

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	Stillness Infant School
Number of pupils in school	291
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Annie Grimes- Head Teacher
Pupil premium lead	Sian Bannister- Deputy Head Teacher
Governor / Trustee lead	Dan Botting

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 38,590
Recovery premium funding allocation this academic year	£ 797.50
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	£ 39387.50

Part A: Pupil premium strategy plan

Statement of intent

To enable PPG children in reception to reach good level of development in the EYFS profile.

To enable our Y1 PPG children to reach the expected standard in the Phonics check.

To enable Y2 PPG children to reach age related expectations in Reading, Writing and Maths.

Identify and support children to achieve greater depth in reading, writing and maths where there is the potential to do so.

To narrow the attainment gap between PPG and non-PPG children.

To support children in catching up with lost learning during the Covid school closures.

To give PPG children greater opportunity to engage in rich learning experiences to increase their cultural capital in line with their peers.

To support families to improve pupils' attendance and their child's learning at home.

To support the PPG children to develop greater self-belief, resilience and confidence.

We are committed to a 'quality- first' approach to teaching as this will benefit every child in the school, not just the disadvantaged children. Our approach is informed by a range of rigorous, regular assessments and observations.

As we have a small number of disadvantaged pupils, we take a responsive, individual approach to the aspects of our provision, intending to challenge and support the child and their individual needs. We have a whole school approach where the responsibility for the outcomes of disadvantaged children is a priority for everyone.

Challenges

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

Challenge number	Detail of challenge
1	A large proportion of our disadvantaged pupils have social and emotional needs as they are post adoption or in Special Guardianship arrangements. (8/14)

2	A large proportion of our disadvantaged pupils have additional learning needs. (9/14) as evidenced by our assessments and observations.
3	Limited parental support at home to extend learning opportunities, develop vocabulary and lack of access to real life experiences and activities experienced by many other pupils e.g. museums, galleries, arts or the beach. Evidenced in our discussions with children and observations.
4	Assessments, observations and reading sessions with children show that disadvantaged children generally have greater difficulties with phonics and reading than their peers, along with evidence in their reading records suggesting they generally have minimal parental support with reading at home.

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
EYFS GLD for PP- eligible pupils at or above the national average for all pupils	%achieving GLD >71.8% 2022
Y1 Phonics for PP- eligible pupils at or above the national average for all pupils	% passing Phonics Check >82% 2022
KS1 outcomes at or above the national average for all pupils	% achieving ARE in reading >75%, writing >69%, maths >76% 2022
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged children.	Demonstrated by qualitative data from pupil voice, parent feedback and staff observations.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase Little Wandle Letters and Sounds Phonics Teaching Scheme to enhance our current provision.</i>	EEF Improving Literacy In Key Stage 1: Point 3- Effectively Implement a Synthetics Phonics programme	2
<i>Train all teachers in the use of the new scheme</i>	EEF Improving Literacy In Key Stage 1: Point 3- Effectively Implement a Synthetics Phonics programme	2
<i>Monitor the effectiveness of the new scheme and continue the CPD cycle to ensure the impact.</i>	EEF Improving Literacy In Key Stage 1: Point 3- Effectively Implement a Synthetics Phonics programme	2

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

Budgeted cost: £19,387.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Respond to phonics monitoring and assessment when grouping children for small group catch-up phonics and one to one reading and comprehension interventions, to ensure teaching can be targeted for accelerated progress.	EEF Improving Literacy In Key Stage 1: Point 3- Effectively Implement a Synthetics Phonics programme	2

Teaching language and communication through a curriculum rich in first hand experiences, visits, visitors, access to after school clubs and extended service/ breakfast club, PE coaches, specialist art and music teachers and inclusion in whole school events such as dress up days and Arts events.	EEF Arts Participation EEF Early years Toolkit Communication and Language Approaches	2
---	---	---

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff and whole school approach to create a Trauma Informed School with sequenced and progressive teaching in Social and Emotional Learning through the PHSE and Values Based Education framework.	EEF Improving Social and Emotional Learning in Primary Schools	1
Sessions with Learning Mentor to promote wellbeing and social skills through therapeutic approaches and nurture groups.	EEF Improving Social and Emotional Learning in Primary Schools	1
Close monitoring of attendance and support where needed.		

Total budgeted cost: £ 39,387.50

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.

<i>Aims</i>	<i>Outcome</i>
EYFS GLD above national average for disadvantaged children.	Not formally measured and national statistics are not available. However, our internal teacher assessments showed 2 out of 5 disadvantaged children reached a GLD. The 3 children who did not reach the GLD have SEND.
Y1 Phonics above national average for disadvantaged children	Not formally measured and national statistics are not available. However, when taken in Year 2 in the Autumn Term, post lockdown, 2 out of the 5 disadvantaged children in Year 2 passed the Year One Phonics Check. Of the remaining three, all have SEND with one on an EHCP.
KS1 outcomes above national average for disadvantaged children	We carried out teacher assessments using a range of tools such as No More Marking, SSRT and past papers in Maths. Out of the 5 disadvantaged children in Year 2, 1 reached age related expectations in reading and maths. Two children were working towards age related expectations and the remaining two children were working below. These four children all have SEND with one on an EHCP. All except the child with an EHCP made good or better progress in reading and all the children made good or better progress in maths. In writing, though none of these children reached age related expectations, they all made good or better progress.

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
None	

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA