

## 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.

Note - Updated for 2022 / 23 academic year

### School overview

Detail	Data
School name	Speedwell Infant School
Number of pupils in school	101, plus nursery <a href="#">Updated Sept 2022</a>
Proportion (%) of pupil premium eligible pupils	55% <a href="#">Updated Sept 2022</a>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 and 2022/23
Date this statement was published	October 2021 <a href="#">Updated Sept 2022</a>
Date on which it will be reviewed	April 2022 <a href="#">Next review March 2023</a>
Statement authorised by	Jane Moore
Pupil premium lead	Jane Moore
Governor / Trustee lead	Ann Adams

### Funding overview – 2022/23

Detail	Amount
Pupil premium funding allocation this academic year	£60,940
Recovery premium funding allocation this academic year	£6,380
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	£67,320

# 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. <a href="#">There are also high levels of nursery children still needing support to move out of nappies and use the toilet.</a>
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. <a href="#">The school has moved back to a full maths curriculum from September 2022, supported by the delivery of the Mastering Number programme to develop fundamental number skills.</a>
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. <a href="#">From September 2022 – Improve the % children working at age related expectations in mathematics at the end of Y1 and the end of Y2.</a>	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 <a href="#">From September 2022 – Termly assessment of progress and end of year</a>

	summative assessments show an increased % children working at age related expectations in mathematics.
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.

## 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: £39,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduction of the Essential Letters and Sounds DfE validated phonics programme, to include staff training and resource costs (in addition to funding received from the English Hub)</p> <p>Access to the local English Hub reading for pleasure programme for all teachers to support the further development of the teaching of reading across school</p> <p>Purchase of new books for class reading areas to support the implementation of reading for pleasure</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>	1. 3.
<p>Embed the Maths Hub Mastering Number programme to support the development of core number skills across KS1 and R, to include:</p> <p>Release time for the Maths lead to support new staff with</p>	<p>EEF guidance report: Improving mathematics in the early years and KS1</p> <p>The first year of the Mastering Number programme has improved children's core number skills across school.</p>	4

the programme and monitor implementation 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: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group language interventions (Early Talk Boost) for EYFS children led by experienced in school staff: Salary costs for staff to deliver the programme	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.
25% contribution towards costs for school led tutoring for KS1 children in maths	EEF guidance report: Improving mathematics in the early years and KS1	4.

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

Budgeted cost: £24,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist inclusion and engagement teaching assistant to work with children with ACEs through one to one	EEF guidance report: Improving behaviour in school EEF Teaching a learning toolkit	5.

<p>sessions and nurture group: Specialist TA salary costs Resources and materials to support the delivery of the support/programmes</p>	<p>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>Temporary learning support assistant to support with toileting needs and moving children from wearing nappies to using the toilet in line with EYFS developmentally appropriate expectations.</p>	<p>EYFS highly skilled teacher and teaching assistant time has been taken up with toileting tasks, reducing quality learning support in other areas of the curriculum. This role should release highly skilled teacher and teaching assistant time to maximise progress for early years children, whilst ensuring children receive the support they need to be able to use the toilet.</p>	1.
<p>Cover costs to train a teaching assistant in the delivery of the Solihull Parenting programme. Cover costs to release teaching assistant to access training and deliver the Solihull Parenting programme Resources to deliver the Solihull Parenting programme</p>	<p>Solihull Parenting programme recognised as positive early support for parents/carers EEF working with parents to support children's learning guide</p>	1. 2. 3. 5.
<p>Contribution towards costs for external trips and costs for in school experiences to support the curriculum, broaden children's experiences, and thus vocabulary and understanding</p>	<p>EEF Early Years Toolkit – communication and language approaches. First hand experiences give quality opportunities to learn new vocabulary in context with understanding that can then be transferred to other learning such as reading and writing.</p>	1. 2. 3.

**Total budgeted cost: £68,300**

## 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.

At the end of the EYFS 77% children reached the expected standard in C&LD, with 70% reaching the expected standard in each of PD and PSED. Based on children's starting points this represented accelerated progress over the year in the prime areas of learning.

71% of Y1 children passed the phonics screen check. However, disadvantaged children did less well than non-disadvantaged children. A high % disadvantaged children are identified as SEND, and this impacted on their progress despite additional support. Of the disadvantaged children not identified as SEND, 92% passed the phonics screen check. The school is now moving to a DfE validated phonics programme to further improve the teaching and learning of phonics, and is continuing to address the social and emotional SEND needs that are a barrier to successful learning for some learning.

97% of Y2 children passed the phonics screen check by the end of Y2.

For both the Y1 and Y2 children, additional phonics support from the school's academic mentor supported accelerated progress and embedded phonics knowledge ensuring there was accelerated progress from children's starting points.

73% of Y2 children met the expected standard in reading at the end of KS1, with 83% disadvantaged children meeting the expected standard in reading. Additional support from the school's academic mentor supported accelerated progress in reading for many children.

60% of Y2 children met the expected standard in maths at the end of KS1, with 72% disadvantaged children meeting the expected standard in maths. Additional support from school led tutoring supported accelerated progress in maths for many children.

By the end of the Summer term the vast majority of KS1 children were working at age related expectations in the maths ready to progress criteria. 55 out of 67 children (Y1 and Y2) – 82%.

30 children accessed nurture group or behaviour box support over the academic year, including 10 children with challenging behaviour which could have resulted in potential exclusion. No child was permanently excluded over the year.

## 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