



# Stannington Infant School

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Stannington Infant School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2021 -24
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Binns
Pupil premium lead	Sarah Binns
Governor / Trustee lead	Lyndsay Bugden

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2022)	£29,085
Recovery premium funding allocation this academic year	£0
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	£29,085

# Part A: Pupil premium strategy plan

## Statement of intent

### Our key objectives are as follows:

- Developing a sense of belonging in every child and family.
- Maximising the engagement and readiness to learn for all pupils.
- Delivering high quality teaching and learning for all pupils.
- Raising standards for eligible pupils to close the gap on national outcomes; focusing primarily on language gaps.
- Increasing the attendance and decreasing the persistent absence of all pupils.
- Identifying and intervening to the needs of disadvantaged children.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals focusing on the controllable factors. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- The strategy will focus on a small number of effective approaches

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils for the academic year 2022/23. We are mindful that these may change within cohorts.

Challenge number	Detail of challenge
1	There is a correlation between disadvantaged pupils having additional needs including SEND (43% of KS1 pupil premium children 2022)
2	Internal data analysis shows that some disadvantaged pupils attain less well in standardised assessments. Some gaps in learning are hindering progress for some pupils.

3	Our assessments, observations and discussion evidence that social and emotional well being as well as self confidence are an issue for some disadvantaged pupils.
4	Our analysis of attendance shows that some disadvantaged families need additional support to sustain better attendance and punctuality. At present 29% of our disadvantaged pupils are at risk of falling into the persistent absenteeism category.

## 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 of disadvantaged pupils	Assessment of pupil's oral language skills demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school.
Improved vocabulary for disadvantaged pupils	Assessment of pupil's vocabulary skills demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school.
Pupils become fluent readers supported by secure phonic knowledge	All disadvantaged pupils will pass the phonic screening assessment.
Targeted interventions support pupils' social skills, confidence, and positive mental health.	Pupils have positive learning behaviours i.e. self-regulation of feelings, improved concentration and memory.
Families value regular school attendance and as a result attendance for all pupils is 95%+.	Attendance each half term is 95% Regular school attendance means pupils do not have gaps in learning or loss of confidence.
Targeted funding increases pupils' ability to take part in out of hours learning and educational visits etc	All pupils are able to take part in events, activities and visits therefore supporting growth in social skills, confidence, and positive mental health.
School staff are more able to support children with emotional and or mental health needs.	Most pupils with identified emotional or mental health needs receive in school support to improve and enhance their wellbeing.
Gaps in learning are addressed effectively both at home and in school, leading to successful catch up.	Interventions will directly and swiftly impact upon pupil outcomes

## 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: £ 1200 (amount rounded)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed Schools Training	<a href="http://traumainformedschools.co.uk">Evidence Base (traumainformedschools.co.uk)</a> NB This is a DfE approved programme. It is being accessed through a subsidised route and so only partial costs are being paid from the Pupil Premium Grant.	3
NELI Nuffield Early Language Intervention	<a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
UCAN Language training	<a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2

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

Budgeted cost: £ 25,885 (n.b approx. £5,000 less than 2021)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure consistency in teaching of early reading and phonics. Purchase additional reading books. Coaching for staff by specialist leader.	<ol style="list-style-type: none"> <li><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></li> <li><a href="http://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></li> </ol>	1, 2, 3
Support pre and post teaching to develop pupil vocabulary. Additional phonics sessions for targeted pupils. 1:1 reading support for targeted pupils.	<ol style="list-style-type: none"> <li><a href="http://educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></li> <li><a href="https://classteaching.wordpress.com/2019/06/17/structuring-classroom-talk/">https://classteaching.wordpress.com/2019/06/17/structuring-classroom-talk/</a></li> <li><a href="http://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></li> <li><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></li> <li><a href="http://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></li> </ol>	1, 2, 3

Nurture provision to provide personalised learning for targeted pupils.	<ol style="list-style-type: none"> <li>1. <a href="http://educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></li> <li>2. <a href="http://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></li> <li>3. <a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></li> <li>4. <a href="http://educationendowmentfoundation.org.uk">Social and emotional Learning EEF(educationendowmentfoundation.org.uk)</a></li> </ol>	1,3
CAMHS project on emotional regulation	<ol style="list-style-type: none"> <li>1. <a href="http://educationendowmentfoundation.org.uk">Social and emotional Learning EEF(educationendowmentfoundation.org.uk)</a></li> </ol>	3

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

Budgeted cost: £ 2000 (amount rounded)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop positive and supportive relationships for all children to thrive	<ol style="list-style-type: none"> <li>1. <a href="http://blog.searchinstitute.org/confronting-learning-loss-by-building-developmental-relationships">http://blog.searchinstitute.org/confronting-learning-loss-by-building-developmental-relationships</a></li> </ol>	3
Contribution towards the cost of Educational Visits	<ol style="list-style-type: none"> <li>1. <a href="http://nationalarchives.gov.uk">Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk)</a></li> </ol>	3, 4
Contribution towards the cost of out of school learning resources	<ol style="list-style-type: none"> <li>1. <a href="http://nationalarchives.gov.uk">Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk)</a></li> </ol>	1, 2, 3
Headteacher and School Administration Officer time to tackle attendance issues (NB paid for from whole school budget)	<ol style="list-style-type: none"> <li>1. <a href="http://www.gov.uk">Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)</a></li> <li>2. <a href="https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Behaviour%20Change%20%20">https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Behaviour%20Change%20%20</a> <a href="https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Behaviour%20Change%20%20">0</a></li> </ol>	4

**Total budgeted cost: £29,085**

## 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 and 2021 to 2022 academic year.

Some of the planned strategies were not fully implemented in **2020-21** due to the impact of the global pandemic and changes to face to face teaching.

All disadvantaged pupils were supported by attendance at school throughout periods of lockdown. Additional IT equipment was purchased to loan to families to support vulnerable learners. Emotional regulation and nurture support was given to targeted pupils. We participated in the Healthy Minds Project which led to enhanced pastoral interventions supporting children's mental and emotional well-being.

Although national assessments were cancelled in 2020-21 school assessments demonstrated that 80% of disadvantaged pupils achieved National expected standards in Reading, Writing and Maths at the end of KS1.

Performance in the phonic benchmark assessment was significantly affected by the disruption to the phonics programme in Y1 however 80% of pupils achieved the benchmark by the end of KS1.

In **2021 - 2022** we supported children's mental health through a CAMHS project focusing on emotional regulation. All children who participated developed a range of strategies to employ and developed positive relationships with peers.

Nurture sessions enabled provision to be closely tailored to individual needs. As a result of this engagement in whole class teaching and learning increased and pupils' self esteem and resilience increased.

In year 1 children made good progress in core subjects, 80% of all pupils achieved the PSBM, 60% of disadvantaged pupils. 78% of disadvantaged pupils in Y2 achieved the PSBM. 89% of the children in Y2 had additional needs. Reviews show that all children made good progress towards targets identified on SEND or Pupil Premium plans. The attendance of all pupils in Y2 increased.

**Externally provided programmes** We did not purchase any non-DfE programmes

### Further information (optional)

Peak Edge Trust commissioned Marc Rowland to carry out an external review of provision for disadvantaged learners. Outcomes from this below:-

"Headteachers show a restlessness drive to improve outcomes for pupils from disadvantaged

backgrounds.

Leaders recognise that disadvantage goes beyond 'Pupil Premium' eligibility. It is understood that analysis should start with the needs of pupils and the key issues that are preventing pupils from attaining as well as they might.

Leaders are also mindful of not doing too many things at once, meaning they are not implemented well."

Strengths across the trust were identified as:-

1. Genuine, lived collaboration that is responsive to need.
2. Inclusive culture. Values that are tangible and clear.
3. Expert staff.
4. Focus on language and literacy.
5. Focus on pupils experiencing success.
6. Commitment to families and community.
7. Genuine partnership working.
8. Knowledge and expertise of leaders and teachers – addressing disadvantage in the classroom and more.
9. Partnership through a global pandemic.