

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

Summer 22 review

Ongoing / priority 22/23

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	Nichola 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	A significant number of 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 an increasing number 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	83% 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.

Rag rated

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

<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 Jonathan Sharp-DRS - Evidence based interventions - Research - Working with Parents - 	<p>Collaborative learning through EEF /Doncaster research school</p> <p>Marc Rowland work/audit with school -report leading to review of PP plan -focus on area based on parent involvement.</p> <p>On going in to 2nd year with One Wakefield.</p>	<p>1,2,3,4,5, 6 £500</p> <p>Cover costs £1500</p>
<p>English Hub: Half termly face to face support. CPD -Quality First teaching of phonics Bespoke training Yr1 staff. Reading Lead-weekly release time to assess / train / support</p>	<p>DFE approved English Hub school support and challenge.</p> <p>Yr2 Phonics results Dec21 3% above National overall. Above National for disadvantage.</p> <p>Yr2 (Yr1 and 2 cohort) Phonics overall. 2% above National. Disadvantage 80% above National?</p> <p>Yr1 Phonic results across school above National.81% v 76%</p> <p>Disadvantaged children 82% highest for school above National 2019 71%</p> <p>Reading Lead training/ support impacted on children through continual improved staff CPD.</p>	<p>4</p> <p>Cover costs £1000</p> <p>£2000-37weeks ½ day</p>

<p>NCETM-YHmaths hub Mastery-number. Termly face to face support-maths lead. CPD -Quality First teaching of Mastery number Bespoke training 3 teachers.</p>	<p>NCETM research Children basic skills improved Big Maths Fluency sheet / resources Rekneck resources. Increased fluency Nursery-Yr2. Daily. KS1 Maths SAT Maths above Nat by 2%. Disadvantage 60% inline prev Nat.</p>	<p>1 Resources £450 Cover cost £1000</p>
<p>Staff CPD Quality First teaching. -Muddy maths -Playful Science -Outdoor learning -EYFS- Comm/ Lang</p>	<p>LAuth-support package-writing/ maths.</p>	<p>£1500</p>

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
<p>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</p>	<p>EEF research, intervention good practice. -</p> <p>Early Birds ran successfully with 3 TA's (Mrs Williams, Mrs Beresford and Mrs Millard) lead by Linda Attwood.</p> <p>All groups started Early Birds sessions with a phonics recap and tricky words recognition.</p> <p>Two groups concentrated on speaking, listening and communication skills through the use of repeated text, encouraging the use of new vocabulary. All children working within these two groups apart from one child passed phonics screening.</p>	<p>1,4,5 £5,938 for support staff £200</p>

	<p>One group concentrated on comprehension/understanding and simple sentence writing through the use of repeated text. All the children working within this group passed phonics screening and achieved ARE/GDS in reading and writing.</p> <p>New story/information books were purchased to use as part of the Early Birds sessions.</p>	
<p>5 x Support staff. Targeted deployment to support PP individuals / groups on key basic skills, including phonics, basic number to accelerate progress.</p>	<p>EEF-Making best use of Support assistants</p> <p>Linda Attwood (PP Lead) – Attended Craig Batley zoom course and fed back during a staff meeting. As a staff we identified that we already have in place many of the recommendations made by Craig Batley but agreed that TAs required some coaching from Teachers and SLT.</p> <p>TA's now support within the classroom, directed by the teacher during curriculum sessions.</p> <p>Same day interventions have been successful to consolidate learning and understanding of concepts.</p> <p>Time is given for the Teacher/TA to discuss expectations and share information regarding the groups of children that the TA is responsible for.</p>	<p>1 £32805</p>
<p>Floppy Phonics synthetic phonics programme Support staff-target groups, same day intervention 1-1 Floppy catch ups.</p>	<p>DFE approved programme</p> <p>1:1 phonics coaching led by TA's is delivered every day, this has been very successful as highlighted by the phonics screening data across KS1.</p> <p>In Year 2, 16/20 PP children (80%) passed phonics screening.</p>	<p>1,4, See above Continued resources £1257</p>

	<p>In Year 1, 14/17 PP children (82%) passed phonics screening.</p> <p>Observations undertaken of 1:1 coaching by Amy (English Hub) and Catherine Inhester (English Lead) showed that TAs were following the Floppy's phonics planning correctly, effectively and consistently, were consolidating the reading routine and had good relationships with the children. It was noted that most children were making accelerated progress in phonics.</p>	
<p>Learning Mentor to support bottom 20%/SEN in interventions 3 afternoons a week across Year 2.</p>	<p>EEF-Making best use of Support assistants.</p> <p>Mrs Warren – Ellis worked with a number of PP/disadvantaged/SEN children, directed by the Year 2 teachers</p> <p>Mrs W.E supported children with SALT programmes, phonics and speaking and listening skills.</p> <p>It was observed by Y2 teachers that the children benefited from working within a small nurture group.</p>	<p>1,4 £5,616</p>
<p>NTP tutor- 4 days x12 weeks Targeted 1-3 ratio (KS) (DB) (DS) Children involved 80% disadvantaged Yr2 based on reading and maths. Y1 based on writing.</p>	<p>DFE- Recovery Premium NP – worked with Y1/Y2 during the Autumn term, supporting children with reading, writing and comprehension directed by the class teachers.</p> <p>DB/KS/DS supported Y1/Y2 with reading, writing and phonics as directed by the class teachers.</p> <p>Overall, children became more confident, showed more willing to 'have a go' and were applying skills taught in other areas of the curriculum.</p>	<p>1,4 £9564</p>

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

<p>Stay and play sessions.</p> <p>Use of Dojo to communicate learning eg upload phonics videos.</p> <p>Knowledge organisers for parents/carers shared / explained.</p> <p>Parent/carer voice. Questionnaires sent out to parents, post it notes available on consultation evenings, parental engagement working group.</p>	<p>2 x stay play new children & parents.</p> <p>Rolled out for ¾ topics-rest starting new year.</p> <p>Questionnaires Spring 22</p> <p>Quality of Education taught well (99%) does well (99%) range of subjects (96%) high expectations (83%) homework (88%)</p> <p>Behaviour and attitudes deals with bullying (98%) well behaved (95%)</p> <p>Personal Development happy (98%) safe (99%) Clubs (88%)</p> <p>Leadership and management led well (100%) well looked after (99%) aware of child's learning (98%) welcoming/pleasant (100%) good reputation (98%) recommend (100%) know how child doing (92%) raised concerns (88%)</p>	
<p>Free daily magic breakfast (bagels) available for all children in school,</p>	<p>DFE breakfast club programme</p> <p>Increasing numbers using both BK club and Early birds. Impact on Phonic scores Yr2 and Yr1.</p> <p>Early Birds majority are disadvantaged.</p> <p>Bagels provided to ALL children first thing. Ensures all had breakfast.</p>	<p>4, 6 £6896</p>

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 2021 to 2022 academic year.

Over the last year impact on the school's position in narrowing the gap between PP children and their non-PPG peers is improving eg phonics Yr1 +2,. The school continues to work hard, with challenging aspirational targets, this through a well-focussed School Development Plan in order to narrow the gap as rapidly as possible.

21-22 Final data breakdown. Rag rated.

EYFS- Final data Summer 22

Good Level of Development against target predictions

All (55)	55%
Boys (24)	38%
Girls (31)	68%
SEN (13)	11%
PP (16)	38%
Non PP (39)	62%

The outcome of our GLD is below what we predicted for all groups of children. Throughout the school year we had 4 boys leave our setting, 3 of which were targeted and would have achieved GLD. We also admitted 2 girls, 1 in spring term and 1 in summer term.

The following table highlights the percentage of children achieving expected level in all areas of learning including a comparison to national figures.

	Area of learning	School	National	Difference
Prime Areas	Listening & Attention	82	82	0
	Speaking	84	83	+1
	Self-Regulation	95	85	+10
	Managing Self	93	87	+6
	Building Relationships	85	89	-4
	Gross Motor	96	92	+4
	Fine Motor	73	86	-13
Specific Areas	Comprehension	84	80	+3
	Word Reading	60	75	-15
	Writing	56	70	-13
	Number	71	78	-7
	Numerical Patterns	71	77	-6
	Past & Present	82	82	0
	People, Culture & Communities	82	81	+1
	The Natural World	82	85	-3
	Creating with Materials	87	87	0
	Being Imaginative & Expressive	91	87	+4

Prime Areas

In the prime areas of learning we are inline or above national in all areas apart from fine motor.

There is a significant difference between our school and national in fine motor. Looking at the figures for different groups and comparing baseline to summer end, all groups of children made good progress from their baseline in this area which is to be celebrated.

Specific Areas

In the specific areas of learning we are inline or above national in all areas apart from **Word Reading and Writing**.

We continue with Floppy's Phonics and are seeing a lot of progress in reading/word reading. Again, looking at the figures for different groups and comparing baseline to summer end, **all groups of children made good progress from their baseline in this area which is to be celebrated.**

Writing is an area which continues to be under development in foundation stage. All groups of children have improved from their baseline but are still below national in this area of learning. Writing is an area for development across school and will be on the SDP for 2022-2023. We have also signed up to the EYFS support package 22-23 and will be supported by Amanda Scrivens with our focus being writing.

Maths Mastery has had a huge impact on the Number & Numerical Patterns areas of learning. It is used to support children with their secure knowledge of the EYFS maths expectations and delivered daily in short planned/resourced sessions. The knowledge that the children developed during these sessions gave them a good starting point for Year 1 and even though below national it is not a gap we are worried about as during the 21-22 year the delivery of these sessions did not begin till Jan 22 after completion of staff training. For 22-23 the sessions will begin at the beginning of the school year and will run for the full year.

We cannot compare our results on previous years as the curriculum, areas of learning and expectations have changed with the new EYFS curriculum in place from September 2021.

Key Stage 1.

Year 2 Final data Summer 22

Group-Reading	School	National	School	National
Current figures 2021/22 cohort	EXS and above %	EXS and above %	GDS %	GDS %
Year 2 (56)	57	67	13	18
Boys (32)	54	NAv	6	NAv
Girls (24)	71	NAv	21	NAv
Disadvantaged (20)	50	NAv	5	NAv
Non disadvantaged (36)	61	NAv	17	NAv

Group-Writing	School	National	School	National
Current figures 2020/21 cohort	EXS and above %	EXS and above %	GDS %	GDS %
Year 2 (56)	54	58	2	8
Boys (32)	47	NAv	0	NAv
Girls (24)	63	NAv	4	NAv
Disadvantaged (20)	45	NAv	5	NAv
Non disadvantaged (36)	58	NAv	0	NAv
Group-Maths	School	National	School	National
Current figures 2020/21 cohort	EXS and above %	EXS and above %	GDS %	GDS %
Year 2 (56)	70	68	5	15
Boys (32)	66	0	3	0
Girls (24)	75	0	8	0
Disadvantaged (20)	60	0	5	0
Non disadvantaged (36)	75	0	6	0
Group-RWM	School	National	School	National
Current figures 2020/21 cohort	EXS and above %	EXS and above %	GDS %	GDS %
Year 2 (56)	54	53	2	6
Boys (32)	47	0	0	0
Girls (24)	63	0	4	0
Disadvantaged (20)	45	0	5	0
Non disadvantaged (36)	58	0	0	0

We did not achieve our original predictions in reading and writing but did in maths (2% above National) subjects despite interventions taking place regularly eg NTP and school led tutoring.

Children in these groups have certainly made progress but staff feel that they are not yet sufficiently confident at the required standard. Also, the 2 new children joining Y2 did not achieve the expected standard – this has also had an impact on our data. Main concerns for writing are spelling and handwriting. In reading, some children have struggled with comprehension. This will be addressed when the new Y2 children start in September.

Children have achieved better in Maths and we were only 2% away from our original prediction. Daily fluency has paid off as well as revisiting calculations using the four operations. This recap has helped to embed strategies for the children.

Boys haven't achieved as highly as girls – all our one-page profile children are boys, some with very specific needs.

Year 1 final data Summer 2022

Group-Reading	Prediction	Result	Prediction	Result
Current figures – 2021-22 cohort	EXS and above %	EXS and above %	GDS %	GDS %
Year 1	60	66	12	22
Boys	55	63	10	23
Girls	66	69	14	21
Disadvantaged	47	58	0	11
Non disadvantaged	64	70	16	28
Group- Writing	Prediction	Result	Prediction	Result
Current figures – 2021-22 cohort	EXS and above %	EXS and above %	GDS %	GDS %
Year 1	60	63	10	15
Boys	55	60	10	17
Girls	66	66	14	14
Disadvantaged	47	58	0	5
Non disadvantaged	64	65	13	20

Group- Maths	Prediction	Result	Prediction	Result
Current figures – 2021-22 cohort	EXS and above %	EXS and above %	GDS %	GDS %
Year 1	65	68	15	15
Boys	65	67	16	20
Girls	66	69	14	10
Disadvantaged	67	63	13	11
Non-disadvantaged	64	70	16	18

Group- Phonics Screening	School Phonics Screening results	National Phonics Screening results
Current figures – 2021-22 cohort		
Year 2	89	87
Boys	81	NAv
Girls	100	NAv
Disadvantaged	80	NAv
Non-disadvantaged	94	NAv
Year 1 (59)	81	76
Boys (30)	77	NAv
Girls (29)	86	NAv
Disadvantaged (17)	82	NAv
Non-disadvantaged	81	NAv

Only 6 Yr2 children did not pass the re-sit of the PSC – 1 child disapplied, other children on one-page profiles and 1 only joined us in May 2022. This has been a fantastic result for this set of children and is beginning to translate into them becoming fluent readers. The information will be passed on to their junior schools, highlighting the need that some phonics work to be continued with these 6.

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.