

Pupil premium strategy statement – Shinfield Infant and Nursery School

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.

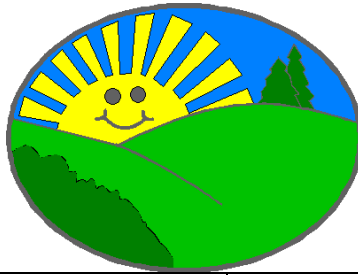
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

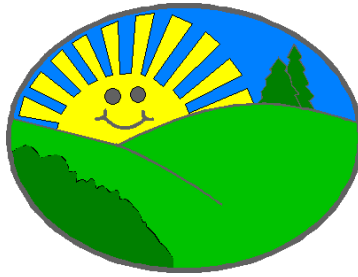
| Detail | Data |
|---|---|
| School name | Shinfield Infant and Nursery School |
| Number of pupils in school | 312 |
| Proportion (%) of pupil premium eligible pupils | 24 deprivation 1 service 0 LAC 5 EYPP. 9.6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 2022-2023 2023-2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | November 2022 |
| Statement authorised by | Nicky Lauchlan |
| Pupil premium lead | Claire Summers |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|--------|--------|
|--------|--------|



| | |
|---|-------------------------|
| Pupil premium funding allocation this academic year | £43,950 (includes EYPP) |
| Recovery premium funding allocation this academic year | £4,205 |
| School based tutoring funding | £2,025 |
| 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 | Total: £50,180 |



Part A: Pupil premium strategy plan

Statement of intent

When creating our PP Strategy we recognise the importance of considering the context of our school and the subsequent challenges we face. We have used research conducted by the EEF to support decisions made around the usefulness and implementation of different strategies. We have also considered the recommendations in the EEF **'Using the pupil premium fund effectively'** and read the EEF guidance reports for improving teaching and learning in EYFS and KS1.

Common barriers to learning for disadvantaged children can include weak language and communication skills, lack of confidence, attendance and punctuation issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'.

As recognised by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

The key principles of our strategy:

- Promote an ethos of **attainment for all**
- Quality first teaching** with staff supported by strong CPD
- Individualised approach** to address barriers within each class setting with support from our SENco when necessary. Class teachers are responsible for tracking the attainment and progress of all children and adopting individualised approaches where necessary
- Focus on **outcomes for individuals** – rather than on just providing strategies
- Decisions are based on diagnostic assessment **data and respond to evidence** which is analysed half termly to identify challenges.
- Clear, responsive leadership** – setting **high aspirations** and responsibility for raising attainment to all staff.

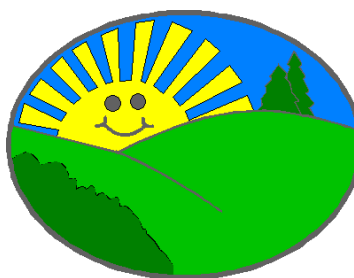
Our strategy adopts the EEF tiered model that focuses upon high-quality teaching, targeted academic support and wider strategies to aid our school improvement planning efforts for all children. The tiered model is designed to help schools focus on a small number of strategies with the greatest potential to make a meaningful difference for their pupils.



Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Our assessments and observations indicate that the education of many of our pupils, but especially the disadvantaged have been impacted by partial school closures, national lockdowns and Covid-19 isolation requirements. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Observations and discussions with parents and families have highlighted poor parental engagement in supporting their children at home, most notably with reading and with maths targets. |
| 2 | Narrowing the attainment gap across Reading, Writing, Maths. Internal assessments, discussions with pupils and observations indicate that maths attainment among PP pupils in particular is below that of non-disadvantaged pupils. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Internal assessments and observations indicate an attainment gap in PP pupils achieving greater depth particularly in writing. |
| 4 | Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non PP pupils. PP pupils also have punctuality issues. |
| 5 | Observations and discussions with families have highlighted complex family circumstances preventing pupils from flourishing. |
| 6 | Complex needs of some pupils eligible for PP who are also supported for SEND. These are double disadvantaged pupils. |

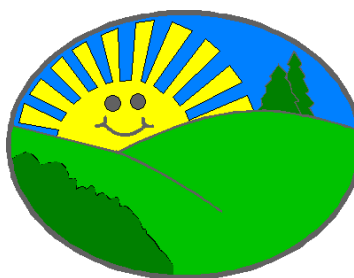


| | |
|---|--|
| 7 | Assessments, observations, and discussions with PP pupils indicate a deficit in expressive language skills – in part due to access to a language rich environment to develop vocabulary in speaking, reading and writing skills. |
|---|--|

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 |
|---|--|
| Improvement in PP Progress in Reading in all year groups | Assessments and observations indicate that PP children are achieving at least expected progress in Reading each term. |
| Improvement in PP Progress in Writing in all year groups | Assessments and observations indicate that PP children are achieving at least expected progress in Writing each term. |
| Improvement in PP Progress in Mathematics in all year groups | Assessments and observations indicate that PP children are achieving at least expected progress in Maths each term. |
| Improvement in PP Greater Depth in writing in all year groups | Assessments and observations indicate that PP children are achieve national average for greater depth writing. |
| Improvement in attainment of PP children in reading, writing and maths at the end of FS2 and KS1 | Attainment data at the end of FS2 and KS1 shows a narrower/narrowing gap in attainment for disadvantaged and non-disadvantaged pupils, particularly in maths. |
| Focus and awareness of PP children by class teachers and TAs, with regular dialogue taking place with parents | <p>High engagement in parents evening, at least half termly meetings with parents to support progress and attainment and with understanding how to support children at home.</p> <p>Class teachers ensure PP children are given appropriate support in lessons.</p> <p>Establish a PP champion to liaise between school and parents to offer support with helping their child at home.</p> |



| | |
|---|---|
| | |
| Attendance and punctuality gap of PP children and non PP children to reduce. | Attendance of disadvantaged pupils is at least 95%. PSA to work with PP families on supporting attendance and punctuality to ensure all PP children arrive in school on time and have high levels of attendance. |
| Quality first teaching in all classrooms, considering principals of effective classroom practice. | Rigorous CPD programmes for staff ensuring quality first learning experiences for all children. Monitoring systems identify that all children experience lessons that enable at least expected progress. |

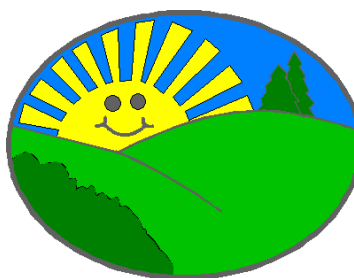
Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

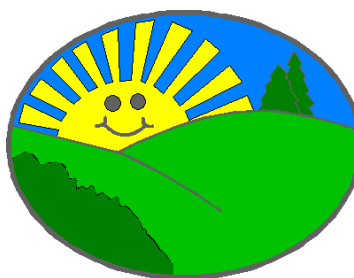
Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,836

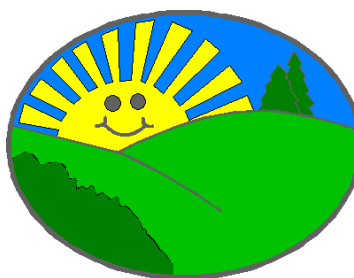
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Deputy Head to oversee PP strategy | Successful schools ' have clear and responsive leadership. ' DFE 'Supporting the attainment of disadvantaged pupils: articulating success and good practice' | 2,3 and 5 |
| CPD for staff on teaching phonics and implementation of the Little Wandle SSP programme. | EEF toolkit: 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 - +5 months impact | 2,3 |



| | | |
|--|---|-------|
| | EEF Guidance report Improving KS1 literacy: Recommendation 3 Effectively implement a systematic phonics programme. | |
| Whole class or group reading sessions that focus on teaching specific strategies to comprehend, and to improve comprehension in sections of text that present difficulties. | EEF Guidance report Improving KS1 literacy Recommendation 4 Teach pupils to use strategies for developing and monitoring their reading comprehension EEF toolkit: Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction - +6 months impact | 2 |
| CPD for EYFS staff led by the Early Years lead on Early Literacy approaches to improve young children's skills, knowledge or understanding related to reading or writing in FS. <ul style="list-style-type: none"> • storytelling and group reading • activities that aim to develop letter knowledge, knowledge of sounds and early phonics; • introduction to different kinds of writing. | EEF Early Years toolkit: Early literacy approaches +4 months impact | 2,3,7 |
| Training for staff and implementation of Jane Considine – 'The Write Stuff' whole school approach to the teaching of writing. Purchase of Unit Plans Teachers prepare children for writing by better modelling the | EEF Guidance report Improving KS1 literacy Recommendation 5 Teach pupils to use strategies for planning and monitoring their writing. Teachers should introduce these strategies using modelling and structured support. | 2,3,7 |



| | | |
|---|--|-----------|
| ideas, grammar or techniques of writing. | | |
| <p>CPD course for maths lead (Mobius Maths) focusing on maths mastery.</p> <p>Implementation of WRM programme across all year groups from FS2-Year 2 to enhance maths planning and teaching.</p> <p>Early numeracy approaches to include individual and small group work, and balance guided interaction with both direct teaching and child-led activities</p> | <p>EEF toolkit: Mastery Learning +5 months impact</p> <p>EEF Early Years toolkit: Early Numeracy Approaches - +6 months impact</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> | 1,2 |
| <p>Immediate oral feedback for PP children in lessons ensuring effective high quality feedback can be given, providing specific information on how to improve (Teacher or TA led)</p> | <p>EEF toolkit: Feedback - +6 months impact. This increased to +7months progress for oral feedback.</p> | 2,3 |
| <p>CPD for staff on Voice 21 oracy work</p> <p>CPD for one TA to become trained in SALT interventions</p> | <p>EEF toolkit: Oral Language Interventions + 6 months</p> | 2,7 |
| <p>CPD for support staff- Online SEN Teaching assistant level 3 training</p> | <p>EEF toolkit: Teaching Assistant Interventions: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact + 4months impact</p> | 2,3,6,7 |
| <p>School wide focus on parental engagement and support for families resulting in greater involvement of parents</p> | <p>EEF toolkit: Parental Engagement +4 months impact</p> <p>EEF Early Years toolkit: Parental Engagement +4 months impact</p> | 1,4 and 5 |



| | | |
|--------------------------------------|--|--|
| with children's learning activities. | | |
|--------------------------------------|--|--|

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

Budgeted cost £17,783

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Nuffield Early Language Intervention for FS2 | EEF toolkit: Oral Language Interventions + 6 months EEF Early Years toolkit: Communication and language approaches +6 months impact | 2,3,6,7 |
| TA interventions for small group targeted keep-up support. Use of Pixl structured intervention programmes | EEF toolkit: Teaching Assistant Interventions: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact + 4months impact | 2,3,6,7 |
| One to one tuition for identified PP children | EEF toolkit: One to one tuition - + 5 months impact | 2,3,6,7 |
| Small group, school led tutoring for identified PP children. | EEF toolkit: Small Group Tuition - + 4 months | 2,3 |
| Speech and Language intervention work | EEF toolkit: One to one tuition - + 5 months impact | 2,3,6,7 |

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

Budgeted cost: £8,561



| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Lunch club offered to all FS1 PP children, provision of a hot cooked meal for all FS1 PP children. | EEF Early Years toolkit: Communication and language approaches +6 months impact Lunch club provides an ideal opportunity for rich communication and language opportunities modelled by adults and engaging children. EEF: 'settings should use a range of different approaches to developing communication and language skills' | 1,5,7 |
| Developing parental engagement strategies in FS1 and 2 to include support for parents for home learning. | EEF toolkit: Parental Engagement - Effects are substantially higher in early years settings (+5 months) and primary schools (+4 months) | 1,5,7 |
| PSA offering targeted 1-1 support for identified families with complex needs. | EEF toolkit: Parental Engagement - +4months impact | 1,5,6 |

Total budgeted cost: £50,180