



Thinking Schools Academy Trust

“Transforming Life Chances”

Penhale Infants School
2021/22

Pupil premium strategy statement – Penhale Infant 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	Penhale Infant School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	25% (50)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Anna Webb
Pupil premium lead	Ashlee Cole
Governor / Trustee lead	Emma Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,518
Recovery premium funding allocation this academic year	£8,410
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	£83,928

Part A: Pupil premium strategy plan

Statement of intent

At Penhale Infant School, everybody is responsible for socially disadvantaged pupils and we are all committed to meeting children's individual pastoral, social and academic needs within the school environment. Our school serves a diverse community where deprivation is high. Our families are often trying to overcome more than one complex barriers as well as local factors and we understand that a one size fits all approach is not sufficient in meeting the needs of our disadvantaged pupils. All stakeholders work closely together to identify the needs of our children and families and we are very aware that these needs can differ across our families. We ensure good relationships and pastoral support for our families to ensure we know their needs well.

Our Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data
- To improve our children's cultural capital, providing them with opportunities and experiences they would not normally have
- To ensure disadvantaged children have access to a broad and balanced curriculum
- To ensure our disadvantaged children receive the pastoral and emotional support they require

Our Key Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We also recognise that not all pupils who are socially disadvantaged are eligible for pupil premium; we know that our best practice benefits all of our children.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- High expectations and inclusive teaching are imperative. Classrooms provide challenge and support through building trusting relationships.
- Our approach to teaching meta-cognition builds life-long learning habits such as resilience, self-regulation and resourcefulness. Children build self- esteem and confidence through successful engagement with high quality, challenging tasks.
- We continue to target our funding on training additional support staff in proven interventions that raise attainment in speaking and listening, reading and maths.

- We have a strong pastoral team who work with our families to ensure good attendance and to provide emotional support, as well as support with developing socially.
- We use a tiered approach as advised by EEF to ensure that challenges are met using a range of strategies.

Challenges

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

Challenge number	Detail of challenge
1	Children's oracy and vocabulary is poor, which has a negative impact on their learning and achievement in all areas of the curriculum.
2	Children's phonics knowledge and word reading is poor due to lack of reading materials at home and low parental support in this area.
3	The percentage of persistent absences for disadvantaged children is 5.88% compared with 4.52% for all children.
4	Our disadvantaged children do not have many opportunities to improve their cultural capital. Some of our children do not visit the local area, or have the chance to have experiences which provide them with enrichment.
5	Many of our disadvantaged families have social and emotional needs outside of school as well as in, including mental health, relationships and family disputes and social care involvement. This can have an impact on children's behaviour and attitudes to learning.
6	Children have poor retention of maths skills, especially where they haven't had the repeated practice during school closures.
7	Lots of our children don't have access to technology at home, so they are unable to access home learning, and other resources and materials which would help their 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
Ensure that children are receiving support and strategies to improve their language and vocabulary, giving them a greater chance of being successful throughout the curriculum.	Children's vocabulary will improve. Children's understanding of vocabulary questions in reading assessments will improve. This will be evidenced through our test analysis and data drops.

	Children's attainment across the curriculum will improve as evidenced in data drops.
Ensure children are given opportunities to improve their word reading through a synthetic phonics programme.	Children's phonics will improve and they will move through books matched to their phonics knowledge at home and in guided reading. Percentage of disadvantaged children passing the year 1 phonics assessment will improve.
Ensure children improve their attendance and communication with parents is good to avoid persistent absences.	Attendance of disadvantaged children who are persistent absentees decreases and becomes in line with non-disadvantaged.
Ensure children are provided with opportunities to take part in experiences which improve their cultural capital and financial barriers are removed.	Children will take part in activities as outlined on the 'school passport'. The curriculum will have more planned opportunities for enrichment. All children have access to our enrichment activities.
Ensure our families are provided with the required social and emotional support. Ensure good relationships with the pastoral team, teaching staff and families.	Attendance of our disadvantaged children will fall in line with non-disadvantaged. Learning behaviours of disadvantaged children will be positive, allowing them to make good progress across the curriculum, as evidenced in assessment outcomes.
Ensure that children have regular opportunities to practise retrieval of taught objectives, through revisiting, space practice and inter-leaving.	Children's recall of taught objectives will improve as evidenced in assessment outcomes.
Ensure all children have access to the appropriate technology for their learning, so that they are not further disadvantaged.	Children will have access to technology and will complete home learning using online platform. All children who require a device will be given one.

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: £38,649

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</p> <ul style="list-style-type: none"> • Ensuring teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching. • Staff development and quality CPD 	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p>PHONICS, EYFS</p>	<p>1, 2, 6</p>
<p>Training for teachers on tier 2 vocabulary and de-bugging, to be used in their teaching across the curriculum. Language rich environment</p>	<p>Research shows that vocabulary (particularly tier 2 vocabulary) needs to be the focus if you want to improve children's learning as it is vocabulary which is transferrable across the curriculum. The EEF shows that oral language interventions have a very high impact on progress, based on extensive evidence.</p>	<p>1, 2</p>
<p>Phonetically decodable books in class used in guided reading, across the curriculum, in our library and at home</p>	<p>With the new DfE phonics guidance, we must ensure children have access to phonetically decodable books for them to improve their reading.</p>	<p>1, 2</p>
<p>Continue to develop feedback in all classes across the school, to ensure that the feedback provided to all pupils is instant and effective</p>	<p>Feedback (+8 months – EEF Toolkit) EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.</p>	<p>1, 2, 6</p>

<p>Jigsaw curriculum to be used across the school for SRE</p>	<p>The DFE RSE and Health Education guidance states that ‘in primary schools, subjects need to put in place the building blocks of healthy, respectful relationships, focussing on families, in all contexts, including online.’</p> <p>We have looked at a range of PSHE schemes to meet the statutory requirements, whilst also meeting the needs of our children and we believe Jigsaw does this: ‘The Jigsaw curriculum is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.’</p>	<p>5</p>
<p>Retrieval to be a focus for all teachers in their own career development, looking at impact on children’s learning</p>	<p>Research shows that retrieval practice improves children’s recall. (Roediger and Karpicke, 2006) It also helps to identify gaps in knowledge and aids later retention, allowing children to make links in their next unit of study. (Roediger, Putnam and Smith 2011)</p> <p>As a Thinking School, this is something we have had training on and used within school and we know from using low stakes assessments previously, it improves their recall.</p>	<p>6</p>
<p>All children in need of a laptop to be provided with one for home learning</p>	<p>Providing devices throughout lockdown had a positive impact on the levels of engagement from our families at home.</p>	<p>7</p>
<p>Coaching to be used throughout the school for support for staff in improving their own practice</p>	<p>Coaching for Teaching and Learning, gov.uk: ‘Teachers’ learning and development underpins school improvement and provides a vehicle for raising achievement and attainment and coaching can provide a means by which this principle can be achieved and thus teacher learning enhanced.’</p> <p>Teachers in our school have had some coaching training in the past and responded well to peer tutoring with small steps to improve practice.</p>	<p>1, 2 and 6</p>

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

Budgeted cost: £24,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA interventions to take place focusing on misconceptions in lessons	<p>EEF shows +4 months progress and a large positive impact on learner outcomes, as long as they are deployed effectively.</p> <p>We have used same day interventions for maths previously and there is clear evidence of progress in their books when using this approach so we will transfer this to other subjects.</p>	1, 2, 6
Tutoring to take place as part of school directed tutoring programme	<p>EEF – One to One tuition is very effective at improving pupil outcomes. The EEF shows that small groups tuition has an average impact of four months' additional progress over the course of a year.</p> <p>The DfE states that tuition is most effective when children receive high quality and individualised feedback and regular assessment and monitoring – a qualified teacher has the knowledge and training for this.</p>	1, 2, 6
Better Reading Partners interventions for lower readers Y2	EEF- reading comprehension strategies are high impact – on average +6 months additional progress over the year	1, 2
Fisher Family Trust reading interventions	EEF- reading comprehension strategies are high impact – on average +6 months additional progress over the year	1, 2
Educational Psychologist/ MABS/ Counselling	Many of our disadvantaged children have high emotional need, which may not have been identified out of school and can sometimes result in poor learning behaviours in school, which need specialist support	5
Speech and Language Therapy	Communication and oracy is poor, and in the past having dedicated SALT time with specific children has improved children's vocabulary as seen in their reading assessments and communication as seen by their teachers	1

Inclusion Centre	Children with cognition and learning needs to support their development of early language acquisition, including the use of alternative methods of communication such as Makaton, BSL and symbol exchange.	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20, 864

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club places for disadvantaged children and children with poor attendance. Cool Milk	Gov guidance Breakfast Clubs Programme 2021-2023 states that 'the evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.' From past experience in our school, providing some children with breakfast club places has improved their attendance.	3, 5
Pastoral team	Many of our disadvantaged children have high emotional need, which may not have been identified out of school and can sometimes result in poor learning behaviours in school, which need specialist support. From our own experience in school, having good communication with families improves their attendance and learning in school.	1, 2, 3, 4, 5, 6
Visitors, trips and other experiences to be planned throughout the curriculum to enhance children's cultural capital and improve tier 2 vocabulary	Many of our disadvantaged children do not have the experiences which will help with social mobility and Ofsted have identified this as a key area in their judgements of schools' effectiveness. The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)	4, 1
ELSA one to one support, Lego therapy, social groups and Circle of Friends	Many of our disadvantaged children have high emotional need – having ELSA support provided them with emotional and pastoral support, on top	3, 5

	of the academic support they receive in class or through TA interventions.	
Places for disadvantaged children in after school clubs	Many of our disadvantaged children do not have the experiences which will help with social mobility and Ofsted have identified this as a key area in their judgements of schools' effectiveness. The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)	5
Inclusion meetings with pastoral team	As a large school, weekly meetings have ensured that the high level of needs of our children is understood by the wider pastoral team and this is something we want to continue.	5
Attendance officer	Having an attendance officer develop strong relationships with the children and families has seen improvements in the attendance of individual children, which we want to continue.	3
Parental engagement – open evenings, engage and express events, newsletter and improved lines of communication	EEF – Parental engagement has a positive impact on average of 4 months additional progress	1, 2, 4, 6
School Nurse	Having a school nurse available to meet with parents in school previously, has helped to raise the attendance of some children.	3
All children in need of a laptop to be provided with one for home learning	Providing devices throughout lockdown had a positive impact on the levels of engagement from our families at home.	7

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Assessment of outcomes linked to strategy 2020-2021

- A. To ensure a recovery curriculum is in place, which supports high outcomes for disadvantaged children and will allow them to learn key skills in English and maths, which may have been missed during school closure.**

Recovery curriculum was quickly put into place following the second lockdown and children's learning was focused on priority objectives. Gaps were identified using Pixl diagnostics and planning. Teacher assessment was used in year 2, alongside a past SATs paper. There are still large gaps between disadvantaged and not disadvantaged children across all three core areas:

Reading 48% compared with 61.7%

Writing 43% compared with 51.1%

Maths 57% compared with 70.2%

- B. Improve vocabulary and communication across the school**

The reading leads in PHI and NJS worked together to introduce de-bugging which has seen an improvement in their use of tier 2 vocabulary. NELI was used with EYFS with children identified in a whole year group screening assessment. This is being completed Autumn 2021. In an EYFS monitoring of the baseline assessment it was noted by the inspector that vocabulary was a barrier to children answering questions.

- C. Home school link worker will provide support to vulnerable children and their families.**

Our children with complex needs were supported well and these children made appropriate progress. During the lockdown we ensured good communication and throughout, offering advice, support and carrying out home visits when needed. We ensured our most vulnerable children were in school during lockdown. Weekly inclusion meetings ensured that we were aware of differing

needs and were able to involve relevant agencies for external support when needed.

D. The school will prioritise DA children when providing enrichment activities so there are no financial barriers

Enrichment activities were planned across the year, including trips, visitors. All children were able to participate in these meaning disadvantaged children had the same access to these as all children.

E. Encourage difficult to reach parents to engage with the school

During lockdown, we worked hard to keep communication with parents open but were unable to measure any engagement due to cancellation of planned events. We offered parents evenings over the phone and via Teams and there was a high uptake of these appointments. Using Forms and Sway has also improved parent communication. Engagement during lockdown was monitored and when children were not online for remote learning, teachers, family link worker, and HT and AHT contacted parents to ensure learning was happening.

F. The number of DA children who are PA will continue to decrease

The gap between PP attendance and all children was very small. Family link worker worked hard with these children to ensure they were in school as much as possible,

G. Improve and restore the learning behaviours of children who have not been in school since March

Learning behaviours was a key focus in our training for teachers and lesson observations saw an improvement in the positive attributes of our children. This is a project plan we are working with staff on over the Autumn term 2021 to ensure the learning behaviours focused on are streamlined and consistent, helping children succeed in all areas of the curriculum.

Recovery funding

We used recovery funding to employ qualified teachers to provide cover for class teachers to work with identified children in targeted groups in reading, writing and maths. These children were identified using diagnostics and the planning was based on this. Children were assessed regularly to help in their understanding of the priority objectives they would need to know to be successful in the next academic 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
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NTP Third Space???	

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.