



# Churchfields Infants' School

## Pupil Premium Strategy Plan 2021-22



<b>Pupil Premium Allocation: £32,000</b>
<b>Number of pupils in receipt of pupil premium: 32</b>
<b>Number of pupils in receipt of pupil premium plus: 4</b>
<b>Number of Looked after children: 1</b>
<p>The wider aims of pupil premium:</p> <ul style="list-style-type: none"> <li>To increase social mobility</li> <li>To reduce the attainment gap between the highest and lowest achieving pupils nationally</li> <li>To enable more pupils from disadvantaged backgrounds to get to the top universities</li> </ul> <p>Our aim at Churchfields Infants' school is to overcome the following barriers to learning:</p> <ul style="list-style-type: none"> <li>Low starting points</li> <li>Lack of pre-school experiences</li> <li>English as an Additional Language</li> <li>Lack of parental engagement with the school</li> <li>Lack of available income to join all school activities</li> </ul>

Barrier	How we will spend the pupil premium funding	Amount allocated to action	Details of intervention or action	Outcomes:	How will this activity be monitored?
Low starting points  Lack of Pre-school experience	High quality CPD is provided for all staff to ensure that children have access to latest developments in learning.	£400	Staff are trained to a high standard to ensure that children get the best quality support available.	Progress and attainment in GLODs by the end of the year.	Pupil premium progress data is collated and analysed by HT

Low starting points Lack of Pre-school experience	Additional TA in Reception funded to ensure that appropriate interventions take place on a daily basis.	£ 4,083 (proportion of salary)	Staff are allocated to appropriate interventions e.g. fine motor activities, Colourful Semantics, Bucket time to ensure that children make progress as quickly as possible in school.	Progress and attainment in GLODs by the end of the year.	YR Lead Termly assessments Interventions available in reception are evaluated by Year Group leader and HT after data on progress is analysed termly.
Low starting points	Additional TA in Year 1 to organise outdoor provision	£4,589 (proportion of salary)	Provide dedicated support and interventions through outdoor provision for all Y1 children.	Progress and attainment Y1 data at end of the year.	KS1 AHT Termly assessments Interventions available in reception are evaluated by Year Group leader and HT after data on progress is analysed termly.
Low starting points English as an Additional Language	Phonics booster interventions (TA)	£4,126 (proportion of salary)	Targeted Y2 children from September 2021. Y2 children who do not meet the threshold in our own assessment of the phonics screen check of summer 2021 (invalidated data)	Phonics screen check June 2022	AHT Phonics data (half termly)
Low starting points English as an Additional Language	Phonics booster interventions (TA)	£4,000 (proportion of salary)	Y1 children from September 2021	Phonics screen check June 2022	KS1 AHT Phonics data (half termly)
Low starting points Lack of resilience and self-confidence that	DHT Support in Y2	£ 7,100 (proportion of salary)	Targeted Y2 children identified at pupil progress meetings.	Progress and attainment. Increased attainment in ARE and ARE+	AHT Termly assessment data

impacts on attitudes to learning			Writing interventions x 2 mornings each week (DHT)		
Low starting points  Lack of resilience and self-confidence that impacts on attitudes to learning	English Champion Support in Y2  English Champion – non class based to provide support with interventions across the school when needed.	£4500 (proportion of salary)	Targeted Y2 children identified at pupil progress meetings. Writing interventions x 2 mornings each week (DHT)  Targeted children identified at pupil progress meetings.	Progress and attainment. Increased attainment in ARE and ARE+	AHT Termly assessment data
Lack of resilience and self-confidence that impacts on attitudes to learning	Learning Mentor support every afternoon.	£ 5,987 (proportion of salary)	Children identified through pupil progress meetings. School carries out range of interventions for children e.g. Circle of Friends, Language for Thinking that enables children to have a voice in a small group. Children are allocated Drawing and Talking Therapy sessions where appropriate. Nurture groups	Children are ready to learn.	DHT Monitor half termly.
Lack of parental engagement with the school	Marvellous Me	£600	Use of Marvellous Me to engage with parents about learning that happens in school	Marvellous me engagement data to be at least 95%	HT Team leaders Monitor half termly

Lack of parental engagement with the school	EWO Service	£380 (proportion of cost)	Meetings are held with HT and EWO to ensure attendance and punctuality is good.	PP attendance is at least 96%	HT/ Admin Monitored half termly
Lack of parental engagement with the school	Staff target parents	n/a	Teachers earmark times to meet with individual parents that may not attend consultation sessions. Materials are produced by staff for use at home to fulfil request from parents to support their children learning at home.  Parent questionnaire responses acted upon to ensure that parent workshop times are arranged to make attendance as accessible as possible.	Parents feel confident in how to support their children at home	Monitored by team leaders through discussions with team. Assessment data.
Lack of available income to join all school activities	Financial support for families	£600 (varies)	Money is earmarked from pupil premium funds to pay for voluntary contributions, plus £150 is offered to purchase uniform, equipment for school etc.  Any children selected to learn to play an instrument can have their	All PP children are able to access all extra curricula opportunities.	HT/SBM Monitored termly

			<p>fees covered-priority is given to PP children who show the appropriate aptitude.</p> <p>Children have access to any school equipment needs just as their peers.</p>		
<b>Total:</b>		<b>£36,365</b>			