

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 children.

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.

Spring 22 review-following Marc Rowland -EFF / One Wakefield report

School overview

Detail	Data
School name	Purston Infant School
Number of pupils in school	207 (173 fulltime)
Proportion (%) of pupil premium eligible pupils	30.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 2022-2023
Date this statement was published	31/10/21
Date on which it will be reviewed	22/03/22 update 18/07/22
Statement authorised by	Phil Barnett (Headteacher)
Pupil premium lead	Linda Attwood
Governor lead	Nicola Tonkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 69940
Recovery premium funding allocation this academic year	£ 7105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 4350
Total budget for this academic year	£ 81395

Part A: Pupil premium strategy plan

Statement of intent for Purston Infants School

We believe that the children's well-being and learning should be at the centre of everything we do. We know that our children will have different experiences, opportunities, support and lives away from school. This means that through no fault of their own, they may experience barriers every day, that affect their learning. We are determined to address this inequality through provision that is carefully planned with high aspirations for all our children to narrow any attainment gaps between contrasting groups.

- We ensure that teaching and learning opportunities meet the needs of **all children**.
- We ensure that children belonging to vulnerable groups, including those from socially disadvantaged backgrounds, are adequately assessed and provision is made to meet their needs.
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged will be in receipt of free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of children that the school deems to be socially disadvantaged / vulnerable.

Our plans are designed after reflection on our own practice and in response to various research projects, an example the Education Endowment Foundation. This has determined which types of intervention have been proven to have the most impact on children's progress and attainment.

Our various provisions for PPG children fall into one or more of the following categories:

- **Reading Comprehension-Oral:** *e.g. Early Birds CM group.*
- **Mastery Maths Learning:** *e.g. NTP tutor skills application problem solving*
- **One-to-One Tuition:** *e.g. 1-1, LB with SM*
- **NTP Tuition:** *e.g. 1-3 Yr1 and 2*
- **Oral Language Interventions:** *e.g. Wellcomm - EYFS*
- **Phonics:** *e.g. Floppy Phonics, Early Birds*

- **Parental Involvement:** eg Communication-views-improved practice/ aspirations

Challenges / barriers to learning.

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

	Detail of challenge / barrier to learning.
1	Majority of our children start school below and in a significant number, well below their age expectations especially in the areas of speech, vocabulary and basic mathematics. This evidences as significant / moderate speech and language delay including limited vocabulary and understanding of spoken language' which impacts early reading and writing development and reduced confidence in numeracy based on a lack of understanding of number recognition, facts and application.
2	Many children join our school not 'nursery ready' due to parents not fully understanding their role in giving their child the skills needed for a flying start at school. Poor social, emotional and personal skills, a lack of understanding or knowledge of the wider world, alongside their poor communication and language mean they start school with gaps to many of their non-vulnerable peers. They start at a deficit and then must spend time and effort making this up so fall behind their peers.
3	A lack of parental aspiration (consequently lack of children's aspirations) combined with poor engagement with school leads to some parents not always understanding their child's and school expectations and intended outcomes along with the opportunities they will have at school. Need to include all of our pupils and their Parents/Carers in school life and learning?
4	Limited communication and literacy skills (lack of opportunities to talk, experience books and support to read at home) means our children's early reading and phonic knowledge is adversely impacted.
5	Data for attendance indicates that our vulnerable children's attendance is lower than our non-vulnerable children. Data shows several of our vulnerable children show as persistently absent. Poor attendance and lateness have a negative impact on all but especially vulnerable children's progress.
6	81% of our children live in the bottom 30% of the most deprived areas. Limited financial stability means parents cannot provide varied experiences or opportunities for their children to understand there is a world outside their locality. So, our children's knowledge and aspirations are limited.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy year plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged children's progress improves in speech and language development to be equal or better than non-disadvantaged children.	Disadvantaged children achieve expected for communication, language and literacy at the end of the EYFS. Children accessing the Wellcomm programme and other speech and language interventions make rapid progress
Disadvantaged children are 'nursery ready' so are equal to or better than non-disadvantaged children.	Disadvantaged children when entering nursery will be emotionally, socially and academically ready to start school. Nursery parents have secure understanding of how they can positively impact on their children's readiness for starting school through improved communication channels.
Disadvantaged children's parents' aspirations are higher through having a more secure understanding of their child's opportunities through education, their outcomes and expectations of them.	Improved parental involvement resulting in improved outcomes for their children. Parental attendance at engagement events has increased.
Disadvantaged children's progress improves following greater understanding and support from home.	Disadvantaged children read more regularly at home. Parental feedback indicates that parents feel more confident and able to support their child at home. Through improved communication.
Disadvantaged children's outcomes in phonics are equal to or better than non-disadvantaged children.	Disadvantaged children pass the phonics screening check.

<p>Disadvantaged children attend school regularly and as a result make rapid progress.</p>	<p>Attendance of disadvantaged children is target 96%</p> <p>Attendance of persistent absence disadvantaged children is improving through involvement, role model and communication.</p>
<p>Disadvantaged children's and parents aspirations are higher through increased opportunities and experiences that increase their vocabulary, knowledge, understanding and learning.</p>	<p>Disadvantaged children can talk about their learning using increased and more subject specific vocabulary.</p> <p>Disadvantaged children's knowledge and understanding across a range of subjects is increased.</p> <p>Disadvantaged children access more opportunities and experiences through the curriculum and wider school that their learning is increased.</p>

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: £7950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Successful engagement in the One Wakefield project-CPD</p> <p>Collaboration with One Wakefield project team to develop effective pupil premium strategy</p> <p>Marc Rowland-EEF</p> <ul style="list-style-type: none"> - Diagnostic review <p>Jonathan Sharp-DRS</p> <ul style="list-style-type: none"> - Evidence based interventions - Research - Working with Parents - 	Collaborative learning through EEF /Doncaster research school	<p>1,2,3,4,5, 6</p> <p>£500</p> <p>Cover costs</p> <p>£1500</p>
<p>English Hub:</p> <p>Half termly face to face support.</p> <p>CPD -Quality First teaching of phonics</p> <p>Bespoke training Yr1 staff.</p> <p>Reading Lead-weekly release time to assess / train / support</p>	DFE approved English Hub school support and challenge.	<p>4</p> <p>Cover costs</p> <p>£1000</p> <p>£2000-37weeks ½ day</p>
<p>NCETM-YHmaths hub Mastery-number.</p> <p>Termly face to face support-maths lead.</p>	NCETM research	<p>1</p> <p>Resources £450</p>

CPD -Quality First teaching of Mastery number Bespoke training 3 teachers.		Cover cost £1000
Staff CPD Quality First teaching. -Muddy maths -Playful Science -Outdoor learning -EYFS- Comm/ Lang		£1500

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

Budgeted cost: £55380

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 TA's to be deployed to deliver guided reading / phonic sessions as part of the 'early birds' programme – Breakfasts through Magic Breakfast Programme Resources for the 'Early Birds' programme	EEF research, intervention good practice. -	1,4,5 £5,938 for support staff £200
5 x Support staff. Targeted deployment to support PP individuals / groups on key basic skills, including phonics, basic number to accelerate progress.	EEF-Making best use of Support assistants	1 £32805
Floppy Phonics synthetic phonics programme	DFE approved programme	1,4, See above

Support staff-target groups, same day intervention 1-1 Floppy catch ups.		Continued resources £1257
Learning Mentor to support bottom 20% in KS1 and facilitate interventions 3 afternoons a week.	EEF-Making best use of Support assistants	1,4 £5,616
NTP tutor- 4 days x12 weeks Targeted 1-3 ratio support to Yr1 and Yr2 based on reading and basic maths.	DFE- Recovery Premium	1,4 £9564

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

Budgeted cost: £19524

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor to work specifically with parents and children, offering academic and pastoral support, attendance, persistent lateness, thus reducing barriers to learning.</p> <p>Robust first / daily response to absence</p> <p>School rewards and incentives</p> <p>Home visits</p> <p>Work with the EWO</p> <p>Issue of penalty notices for term time holidays</p> <p>Clear procedures communicated to parents for children who are late to school</p>	DFE improving attendance	<p>5,3 £12,168</p> <p>£300</p>

Class Dojo system extended to two-way communication with parents. Teachers will regularly update the Class Dojo story and children's individual profiles.	EEF -Working with parents. Teaching and learning toolkit – Parental engagement	3,4
Increase parental communication and engagement through child and parents' events Offering a blended approach to parent consultations. Home visits for children starting nursery offered to parents/carers. Stay and play sessions. Use of Dojo to communicate learning eg upload phonics videos. Knowledge organisers for parents/carers shared / explained. Parent/carer voice. Questionnaires sent out to parents, post it notes available on consultation evenings, parental engagement working group.	EEF Teaching and learning toolkit – Parental engagement Review of best practice in parental Engagement – DFE	2,3,4 £160
Free daily magic breakfast (bagels) available for all children in school,	DFE breakfast club programme	4, 6 £6896

Total budgeted cost: £ 81395

Actual cost £82854

Difference-£1459- top up from School budget.

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 past 18 months have had a detrimental impact on the school's position in narrowing the gap between PP children and their non-PPG peers. Despite remote learning programme and the offer of devices to support this learning, the engagement of PP children was often lower than non-PPG. The school continues to work hard, with challenging targets, this thorough a well-focussed School Development Plan in order to narrow the gap as rapidly as possible.

20-21 Final data breakdown. Rag rated.

EYFS- Final data Summer 21

Baseline ARE – 30-50 secure Autumn End ARE – 40-60 beginning Spring End ARE – 40-60 secure Summer End ARE – ELG+

Area of Learning	ELG	All (B -58) (AU/SP – 59) (SU – 59)				Boys (B -30) (AU/SP – 31) (SU – 59)				Girls (B -28) (AU/SP – 28) (SU – 59)				PP (B/AU 8) (SP - 13) (SU – 14)				Non PP (50) (B -50) (AU – 51) (SP – 46) (SU – 45)				SEN (B -6) (AU – 7) (SP – 8) (SU – 9)			
		B	AU	SP	SU	B	AU	SP	SU	B	AU	SP	SU	B	AU	SP	SU	B	AU	SP	SU	B	AU	SP	SU
Communication & Language	L & A	69	80	74	86	60	71	68	74	79	89	82	100	75	88	69	86	68	78	76	87	17	57	13	44
	U	71	83	71	81	63	81	61	71	79	86	82	93	75	88	69	71	70	82	72	84	17	57	13	22
	Sp	60	75	70	80	57	68	61	71	64	82	79	89	63	75	62	71	60	75	72	82	0	29	13	22
Physical Development	M & H	66	85	71	80	57	81	65	71	75	89	89	89	63	88	69	79	66	84	72	80	17	57	25	33
	H & SC	83	85	76	86	83	75	74	81	82	93	9	93	88	88	69	79	82	84	78	89	50	57	25	33
Personal, Social & Emotional Development	SCSA	74	80	78	83	73	74	74	77	75	86	82	89	75	75	85	79	74	80	76	84	33	57	25	33
	MFB	69	80	75	83	67	65	65	71	71	96	86	96	75	75	69	79	68	80	76	84	0	14	0	33
	MR	71	80	73	88	67	74	62	81	75	86	86	96	75	75	69	79	70	80	74	91	17	57	0	33
Literacy	R	47	79	50	56	40	73	45	55	54	86	54	57	25	88	31	43	50	78	54	60	0	71	13	22
	W	57	72	42	54	50	63	39	52	64	82	46	57	75	88	15	43	54	70	50	58	17	57	0	22
Maths	N	63	76	58	63	63	73	58	61	64	79	57	64	88	88	39	50	60	74	63	67	33	57	13	22
	SSM	71	72	58	63	63	63	52	61	79	82	64	64	88	88	46	50	68	70	61	67	33	28	12	22

Good Level of Development

	All	Boys	Girls	PP	Non PP	SEN
GLD target	59	57	61	75	56	17
GLD actual	55	53	57	43	59	25

Key Stage 1.**Year 2 Final data Summer 21**

Group	<u>Reading</u> End of Yr. prediction EXS and above %	<u>Reading</u> End of year prediction GDS %	<u>Reading</u> Sum 2 EXS and above %	<u>Reading</u> Sum 2 GDS %
Current figures 2020/21 cohort				
Year 2 (51)	76	31	82	18
Boys (25)	60	36	76	24
Girls (26)	92	27	88	12
Disadvantaged (11)	55	36	58	8
Non disadvantaged (40)	83	30	90	21
Group	Writing End of Yr prediction EXS and above %	Writing End of year prediction GDS %	Writing Sum 2 EXS and above	Writing Sum 2 GDS %
Current figures 2020/21 cohort				
Year 2 (51)	71	20	65	0
Boys (25)	65	9	64	0
Girls (26)	75	29	77	0
Disadvantaged (11)	70	10	42	0
Non disadvantaged (40)	71	22	72	0
Group	Maths End of Yr prediction	Maths End of year prediction GDS %	Maths Sum 2 EXS and above %	Maths Sum 2 GDS %
Current figures 2020/21 cohort				

	EXS and above %			
Year 2 (51)	76	22	73	6
Boys (25)	60	28	60	12
Girls (26)	92	15	85	0
Disadvantaged (11)	55	18	58	0
Non disadvantaged (40)	83	23	77	8

There has been a steady increase in progress made from Aut 2 to Sum 2 across all subjects. Placing emphasis on basic skills in English and Maths has ensured that final figures are more or less in line with initial predictions made in Aut 1 despite the lockdown. Children achieving GDS is reduced because subjects could not be covered deeply enough in order to secure this. Reading disadvantaged through targeted intervention / NTP reached EXS prediction. Writing disadvantaged through targeted intervention / NTP EXS prediction -28% Maths disadvantaged- - through targeted intervention / NTP reached EXS prediction.

Year 1 final data Summer 2 2021

Group	Reading End of Yr prediction EXS and above %	Reading End of year prediction GDS %	Reading Sum 2 EXS and above %	Reading Sum 2 GDS %
Current figures – 2020-21 cohort				
Year 1 (55) (53 from Spr 2) (55 from Sum 2)	62	16	60	15
Boys (31)	48	13	48	10
Girls (24) (23 from Spr 2) (24 Sum 2)	79	21	75	21
Disadvantaged (16) (18 from Spr 2)	44	13	50	2
Non disadvantaged (39) (36 from Spr 2) (Sum 2 37)	69	18	65	6

Group	Writing End of Yr prediction EXS and above %	Writing End of year prediction GDS %	Writing Sum 2 EXS and above %	Writing Sum 2 GDS %
Current figures – 2020-21 cohort				
Year 1 (55) (53 from Spr 2) (55 Sum 2)	58	11	56	11
Boys (31)	42	10	45	1
Girls (24) (23 from Spr 2) (24 Sum 2)	79	13	71	5
Disadvantaged (16) (18 from Spr 2)	44	13	39	2
Non disadvantaged (39) (36 from Spr 2) (37 from Sum 2)	64	10	65	11
Group	Maths End of Yr prediction EXS and above %	Maths End of year prediction GDS %	Maths Sum 2 EXS and above %	Maths Sum 2 GDS %
Current figures – 2020-21 cohort				
Year 1 (55) (53 from Spr 2) (55 Sum 2)	69	13	71	9
Boys (31)	61	13	68	6
Girls (24) (23 from Spr 2) (Sum 2 24)	79	13	75	13
Disadvantaged (16) (18 from Spr 2)	56	13	67	6
Non disadvantaged (39) (36 from Spr 2) (37 Sum 2)	74	13	73	11

Group <u>Phonics Screening</u>	December 2020 2017 test 16+ to be on track %	June 2021 2018 test 27+ (32+) %
Current figures – 2020-21 cohort		
Year 1 (55)	51	75 (62)
Boys (31)	42	61 (45)
Girls (24)	63	92 (83)
Disadvantaged (16) (Sum 2 18)	58	72 (33)

Summer 2 data shows progress almost in line with original predictions made in Autumn 1, higher in Maths. Year 1 children will sit the PSC in December 2021 and our predictions are that 85% of the children will score 32 or more.

Reading disadvantaged through targeted intervention / NTP reached EXS prediction +.

Writing disadvantaged through targeted intervention / NTP EXS prediction -5%

Maths disadvantaged- - through targeted intervention / NTP reached EXS + prediction.

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
English Hub	Jerry Clay Lane Academy
Floppy Phonics	Oxford Reading Tree
One Wakefield	Wakefield LA / EEF/ Doncaster Research school
Mastery maths-Number	NCTEM / YHMaths Hub
Wellcomm	GL assessment
Class Dojo	Class Dojo

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.