physical education, as well as targeted support for motor skills.
- Ensure class teachers are acutely aware of the PP children in their classes, tracking their progress accurately and targeting them for interventions, acting early to intervene at the point need is identified.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments have shown that some of our children come to us with well-developed self-help skills, but a core of children have come with limited independence, and self-help skills which are not so established. All children need to have secure self-help skills, leading to them being active learners able to make decisions for themselves and manage their own needs. We therefore structure our curriculum to have a focus on the core learning behaviours of independence, co-operation, inventiveness, resilience and reflection.
2	Our assessments and observations in the EYFS also show that more children are coming with poor core strength and pencil grip. All children need to have developed the motor skills which will later support their written work. We therefore ensure that our curriculum and environment enable the development of physical skills, including fine and gross motor, core strength, hand and upper body strength.
3	Our children come with varied language skills, and this is reflected in our “Language in Common” data. Some of the children are articulate and have a wide vocabulary, but the majority (80%) speak English as an additional language, and some of our English-speaking children have speech and language concerns and/or limited vocabulary. Some of our children are skilled bilingual speakers, others are very new to English. All children need to have developed the language skills and vocabulary to access the curriculum. We give priority to assessing and developing speech and language skills, including the building of a rich vocabulary. Analysis of end of KS1 data in 2022, showed that competence in English was the biggest factor impacting attainment against the standardised assessment levels.
4	The children come with wide ranging differences in their cultural capital. For example, some are well-travelled and some are frequent museum-visitors, whereas others do not have access to the same enrichment out of school. All children need to have access to experiences that will enrich their understanding, put their learning in context and reflect their rich and culturally diverse backgrounds. We aim to enrich the cultural capital of our pupils through skilled creative arts teaching, a programme of visits and activities, and resources and experiences that reflect their diverse backgrounds, enabling the children to make connections in their learning.
5	The academic starting points of our children are varied, with a few children able to read, write and work with numbers but other children at a much lower starting point. All children need to have access to excellent teaching that will enable them to develop their working memory and learn the skills that will enable them to progress in their learning. We have a sound programme of teaching in the academic skills, with catch-up programmes and interventions for those children who need additional help.

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 oral language skills and vocabulary among disadvantaged pupils.	Entry and exit screening of interventions, where appropriate (Language Enrichment Programme/ Talk Boost), along with observations and book scrutiny, indicate significantly improved oral language among targeted children.
Improved reading attainment among disadvantaged pupils.	Tracking of the “Little Wandle Letters and Sounds” programme, along with EYFS outcomes in 2022 and KS1 outcomes in 2024, show an increased number of disadvantaged children meeting expectations.
Improved maths attainment for disadvantaged pupils at the end of KS1.	Tracking of progress using the “Mastering Number” programme in class, along with EYFS outcomes in 2022 and KS1 outcomes in 2024, show an increased number of disadvantaged children meeting expectations.
(NEW in 2022, previously funded using other grants) Build the children’s core strength, pencil grip and handwriting, to support the raising of attainment in writing.	Evaluation of the OTTO programme, delivered by one TA with an Occupational Therapist.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing, demonstrated by qualitative data from student voice, student and parent surveys and teacher observations
Improved access to enrichment activities for disadvantaged children.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£20,607**

Activity	Annual cost for academic year	Evidence that supports this approach	Challenge number(s) addressed
Embedding the “Little Wandle, Letters and Sounds” phonics programme, and enhancement of the teaching of literacy. Releasing the literacy subject lead / EYFS Lead to model teaching and monitor provision, and enabling peer support of staff observing lessons across the school. Tracking phonics attainment using the LW assessment tracker.	£6,826	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3,5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed good practice in school.	£3,042	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	5
Dedicated time for staff to carry out assessment activities, including moderation and identifying areas of need, through class-review days and pupil progress meetings.	£2,925	“Teachers use data to identify pupils’ needs, review progress every few weeks and address under performance quickly. They have manageable assessment for learning systems which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies” (DfE/NFER Evidence for Excellence in Education)	1,2,3,5

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

Budgeted cost:

£26,789

Activity	Annual cost for academic year	Evidence that supports this approach	Challenge number(s) addressed
Delivery of Reception - Phonics “Keep Up” sessions (not eligible for Tuition funding)	£3,919	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: Phonics Toolkit Strand Education Endowment Foundation EEF	5
Year One – Phonics Catch-up/Reading	£2,352	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: Phonics Toolkit Strand Education Endowment Foundation EEF	5
Year One and Two – School contribution to School-Led Tutoring for Phonics/Early Reading support	£3,564	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: Phonics Toolkit Strand Education Endowment Foundation EEF	5
Year Two – Phonics Catch-up / Project X programme	£3,918	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: Phonics Toolkit Strand Education Endowment Foundation EEF	5
Year One – 5 Minute Maths	£1,652	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	5
Yr One OTTO Club – Occupational Therapy	£1,959	The OTTO club was developed in response to the outbreak of coronavirus and the resulting lockdown, where it was noticed many children were missing essential foundation skills. Months of missing out on holding a pencil correctly, participating in after school activities such as swimming, football or dance and hours of sedentary activity in front of screens had left gaps in many children’s development. The OTTO club’s purpose is to fill in these gaps in a fun and motivating way.	2
Language Enrichment (Y2)/ Talk Boost (Y1) Interventions	£3,498	Talk Boost KS1 is a targeted intervention for 4-7 year old children with language that is delayed, including children in Reception classes. The programme is delivered in primary schools by classroom teachers and teaching assistants and provides a structured programme that boosts children’s progress in language and communication by an average of 9 - 18 months after a ten-week intervention.	3
Yr Group Teaching Assistants additional approx. 9 hours per week total	£6,886	for intervention planning / targeted support within class / additional intervention time as needed, to support the transference of skills from interventions into class.	5

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

Budgeted cost: **£13,271**

Activity	Annual cost for academic year	Evidence that supports this approach	Challenge number(s) addressed
Year One Friendship Group	£784	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
Year Two – Nurture Group	£398	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
Lunchtime music Clubs – Choir, Recorder, Ukulele Music teacher	£12, 090	<p>“Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.”</p>	1,2,4
Additional Music in Reception			1,2,4

Total budgeted cost (spend):

£38,780 (Autumn 22 and Spring 23)

£21,895 (Summer23 – to be reviewed in April 2023)

Total = £60,675

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.

Analysis of end of KS1 data in 2022, showed that competence in English was the biggest factor impacting attainment against the standardised assessment levels. Of our 19 children in Y2 who were entitled to Pupil Premium funding, 17 spoke English as an additional language, with 6 of them at the very early stages of English (The 2 children who were not EAL, had Special Educational Needs, with individual targets).

Length of time in the school also had an impact, and in the 2021-22 Year 2 cohort of 19 PP children, 7 of them (37%) joined Y2 during the year, and other children became eligible during the year.

In reading, the attainment of children entitled to Pupil Premium was equal to their peers at the end of the year, with PP children making greater progress than their peers. Interventions in Year 2 have focused on reading/phonics, and these appear to have had an impact.

In writing, PP children made progress but there continued to be a gap at the end of the year. Additional interventions in the coming year are focusing on fine motor control and handwriting, as this can sometimes be a barrier.

In maths, we could see the impact of the daily whole class intervention, "Mastering Number" programme at the end of year 1, as progress was strong for all children, and we will need to ensure this programme is maintained throughout Year 2, with the continuation of the programme and a focus on targeting PP children in class, during the lesson, for immediate keep-up support.

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
Language Enrichment Programme	Wave Speech and Language Therapy
Talk Boost KS1	I-CAN
Project X	Oxford University Press
5-Minute Maths	The Five Minute Box
Little Wandle Letters and Sounds	Little Wandle
Mastering Number	NCETM

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. In future years, we may need to put pupil premium funding against these activities. These include:

- During the current academic year, we have employed a teaching assistant who is registered with the National Tutoring Programme, to deliver School-Led Tuition. We are focusing this support on regular keep-up and catch-up sessions for Little Wandle Letters and Sounds for identified KS1 children (15 hours each, or as needed). We are already using Pupil Premium funding to pay the school contribution to this cost, and in future years, if this funding doesn't continue, we will need to pay the entirety using Pupil Premium funding.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate, and some clubs offer an additional free place, but Pupil Premium funding does not currently cover the ability to supplement the fees for these programmes.

The delivery of the "Language Enrichment" and "Talk Boost" programmes, to foster the development of oral language and vocabulary, was previously (2021-22) funded by a government grant of £6,000, via the Local Authority.