

Pupil premium strategy statement

Park Infant School 2022 - 2025

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	Stonehouse Park Infant School
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	January 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Lisa Jones, Executive Headteacher
Pupil premium lead	Lisa Jones
Governor	Erika Tyror-Taylor chair of the Narrowing the Gap Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including Early Years pupil premium)	£44,695
Recovery premium funding allocation this academic year	£6,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£51,415

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children feel safe and secure leading to good progress across a broad and balanced curriculum. This is irrespective of the challenges they face in their day to day lives. The focus of our pupil premium strategy is to support disadvantaged pupils in being able to attain well and making progress from their starting points.

We will closely monitor the challenges faced by our children, such as those who have a support from other agencies. Reviewing and reflecting on this information will enable us to meet individual children's identified needs.

Good teaching with high-quality, in-class support is at the heart of our approach, with a focus on understanding the needs of individual children. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. We are confident that in working towards the intended outcomes detailed below, non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its rigorous focus on quality curriculum design and implantation

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have chosen complement each other to help ensure the needs of individual children are met. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the learning activities they take part in
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve

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 issues with early communication and language gaps among many disadvantaged children. This include vocabulary gaps as well as delays in speech and language development.
2	Assessments, observations, and discussions with children suggest disadvantaged pupils generally have lower phonemic awareness and therefore greater difficulties with phonics and/or fluency than their peers. This negatively impacts on their development as readers.
3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged children have been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to children falling further behind age-related expectations, especially in the wider curriculum.</p>
4	Our observations, pupil progress meetings and discussions with pupils and families have identified social and emotional issues for many children, notable due to family stress, reduced parental engagement through lockdown and a lack of enrichment opportunities during school closure and Covid19 restrictions. These challenges particularly affect disadvantaged pupils, impacting on their attainment.
5	There has been a rise in the number of children with identified SEND particularly with social and emotional needs. A large percentage of children on the SEN register are disadvantaged pupils. There has been a delay to identifying specific barriers to learning for SEND children due to Covid19 working restrictions. Self-regulation is an issue for some of our pupil premium children.
6	The attendance of some pupil premium children remains a concern. These children also have had lower engagement with home learning during periods of school closure or isolation.

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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing assessment for learning.
Improved reading attainment among disadvantaged pupils.	<p>KS1 reading outcomes in 2024/25 show the percentage of disadvantaged pupils meeting the expected standard is in line with the national average.</p> <p>At least 100% of non-SEND pupil premium children pass the phonic screening test in Year 1.</p>
To ensure children's wellbeing needs are consistently addressed, particularly for our disadvantaged pupils.	<p>Children's wellbeing needs are being addressed evidenced by:</p> <ul style="list-style-type: none"> • The minutes of the Wellbeing and Inclusion Team show that children's pastoral needs are consistently and proactively met. • There is a significant reduction in recorded behaviour incidents on CPOMS • There is an increase in participation in extra-curricular provision among disadvantaged pupils • Monitoring of both children's and parent's views show positive feedback about the school's pastoral offer
To ensure the needs of pupil premium children with SEND and other individual needs are addressed systematically through well planned and reviewed tailored provisions.	<p>Children's individual educational needs are being addressed evidenced by:</p> <ul style="list-style-type: none"> • An online provision mapping tool showing a consistent cycle of planning and review. • SEND children make measurable progress from assessed starting points. • Children's reviewed MyPlans show progress against individual targets.

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: **£7,415**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. (NFER and AR)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2 & 5</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics catch up interventions for identified children.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 & 5</p>
<p>Improve the quality of SEND provision through appointing a full time SENCO for the federation to advise teachers on effective inclusive practice.</p>	<p>There is extensive evidence including SEN support: A rapid evidence assessment Research report July 2017 and The EEF report on Special Educational Needs in Mainstream Schools.</p>	<p>5, 1, 2 & 3</p>

Targeted academic support

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure a good level of support is available from teaching assistants. This will enable teachers to target their own support at particular children and will enable the delivery of interventions including precision teaching.</p>	<p>There is some good evidence which shows the effective use of teaching partners can ensure an additional 4 months progress.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2 & 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Provide Talk Boost interventions in Nursery, EYFS and KS1 to target children's language development.</p>	<p>Oral language interventions are shown to have an impact of 6 months additional progress over a year. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 & 2</p>

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

Budgeted cost: **£34,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain a high level of TA support to ensure children can benefit from well modelled co-regulation and emotional support in a timely manner.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Whole school training on effective use of the Child Protection Online Management System (CPOMS).</p>	<p>Recommendations from other schools and evidence from case studies show a positive impact on meeting children’s needs through consistently recording and monitoring concerns. CPOMS – Case studies – CPOMS</p>	<p>4, 5 & 6</p>
<p>Establish a Wellbeing and Inclusion Team for the Federation. Meet regularly to ensure children’s additional wellbeing and educational needs are addressed proactively.</p>	<p>The EEF toolkit shows a positive impact of 4 months progress from targeting Social and Emotional Learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing a Family Partnership Provider to work proactively to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>

Total budgeted cost: £51,415

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.

The previous pupil premium strategy equipped the school with a Talk Boost trainer and ensured staff in every phase of the school were empowered to deliver high quality language development both inside and outside of the classroom.

The impact of lockdowns and changes within school provision and assessment mean schools internal data is inconclusive in relation to the impact of the wide range of strategies in place. However case studies, staff feedback and anecdotal evidence highlight the positive impact of high staff ratios and the ability to support children in understanding and regulating their emotions.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice through curriculum implementation and feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- improving phonics provision through an action plan supported by the Mangotsfield English Hub and the purchase of Essential Letters and Sounds.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our children's needs, give children a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from varied sources of data including monitoring in school, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at the EEF guide to pupil premium 2021 giving an overview of studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils and attending recovery curriculum training with Barry Carpenter.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for children.