

# Padnell Infant School Pupil Premium Strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 - 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	Padnell Infant School
Number of pupils in school	258
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mandy Grayson
Pupil premium lead	Mandy Grayson with Sarah Porter as DT
Governor / Trustee lead	Melanie Tracy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48493
Recovery premium funding allocation this academic year	£4496
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£52989

## Part A: Pupil premium strategy plan

### Statement of intent

- Our intention is to create an environment at Padnell Infants where all children thrive no matter what their background and personal barriers and all staff understand the need for 'equity for all', to ensure all children achieve their very best.
- Our strategy is to ensure high visibility of disadvantaged children and their families, providing quality first teaching, which seeks to provide bespoke provision, securing good outcomes in all areas of learning, which is at least in line with their peers.

### Challenges

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

Challenge number	Detail of challenge
1	Poor communication and language on entry can be a barrier for some children and affects early literacy skills and access to the wider curriculum.
2	Self-regulation – some children have a lack of awareness and control of their emotions, affecting their behaviour for learning.
3	Fine motor skills are not as developed in some cases.
4	Parental confidence and engagement can be affected by their own previous experiences and go on to impact their children's perception of school.
5	Routines, expectations, diet and sleep can affect ability to concentrate and engage with the learning.
6	Access to enrichment activities can be limited e.g. museums, clubs.
7	Attendance and lateness for some families can affect continuity of provision, friendships and the child's confidence.

## 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
For all children to be able to articulate sounds in speech correctly and be exposed to a wide range of vocabulary.	The gap between the % of disadvantaged children and non-disadvantaged children achieving GLD including CLL will be narrow and compare favourably with any produced national data going forward. Language link and or NELI will show improved scores.
For all children to be able to talk about their feelings and express themselves in a regulated way, allowing them to access school effectively.	Behaviour for learning in school for all year groups is good with children able to discuss and utilise the Zones of Regulation. Entries in the Red Book will reduce.
For all children to develop strong gross and fine motor control.	Children will be able to control a pencil to record their learning and develop secure writing skills and their gross motor skills will be in line with their peers.
Secure good outcomes in phonics for both year 1 (Summer 2022) and year 2 (December 2021 and Summer 2022)	% of eligible PP children achieve in line with non PP children excluding those with SEND barriers.
Secure good outcomes in maths, writing and especially reading.	% of children achieving age related and greater depth in each area is in line with non-disadvantaged children.
For all children to have the opportunity to experience trips, events and clubs enriching their childhood.	100% of PP children will attend school trips and all PP children will be checked for access to clubs and prioritised for any additional opportunities, which may arise.
Attendance for all PP children to be good or better.	Attendance of all the groups to be above 95% and work towards schools previous target of 97%. (Covid absence will affect this).

## 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: £ 16000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key Early years staff to train in and deliver NELI	State funded programme giving good results and being promoted by DfE.	1 - Communication
ELKAN trained LSA to deliver speech intervention across the school and to support year R with language groups and individual speech programmes.	EEF show oral language interventions lead to good outcomes.	1 – Communication
Introduction of self-regulation curriculum by the SENCO, utilised by whole school and delivered 1:1 where needed by the ELSA.	EEF toolkit shows impact of developing self-regulation.	2 – Regulation
SENCO to support staff in securing their understanding of their impact on pupil progress.	EEF project details that quality deployment of LSAs impacts on children’s learning positively.	1, 2 and 3
English lead to support staff development in reading skills e.g. paired reading, PERA testing.	Quality CPD impacts on pupil outcomes.	1 - Early literacy skills
There is a whole school CPD focus on developing children’s metacognition, including training from HIAS.	The EEF found can be worth the equivalent of an additional +7 months.	
Whole school narrative on equity not equality being a golden thread.	World Health Organisation quote equity as ‘the absence of avoidable or remediable differences among groups of people’. Schools that prioritise equity are more in tune with their students’ needs.	6 - Equity and access

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

Budgeted cost: £ 20780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring qualified staff member to deliver precision teaching, lift off and fisher family work to target gaps and support retention.	All programmes validated and recommended by EPs. Previous use shows good outcomes.	1- Early literacy skills
HLTA in early years to apply additional hours to work specifically on the reading and phonic skills of PP children in the year group	Ofsted strongly focus on the importance of early reading skills. Education inspection blog.	1 – Early literacy skills
Key Early years staff to assess and deliver the programme NELI	State funded programme giving good results and being promoted by DfE.	1 – Communication
Use Solent Children’s Therapy Pack to plan for activities to develop good gross and fine motor control	Solent NHS recommendation	3 – Gross and fine motor skills
Teachers to adapt lesson structure to allow for: break away groups and smaller group work, which supports in the moment feedback.	EEF research shows feedback is more effective when discussed, in the moment and time is given for children to apply feedback.	1,2 and 3
Diagnostic assessments before units support equity, enabling focussed pre-teaching as well as catch-up groups.	High quality inclusive teaching is the best way to impact on progress	1,2 and 3
Continuous provision is used to provide opportunity for pupils to learn through exploration, work collaboratively, gain independence, apply previous learning and support metacognition.	High quality inclusive teaching is the best way to impact on progress	1,2 and 3

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

Budgeted cost: £ 16 209

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA employed to address individual barriers and provide emotional support.	EEF toolkit shows impact of developing regulation and emotional awareness.	2
Dedicated member of staff employed to support the wider family and signpost for additional support	EEF suggests that parental engagement can have a moderate impact on securing good outcomes for children	4 and 5
Head Teacher and PP Gov to monitor provision, attendance and access for all PP children across all aspects of school and fill gaps.	Having a senior leader overseeing this aspect of provision ensures it remains a high focus.	4, 5, 6 and 7
Designated teacher also SENCO and from Spring will work 1:1 with CiC on phonics and reading skills.	Outcomes for children in care improve when a designated teacher is in place as an advocate for them working between school, the carers and the authority.	1

**Total budgeted cost: £ 52 989**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Therefore, the outcomes of the previous strategy are based on teacher assessments and other monitoring information.

*Catch-up premium enabled 91% of year 2 children at the end of 2020 to 2021 to achieve the phonics threshold, which despite the challenges and disrupted education of the last 2 years is in line with national. Of the 14 pupils eligible for PP, only 4 did not achieve the threshold and 2 of these also had SEND.*

*The school used the Hampshire ready to progress assessment tool. This showed that for children in Year 2 the attainment for those children who had secured the minimum sufficiency statements for Reading, Writing and Maths were broadly in line with their peers.*

<b>Year 2 (2020-2021)</b>	<b>Cohort</b>	<b>PP</b>	<b>Non PP</b>
<b>Maths</b>	81%	79%	82%
<b>Reading</b>	77%	71%	78%
<b>Writing</b>	62%	57%	63%

*At the end of 2020 to 2021, 66.2% of the Year R cohort achieved their GLD. For PP children 63.6% of Year R pupils achieved their GLD showing that their attainment was broadly in line with that of their peers.*

## 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*

<b>Programme</b>	<b>Provider</b>
SCARF – PSHE programme	Coram
Language Link	Speech Link
Real PE	Real PE

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Minimal monies are received. However, we provide emotional support via access to an ELSA and a joint picnic event with key staff. We have a “Private Padnell Bear” system to support emotional wellbeing.
What was the impact of that spending on service pupil premium eligible pupils?	Children understood the specialness of their families and formed links with others. Children were emotionally supported when parents were on deployment.