

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	Drayton Community Infant School
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Sarah Hutt
Pupil premium lead	Louise Boyce
Governor / Trustee lead	Maureen Hanke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,245
Recovery premium funding allocation this academic year	£3045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,362
Tutoring Programme Funding	£2362.50
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	£51,014.50

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium funding is given to schools to support eligible groups of children. Drayton Community Infant School receives a Pupil Premium allocation of funding for each child who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years as well as for any Looked After Children. We are required to publish online information about how we have used the premium as part of our pupil premium strategy.

The philosophy behind our strategy is that we recognise that some designated pupil premium children may have differences in their experiences and levels of support and therefore we aim to support children whatever their barriers may be; environmental, social, economic or learning.

Our aim is to ensure that the achievement of those pupils eligible for Pupil Premium funding is at least in line with their peers. We are committed to spending this money to ensure that these pupils are safe, healthy, confident individuals; and active, successful learners with high aspirations for their future.

We aim to provide experiences, support and resources to ensure these children achieve equal progress to other children with similar starting points.

We recognise that with younger children, we need to invest in developing a child's independence in learning, their self-esteem, their speech and communication and supporting them emotionally in order for them to be able to develop as learners and make the progress they deserve.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language of PP pupils on entry to is significantly low. This slows progress in reading and writing in Key Stage 1.
2	Regulation of emotions and behaviours, impacting on learning for themselves and others
3	Lack of life experiences outside the local area, mean that the gap in language acquisition and experiences continues to widen
4	Attendance rates for pupils eligible for PP are 95.1% (2020/21). This reduces their school hours and causes them to fall behind on average.
5	Parental aspirations for PP children and their own mental health need impacts on school life

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
Improve oral language skills for pupils eligible for PP in Reception and Nursery classes	<p>% or higher PP pupils to achieve a GLD at the end of EYFS</p> <p>The gap between PP and non-PP pupils in speech and language development narrows.</p>
Plan and teach high quality phonics sessions, providing additional support where required.	<p>71% (National 2019) or more of PP pupils to achieve the phonics standard at the end of Year 1</p> <p>The gap between PP and non-PP pupils outcomes in phonics narrows</p>
PP pupils to achieve as well as their peers in reading, writing and mathematics at the end of KS1	<p>61% (2020 FFT) or more of PP pupils to achieve ARE in reading at the end of KS1</p> <p>55% (2020 FFT) or more of PP pupils to achieve ARE in reading at the end of KS1</p> <p>62% (2020 FFT) or more of PP pupils to achieve ARE in reading at the end of KS1</p>
Despite children's social, emotional and economic barriers, children will attain well and make good progress in all areas of their learning. Children will be actively engaged in their learning.	Pupils will attain as well as their peers in all areas of learning and will be engaged in all areas of the curriculum
Attendance of PP children is in line with peers and at or above national.	PP pupils will attend as well as their peers which will be in line with or above national.
Increased access to enrichment activities during the school day and after school	Pupils are offered and take up a range of activities both during the school day and after school.
Higher rates of parental engagement through home reading, parent information events and family learning sessions.	PP pupils to read regularly at home with their families. Parents of PP pupils to attend parent information events, online workshops and family learning sessions in school.

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: £5000 + £2000 Safeguarding Training

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI CPD for EYFS staff – embedding in practise	NELI has been robustly evaluated through a randomised control trial between June 2018 and November 2019. The results provide strong evidence for the effectiveness of the NELI programme. The trial involved 1,156 pupils in 193 schools. NELI children made an average of 3 ADDITIONAL months' progress in language. This result has a very high security rating: 5 out of 5 on the EEF padlock scale	1
Implementation and embedding 'Little Wandle' across the school – consistent synthetic approach <ul style="list-style-type: none"> - Training for teachers and support staff - Information for parents - Purchase of more books to support reading at home 	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written - EEF	1 2
Embedding of new school values and behaviours Greater emphasis on Jigsaw (PSHE curriculum) across the wider curriculum	With a strong foundation children will develop strong core values of their own. Schools have a significant part in the preparing the future generation for their life as adults which is both a responsibility to always be mindful of as well as an exciting and worthwhile opportunity to be a part of.	2
Music tuition for small groups and individuals by specialist – Spring & Summer Term	Music from early childhood onwards helps children to speak more clearly, develop a larger vocabulary, and strengthen social and emotional skills	1 2 3 5

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

Budgeted cost: £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech & Language intervention for identified groups – NELI	<p>EFF findings</p> <p>-The Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial.</p> <p>-Children receiving the 30-week version experienced the equivalent of about four months of additional progress, compared with about 2 months additional progress for the 20-week version. Both results are unlikely to have occurred by chance, though results for the 30-week version are more secure.</p>	1
ELSA intervention – total of 2 hours per week from trained TA – cover for that TA to carry out ELSA for KS1 also	<p>ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children’s social and emotional development to areas of need experienced by pupils. They provide on-going professional supervision to help maintain high quality in the work undertaken by ELSAs, thereby helping to ensure safe practice for ELSAs and pupils alike.</p>	1 2
15 hours tutoring time for identified children during the Spring term	<p>‘Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil. By providing high-quality tuition to pupils through the NTP, we want to extend this catch-up opportunity to pupils whose education has been impacted the most by the COVID-19 pandemic.’ Gov Guidance</p>	1
Brick Club intervention run by 1 TA	<p>Aims for Brick club programme support:</p> <ul style="list-style-type: none"> - Developing the imagination. Creativity. Social Skills. - Putting ideas into reality. Achievement. - Problem Solving. Sharing. Turn-Taking. - Teamwork. Sociability. Self-esteem. 	2

	- Learning to follow instructions.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Promotion of healthy eating, tables manners & conversation – 2 adults eating with the children each day in the hall</p>	<p>General eating habits are formed in the first few years of life, so it is important that we encourage our children to eat nutritious food. Children need a healthy balanced diet containing foods from each food group so they get a wide range of nutrients to help them stay healthy. When you teach children good table manners, you are giving them important tools for social interaction that will serve them for the rest of their lives.</p>	<p>2 3</p>
<p>Role of the school secretary to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Standing agenda item on all DSL meetings with concerns and actions logged</p> <p>½ termly whole school monitoring with office staff alerted of children of concern. All absences to be recorded on CPOMS for DSL alerts to pick up quickly.</p> <p>Attendance cards submitted termly to all pupils with face-to-face meetings for those of concern. Positive update letters for families regularly where good progress is made.</p> <p>PSA support for families where attendance is low and/or punctuality is poor.</p> <p>Fast Track procedures carried out where progress is not sufficient over a period of time with support.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>DfE report on attendance and attainment showed strong link between attendance and attainment. Pupils with 100% attendance 4.7 times more likely to achieve than those with 85%.</p>	<p>4 5</p>

<p>Planned enrichment activities provided at lunch times for identified groups by additional MSA</p>	<p>Sheffield Hallam October 2020, Tim Vernon</p> <ul style="list-style-type: none"> -Active students are happier (70% v's 50%) and more confident to try sport (76% v's 38%) than inactive students. -Young people report that being physically active improves their mood (71%), behaviour (55%) and schoolwork (49%). -The vast majority of staff agree with this, with 93% reporting they feel that being active benefits pupil behaviour and 92% reporting they feel it has positive effects on schoolwork. -Activity provides social opportunities and enables students to connect with one another, with 59% agreeing that it helps them to make friends. -Physical activity has the potential to reduce stress and anxiety by providing routine and structure and increasing feelings of wellbeing: 71% of students and 99% of staff feel that being active has a positive effect on their mood. -Students who are active report higher levels of happiness and self-worth -87% of staff feel that being physically active has a positive impact on the school environment (ethos, values, culture, identity) -The majority of students surveyed (78%) enjoy being physically active. 	<p>2 3</p>
<p>Provide subsidised in school breakfast club 50% for all PP pupils</p>	<p>Research shows that routines support healthy social emotional development in early childhood. In particular, children with regular routines at home have self-regulation skills, the building blocks of good mental health. When children learn to regulate feelings and behaviors, it means they are able to identify their feelings and have skills to manage those feelings so that they don't feel overwhelmed. Young children who learn to do this well are better able to adapt to everyday challenges, stressors, and new expectations.</p>	

<p>Provide subsidised school visits/in school events/after school clubs 50% for all PP pupils</p> <p>Provide subsidised after school clubs for all PP pupils</p>	<p>Learning is understood developmentally. Opportunities for play and activities, which evoke laughter and satisfaction, should be initially prioritised over academic expectations.</p> <p>Provide meaningful, practical and multi-sensory experiences for new learning, with tasks, which are broken down into small steps and actively modelled.</p>	<p>3</p>
<p>Use of Family Matters (YMCA) in supporting families and individuals</p> <p>Solihull training from PSA for identified parents, online workshops for phonics, writing and maths</p>	<p>It is an upsetting reality that children are not immune to the psychological and emotional traumas in the world around them. More sophisticated research and training has brought a greater awareness of just how deeply social issues are felt by even the youngest children in our society. However, the positive news is that, whilst our awareness of this issue has increased, so has the repertoire of tools and techniques available for therapeutic support.</p> <p>Since its inception in 2016:</p> <ul style="list-style-type: none"> - They have supported over 1700 children and young people with clinical interventions - They have provided clinical support to over 100 schools and settings - 76% of clients show improvement following clinical support <p>Engagement with relevant professionals leading to reduction of family related incidents/issues affecting the children's emotional and social well-being</p>	<p>2 3 4 5</p>

Total budgeted cost: £ 51,000

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.

See the Pupil Premium Review Statement 2020/2021

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.