

# Pupil premium strategy statement – Shinfield Infant and Nursery School.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	317
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Nicky Lauchlan
Pupil premium lead	Claire Summers
Governor / Trustee lead	Alan Millson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,940
Recovery premium funding allocation this academic year	£3,480
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	£39,420

# 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 EYFSS and KS1.

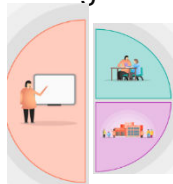
Common barriers to learning for disadvantaged children can include weak language and communication skills, lack of confidence, attendance and punctuation issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size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

Challenge number	Detail of challenge
1	Observations and discussions with parents and families have highlighted that some PP families struggle to support their children at home, most notably with reading. This is due in part to poor parental literacy skills.
2	Narrowing the attainment gap across Reading, Writing and Maths. Internal assessments, discussions with pupils and observations indicate that reading and writing 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 and writers.
3	Internal assessments and observations indicate an attainment gap in PP pupils achieving greater depth particularly in writing.
4	Amongst Pupils, some of which are PP attendance is a concern, with levels below 90% attendance.
5	Observations and discussions with families have highlighted complex family circumstances preventing pupils from flourishing. (financial difficulties, poor cultural capital, complex home lives, child protection)
6	Complex needs of some pupils eligible for PP who are also supported for SEND. These are double disadvantaged pupils. This year, 33% of our PPG children in KS1 also have Special Educational Needs (SEN)
7	Assessments, observations, and discussions with PP pupils indicate a deficit in language skills – in part due to access to a language rich environment to develop vocabulary in speaking, reading and writing skills. Spoken language and listening skills are weaker which impacts pupils' abilities in both reading and writing.

## 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
At least good progress from starting points for all children in reading, writing and maths.	Data indicates at least good progress in every year from EYFS to end of KS1
Improvement in attainment of PP children in reading and writing at the end of KS1	Attainment data at the end of KS1 shows a narrower/narrowing gap in attainment for disadvantaged and non-disadvantaged pupils, particularly in reading and writing.
Regular Reading at home to improve reading fluency.	Children develop a love of reading and strong home learning routines are established.
Focus and awareness of PP children by class teachers and TAs, with regular structured conversations taking place with parents/carers.	<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>A PP champion liaises between school and parents to offer support with helping their child at home. PP champion also meets regularly with PP children in school to offer support.</p>
Attendance and punctuality gap of PP children and non PP children to reduce.	<p>Attendance of disadvantaged pupils is at least 95%.</p> <p>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.</p>

## Activity in this academic year 2022-2023

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: £33,504

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head to oversee PP strategy.	Successful schools ' <b>have clear and responsive leadership.</b> ' DFE 'Supporting the attainment of disadvantaged pupils: articulating success and good practice'	1-7
Curriculum Pedagogy – A common language for teaching is used by all staff.	EEF suggests a 'Five-A-Day approach as a starting point for classroom teaching for all pupils, they are particularly well evidenced to have a positive impact on the outcomes of all pupils.	2,3,6,7
Regular CPD for staff on teaching phonics and implementation of the Little Wandle SSP programme.  Regular TA CPD in phonics and leading guided group reading.	EEF toolkit: <b>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</b> EEF Guidance report Improving KS1 literacy: <b>Recommendation 3 Effectively implement a systematic phonics programme.</b>	2,3
1 x weekly Group reading session focusing on building fluency. All PP children in Y2 offered either before school Nessy session or 1 x weekly before school reading comprehension and fluency session if required.	EEF Guidance report Improving KS1 literacy <b>Recommendation 4 Teach pupils to use strategies for developing and monitoring their reading comprehension</b> EEF toolkit: <b>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction - +6 months impact</b>	2,3

<p>Staff continue with the implementation of Jane Considine – ‘<i>The Write Stuff</i>’ whole school approach to the teaching of writing.</p> <p><b>Purchase of Unit Plans that are then adapted to the needs of the class or cohort based on rigorous AFL</b></p> <p>Teachers prepare children for writing by better modelling the ideas, grammar or techniques of writing.</p>	<p>EEF Guidance report Improving KS1 literacy <b>Recommendation 5</b></p> <p><b>Teach pupils to use strategies for planning and monitoring their writing. Teachers should introduce these strategies using modelling and structured support.</b></p>	<p>2,3,7</p>
<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: <b>Mastery Learning +5 months impact</b></p> <p>EEF Early Years toolkit: <b>Early Numeracy Approaches - +6 months impact</b></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:</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612217/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>1,2</p>
<p>Immediate oral feedback for PP children in lessons ensuring effective high-quality feedback can be given, providing specific information on how to improve (<b>Teacher or TA led</b>)</p>	<p>EEF toolkit: <b>Feedback - +6 months impact. This increased to +7months progress for oral feedback.</b></p>	<p>2,3</p>
<p>School wide focus on parental engagement and support for families resulting in greater involvement of parents with children’s learning activities.</p>	<p>EEF toolkit: <b>Parental Engagement +4 months impact</b></p> <p>EEF Early Years toolkit: <b>Parental Engagement +4 months impact</b></p>	<p>1,4 and 5</p>

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

Budgeted cost: £2,916

Activity	Evidence that supports this approach	Challenge number(s) addressed
Elkan Speech and language programme in F2, Year 1 and 2 to identify and then support through targeted interventions, children with speech and language difficulties.	EEF toolkit: <b>Oral Language Interventions + 6 months</b>  EEF Early Years toolkit: <b>Communication and language approaches +6 months impact</b>	2,3,6,7
Targeted interventions for small groups to ensure mastery of mathematical key concepts and phonological understanding to narrow the gap.	EEF toolkit: <b>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</b>	2,3,6,7
Nessy reading club to run 4x weekly before school to target our lowest attaining PP children in Year 2.	EEF toolkit: <b>Phonics support + 5 months</b>	2
Daily 1-1 reading for PP pupils to develop greater fluency.	EEF toolkit: <b>One to one tuition - + 5 months impact</b>	2
Small group, school led tutoring for identified PP children in reading and phonics.	EEF toolkit: <b>Small Group Tuition - + 4 months</b>	2,3

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

Budgeted cost: £3,000

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.	<p>EEF Early Years toolkit: <b>Communication and language approaches +6 months impact</b></p> <p>Lunch club provides an ideal opportunity for rich communication and language opportunities modelled by adults and engaging children.</p> <p>EEF: <b>'settings should use a range of different approaches to developing communication and language skills'</b></p>	1,5,7
Parental engagement with home learning - regular reading going on at home. Strong home learning routines are established.	EEF toolkit: Parental Engagement - <b>Effects are substantially higher in early years settings (+5 months) and primary schools (+4 months)</b>	1,5,7
PSA offering targeted 1-1 support for identified families with complex needs.	EEF toolkit: <b>Parental Engagement - +4months impact</b>	1,5,6
<p>Identification of a 'pupil premium' champion' for every PP child – weekly meetings between Pupil premium champion and child to share work, celebrate successes and share worries/concerns.</p> <p>Establish a PP champion to liaise between school and parents to offer support with helping their child at home.</p>	EEF toolkit: <b>Parental Engagement - +4months impact</b>	1,5,6



<p>Bespoke SEN intervention packages in place for double disadvantaged pupils.</p> <p>Plus- one maths coaching.</p>	<p>EEF toolkit: <b>Individualised Instruction + 4 months impact</b></p> <p>Complement high quality teaching with carefully selected small-group and one-to-one interventions.</p> <p>Understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</p>	1,2,6

**Total budgeted cost: £39,420**

## 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.

A review of our strategy outcomes needs to be considered alongside the National Emerging picture for Pupil Premium.

#### Key Findings of the National Picture

- Almost all of the learning loss occurred in the first year of the pandemic. While attainment hasn't fallen further in 2021, neither has there been any significant recovery (with the notable exception of Year 6)
- The youngest have suffered the most.
- Writing is the subject hardest hit by the pandemic.
- Leaders have identified pupils with SEN and disadvantaged pupils as being the hardest hit.

The emerging picture of PPG attainment and progress at Shinfield during the 2021-2022 academic year reflects the national emerging picture. Pupils with SEND and disadvantaged pupils continue to be most affected.

Juniper Education – National Database Report 2022 (*The impact of the Covid Pandemic on Primary School Children's learning*)

<https://www.gov.uk/government/publications/education-recovery-in-schools-spring-2022/education-recovery-in-schools-spring-2022>

#### End of KS1 Outcomes 2021-2022

% of year group in receipt of PPG	% of PPG who met expected standard in Phonics	% of PPG who met expected standard in reading	% of PPG who met expected standard in writing	% of PPG who met expected standard in maths
9% (8)	58%	50%	38%	63%

### Year 1 Outcome 2021-2022

% of Year group in receipt of PPG	% of PPG who met expected standard in Phonics	% of PPG who met Year 1 expected standard in reading	% of PPG who met Year 1 expected standard in writing	% of PPG who met Year 1 expected standard in maths
13% (12)	58%	34%	25%	34%

### End of EYFS Outcomes 2021- 2022

% of year group in receipt of PPG	% of PPG who achieved GLD
7% (7)	57%

Intended outcomes from 3 Year Strategy Plan	Evaluation of Outcomes for academic year 2021-2022
Improvement in PP Progress in Reading in all year groups	Assessments and observations indicated that all PP children in KS1 made at least expected progress in reading each term.
Improvement in PP Progress in Writing in all year groups	Assessments and observations indicated that all PP children in Year 2 achieved at least expected progress in writing by the end of the academic year in Year 2. In Year 1 50% made at least expected progress in writing.
Improvement in PP Progress in Mathematics in all year groups	Assessments and observations indicated that all PP children achieved at least expected progress in maths by the end of the academic year in Year 2. 58% made at least expected progress in Year 1.
Improvement in PP Greater Depth in writing in all year groups	12.5% of PP children attained Greater Depth writing at the end of KS1.

Improvement in attainment of PP children in reading, writing and maths at the end of FS2 and KS1	PP Pupils achieving GLD at the end of EYFS has increased from 18% in 2020-2021 to 57% in 2021-2022. In KS1 62% achieved expected standards in Reading in 2020-2021 in 2021-2022 it was 50%. In KS1 45% achieved expected standards in Writing in 2020-2021 in 2021-2022 it was 38%. In KS1 18% achieved expected standards in Maths in 2020-2021 in 2021-2022 it was 63%.												
Focus and awareness of PP children by class teachers and TAs, with regular dialogue taking place with parents	There was high engagement in parents evening. Observations of lessons indicated that class teachers were ensuring PP children were given appropriate support in lessons.												
Attendance gap of PP children and non PP children to reduce.	<table border="1" data-bbox="802 1010 1394 1216"> <thead> <tr> <th></th> <th>Foundation 2</th> <th>Year 1</th> <th>Year 2</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>91.7%</td> <td>92%</td> <td>94%</td> </tr> <tr> <td>PP children</td> <td>92.1%</td> <td>90.2%</td> <td>91.2%</td> </tr> </tbody> </table>		Foundation 2	Year 1	Year 2	All Pupils	91.7%	92%	94%	PP children	92.1%	90.2%	91.2%
	Foundation 2	Year 1	Year 2										
All Pupils	91.7%	92%	94%										
PP children	92.1%	90.2%	91.2%										
Quality first teaching in all classrooms, considering principals of effective classroom practice.	A rigorous CPD programme for all staff ensuring quality first learning experiences for all children was in place last academic year. Monitoring systems identified that all children experienced lessons that enabled at least expected progress. (Ongoing)												

## 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
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The Write Stuff	Jane Considine
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## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*