

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	Speedwell Infant School
Number of pupils in school	96, plus nursery
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 and 2022/23
Date this statement was published	October 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Jane Moore
Pupil premium lead	Jane Moore
Governor / Trustee lead	Ann Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,250
Recovery premium funding allocation this academic year	£6,380
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	£76,630

Part A: Pupil premium strategy plan

Statement of intent

At Speedwell Infant School we want every child to succeed. We recognise that some children join school at a disadvantage to others, and aim to address such disadvantages through an inclusive approach to teaching and learning which targets support at those children who need to make accelerated progress to be working at age related expectations. The Covid pandemic has impacted significantly on children from disadvantaged backgrounds, resulting in increased need to ensure every child succeeds. We recognise the crucial importance of communication, language and vocabulary development, alongside a systematic approach to phonics to support children to become strong, competent readers. Therefore, our pupil premium strategy is underpinned by the following key principles:

- The Prime Areas of Learning are prioritised in the EYFS to ensure every child secures these crucial foundations for future learning and development
- The development of communication, language and vocabulary skills is prioritised across school through the school's Communication, Language and Vocabulary Strategy to ensure all children develop a broad vocabulary
- The teaching of reading through a systematic approach to phonics teaching and the development of comprehension skills is prioritised to ensure all children have the skills to read effectively by the end of KS1 so this does not become a barrier to future learning
- A recognition that some children experience adverse childhood experiences which can be a barrier to successfully accessing learning, and that social, emotional and behavioural support needs to be prioritised for such children to help them develop the strategies to become effective learners

This plan aims to address these core principles through quality first teaching for all children and targeted support and interventions for those that need it through careful analysis of each child's specific needs.

Challenges

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

Challenge number	Detail of challenge
1	Many children join school in the EYFS below age related expectations in the Prime Areas of learning, with a number of children significantly behind typical development for their age in these areas. This places children at a

	disadvantage because they do not have the basic communication, social, emotional and physical skills to succeed.
2	Many children across school have limited wider experiences, which have an impact on their language and vocabulary development, and their wider comprehension skills. This has further been exacerbated by the Covid pandemic. The lack of first hand experiences and lack of exposure to a wide range of experiences limits children's knowledge and vocabulary development, impacting on their wider progress across the curriculum.
3	Many children are not exposed to a wide range of books and stories at home, and do not live in households where reading is modelled or encouraged. This means children do not value or see the importance of reading to support wider learning, and as such are reluctant readers.
4	Assessment data indicates many children are not working at age related expectations in mathematics, this was an area many children struggled to engage with during home learning. Prioritisation of the ready to progress criteria will support children to catch up in key mathematical skills, which will then enable them to access the full mathematics curriculum moving forward.
5	Some children have a range of adverse childhood experiences (ACEs) which impact on their social, emotional and behavioural skills, resulting in barriers to engaging in learning. It is essential that support for social, emotional and behavioural needs are prioritised to ensure children are ready to access learning.

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
By the end of the EYFS, the majority of children will be working at age related expectations in the Prime Areas of Learning	EYFS Profile outcomes in the Prime Areas of Learning are in line with National outcomes
By the end of KS1, the majority of children will have age appropriate reading comprehension skills which are supported by a broad exposure to vocabulary through books and first hand experiences across the curriculum	Summative end of year assessments of reading shows an increase in the % children working at age related expectations at the end of KS1 compared to the end of the EYFS
By the end of Y1, the majority of Y1 children will have achieved the end of Y1 maths ready to progress criteria, and by the end of Y2 the majority of Y2 children will have achieved the end of Y2 maths ready to progress criteria	Termly assessment of progress towards meeting the relevant year group ready to progress criteria, and end of year summative assessments against the relevant year group ready to progress criteria show that the vast majority of children have met this criteria
Children with ACEs will be more able to engage in classroom learning through support and the development of strategies to manage their feelings and behaviour in appropriate ways	The school's behaviour regulation policy will be embedded into practice and periods of challenging behaviour from children with ACEs will be minimised across school. Fixed term and permanent exclusions will be minimised (except in the most dangerous

	circumstances) so children do not miss time at school.
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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: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to the local English Hub reading for pleasure programme to support the further development of the teaching of reading across school, to include:</p> <p>Release time for English Lead to access the programme</p> <p>Additional staffing costs for TAs to attend staff meetings for feedback and CPD from English Lead</p> <p>Purchase of core books to support the implementation of the programme</p>	<p>EEF guidance report: Improving literacy in KS1</p> <p>EEF guidance report: Preparing for literacy</p> <p>EEF Teaching and learning toolkit</p> <p>Whole staff CPD for phonics has secured improved results over the last 3-4 years. Now this is embedded, whole staff CPD to support a wider love of reading should further develop the teaching and learning of reading across school.</p>	1. 2. 3.
<p>Access the Maths Hub Mastering Number programme to develop the development of core number skills across KS1 and R, to include:</p> <p>Release time for the Maths lead to lead the programme</p> <p>Release time for teachers to access the training</p>	<p>EEF guidance report: Improving mathematics in the early years and KS1</p> <p>The introduction of the mastery approach to teaching maths is starting to show an impact on children's number skills, accessing this programme should further develop and embed this work.</p>	4

Purchase of additional maths resources to further enhance the delivery of the programme		
Contribution towards teaching assistant salaries to ensure retention of high quality TAs, and every class has skilled teaching assistant support throughout the day to meet the learning and development needs of the many children who are working below age related expectations	EEF guidance report: Making best use of teaching assistants Observation of teaching assistants in practice clearly demonstrates the high skill level of established TAs which need to be retained to ensure investment in TA skill is not lost to the school	1. 2. 3. 4. 5.

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Academic Mentor (supported through DfE funding) delivering one to one and small group phonics and reading sessions to KS1 children: 5% salary costs and on costs	EEF guidance report: Improving literacy in KS1 EEF Teaching and learning toolkit	2. 3.
Small group language interventions for EYFS children led by experienced in school staff: Contribution to salary costs	EEF guidance report: Preparing for literacy EEF Early years toolkit Impact of use of language interventions in previous years has demonstrated accelerated progress and narrowing of attainment gaps.	1. 2.
15 hours in school maths tutoring for small groups of Y1/Y2 children, utilising the DfE school-led tutoring funding. 25% contribution towards costs.	EEF guidance report: Improving mathematics in the early years and KS1	4.

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist inclusion and engagement teaching assistant to work with children with ACEs through one to one sessions and nurture group: Specialist TA salary costs Resources and materials to support the delivery of the support/programmes</p>	<p>EEF guidance report: Improving behaviour in school EEF Teaching a learning toolkit Evidence from previous years is that this role has significantly reduced the risk of exclusion for children with challenging behaviour, and has supported children with ACEs to become more confident accessing teaching and learning.</p>	<p>5.</p>
<p>Continued engagement with the Virtual School Attachment Aware programme to embed developments in support for children with ACEs: SENCo release time to coordinate and oversee the embedding of the developments Additional staffing costs for TAs to attend staff meetings and access CPD to further embed the developments</p>	<p>EEF guidance report: Improving behaviour in school Observation of practice and staff team discussion indicates development of approaches to support children to access learning.</p>	<p>5.</p>

Total budgeted cost: £77,000

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.

Disadvantaged children achieved above non-disadvantaged children in the end of Y1 phonics assessment completed using an old phonics screen check, with 94% disadvantaged children scoring 32+ and 75% non-disadvantaged children scoring 32+

End of Y2 summative assessments in reading, writing and mathematics indicated that disadvantaged children's outcomes were in line with non-disadvantaged children's outcomes in reading and writing, but in mathematics this was not the case with non-disadvantaged children achieving above disadvantaged children.

End of Y1 summative assessments in reading, writing and mathematics indicated that disadvantaged children's outcomes were above non-disadvantaged children's outcomes across all three subjects.

The school had an academic mentor from January 2021 – July 2021 focusing on reading and phonics. It is clear this supported disadvantaged children to keep up with their peers in this area, so a similar approach will be considered for maths in the 2021/22 academic year.

Whilst 87% children in Reception made accelerated progress in communication and language development, non-disadvantaged children made greater progress than disadvantaged children, resulting in a widening of the gap between disadvantaged and non-disadvantaged children. However, before and after assessments for targeted early language interventions demonstrated that children did make good progress through these interventions. Covid restrictions impacted on the effective delivery of these programmes in 2020/21, so further consideration will be given to the effective delivery of these programmes in 2021/22.

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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