

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	Sudley Infant School
Number of pupils in school	355 children
Proportion (%) of pupil premium eligible pupils	7% (26 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Ms R Thomas
Pupil premium lead	Mrs R Oasgood
Governor / Trustee lead	Ms M Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32280 + Ser £930 + PLAC £4690 = £37900
Recovery premium funding allocation this academic year	£942.50 x 4 = £3770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£39500 (From financial year budget) £41670

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring 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
- When 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. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Enhanced Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities and educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Poor home learning environments for some children.
2	Low speech and language skills, learning skills due to SEND.
3	Narrowing the attainment gap in reading, writing and maths.
4	Needing support with their mental health and wellbeing following Covid closures.
5	Improving attendance and punctuality.

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
PP children access programmes to raise self esteem, develop positive attitudes to their learning and improve resilience.	A positive impact shown through pupil voice and adult/parental feedback. Children are happy, secure and manage their feelings well.
Extra learning sessions for reading, writing and phonics, showing improved engagement and attainment of Year 1 and Year 2 disadvantaged pupils. Half termly checks of phonic recognition to be done to monitor progress and monitoring of achievement of individual half term targets for reading and writing. Comparison of data against non eligible PP to be checked.	Improved levels of reading, writing and phonics that are in line with All Children. Seen through evaluations at the end of each intervention cycle – these are carried out by LSAs and teachers.
Improved engagement and attainment of Year 1 and Year 2 disadvantaged pupils in maths.	Improved levels of maths, that are in line with All Children.
Working with specialist staff to target needs. Half termly checks of progress to targets and adapted or increased as necessary.	Focused learning means improved levels of achievement.

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: £19000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Progress in reading. Early intervention for reading. Rebranding of our in school phonics. Access to LA SEND provision and school run intervention groups.</p>	<p>EEF +3 Small group tuition gives an intensive teaching approach aimed at specific learning targets for individuals that support poor achievers and those falling behind. £5000</p>	<p>1, 2, 3</p>
<p>Small group work to improve writing, from early mark making to a series of sentences, on a regular weekly basis and monitor progress in class.</p>	<p>Small group tuition gives an intensive teaching approach aimed at specific learning targets for individuals that support poor achievers and those falling behind. Targeted approach helps less confident while in a small group improve their skills and understanding. More able children also offered writing group intervention to boost confidence and self esteem. £5000</p>	<p>1, 3, 4</p>
<p>Small group work to improve maths on a regular weekly basis and monitor progress in class.</p>	<p>After children's needs are identified a trained member of staff will work in small groups of similar abilities in a maths intervention group. Targeted approach of skills that may have been missed during lockdown will be a focus to help bring children to a comparable level of their peers taking SEND targets into consideration. £4000</p>	<p>1, 3</p>
<p>Staff CPD on WellComm, a programme to identify and utilise early intervention for children with speech and language problems. To carry out baselines of EYFS and Pupil Premium</p>	<p>EEF +7 in EYFS, EEF +6 in KS1 Identifying delayed language skills. Delayed language skills lead to under-performance later in life, yet many primary school children have unidentified speech and language difficulties. This figure includes training and releasing staff from class. £3000</p>	<p>1, 2</p>

<p>Staff CPD, update and training for new staff in ROAR.</p>	<p>Developed and delivered by Merseyside Youth Association's RAISE mental health promotion team, each ROAR programme is underpinned by research, resources and evidence-based practice and is written with the delegate in mind. All of our courses have been trialled with excellent feedback, and each course is split into several different modules, allowing for flexibility when delivering. The ROAR response offers top tips for staff around building resilience concerning specific mental health needs. It will also help staff spot the signs and symptoms of a child or young person experiencing problems with their mental health.</p> <p>£2000</p>	<p>1, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific intervention with plans focused on individual needs help children achieve or exceed their expected targets in Phonics.</p> <p>Additional LSA placed in class to support group session.</p>	<p>EEF +4</p> <p>Targeted small group work of phonics focussed on children's specific needs enables close monitoring and checking of progress by staff.</p> <p>£6000</p>	<p>1, 2, 3</p>
<p>Working with the school attendance officer, J Williams, parents will be encouraged to improve attendance of their child.</p>	<p>EEF +3</p> <p>Children who experience breaks in their education through missed days quickly start to lose the ability to keep on track with their peers and miss out on learning skills which will affect their progress and achievements.</p> <p>£2000</p>	<p>5</p>
<p>Help children to develop, grow and build their resilience by supporting their emotional needs</p>	<p>Seedlings is a therapeutic service for schools. Delivered by YPAS, the Seedlings team works with children to explore and process feelings that are troubling them and develop confidence in expressing themselves. Children who have been identified with anxiety by parents or school staff have in the past successfully been helped by the Seedlings service.</p> <p>£2000</p>	<p>1,3</p>

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

Budgeted cost: £12670

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children offered places on at least one after school club each year.	To identify interests of children and match them up with after school provision. Children take up the place. £500	1, 4
Individual reading (as part of recovery funding)	1:1 reading with a tutor, L Turney. This will help to close the gap in Year 1 and Year 2. Reading in last Year 1/current Year 2 is below ARE. 22 children to have 1:1 reading with an outside adult. £3770	1, 2
Enrichment activities, such as: Arts Award, Origami, Creepy Crawly Show, Travelling by Tuba, Samba Bamba, Pop Project	A wider experience of arts and sports activities to enhance their school experiences. Evaluations will be collected after each activity to analyse and check effectiveness of the activities and schemes. These activities are to enrich the children's life experiences, rather than focusing directly on the academic or cognitive elements of learning. EEF indicates that this gives a positive outcome, adding an additional 3 months progress. £6000	1, 4, 5
Looked after children become more able to cope with and express feelings	'Therapy in Play' practitioner will hold sessions for pupils to help develop increased confidence, reduce anxieties and develop their understanding of language and play. Children who have had emotional, psychological or social difficulties in their home life may find difficulty in coping with situations in school and at home. This programme should provide a positive impact on the children's abilities to cope with stressful situations. AI 3x £800 = £2400	1, 4

Total budgeted cost: £41670

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. 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.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Therapy in Play	OSSME
Seedlings	YPAS
WellComm	GL Assessment
ROAR	Merseyside Youth Association

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?	Small group work, whole class enrichment activities and educational visits.
What was the impact of that spending on service pupil premium eligible pupils?	Accelerated progress, working together with peers in clubs and experiencing activities together.