



# Churchfields Infants' School

## Pupil Premium Strategy Plan 2022 – 23



<b>Number of pupils in school:</b>	<b>440</b>
<b>Number of eligible pupils:</b>	<b>19</b>
<b>Proportion (%) of pupil premium eligible pupils</b>	<b>4.31%</b>
<b>Academic year/years that our current pupil premium strategy plan covers</b>	<b>2022 to 2023</b>
<b>Date this statement was published</b>	<b>December 2022</b>
<b>Date on which it will be reviewed</b>	<b>June 2023</b>
<b>Statement authorised by</b>	<b>Julie Anderson (Headteacher)</b>
<b>Pupil premium lead</b>	<b>Jenny Roulit (AHT)</b>
<b>Governor for Disadvantaged Pupils</b>	<b>Adela Kay</b>
The wider aims of pupil premium: <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>	

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£26, 315

Pupil premium (and recovery premium) funding carried forward from previous years	0
<b>Total budget for this academic year</b>	£26,315

<b>Challenges</b>
Our aim at Churchfields Infants' school is to overcome the following challenges to learning:
Low starting points
Lack of pre-school experiences
Lack of resilience and self-confidence that impacts on attitudes to learning
Lack of parental engagement with the school
Lack of available income to join all school activities

<b>Challenge</b>	<b>How we will spend the pupil premium funding</b>	<b>Details of intervention or action</b>	<b>Outcomes:</b>	<b>How will this activity be monitored?</b>
Low starting points on entry to school.  Lack of Pre-school experience	Quality First Teaching: High quality CPD is provided for all staff to ensure that children have access to latest developments in learning.	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 2022 23.	Pupil premium progress data is collated and analysed by HT

<p>Low starting points</p> <p>Lack of Pre-school experience</p>	<p>Additional TA (part of salary) in Reception and Y1 funded to ensure that appropriate interventions take place on a daily basis.</p>	<p>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.</p> <p><a href="#">EEF Toolkit Interventions</a></p>	<p>Progress and attainment in GLODs by the end of the year.</p>	<p>YR Lead /KS1 AHT</p> <p>Termly assessments</p> <p>Interventions available in reception and Y1 are evaluated by Year Group leader and HT after data on progress is analysed termly.</p>
<p>Low starting points</p>	<p>Phonics booster interventions (TA)</p>	<p>Targeted Y2 children from September 2022.</p> <p>Y2 children who did not meet the threshold in the phonics screen check of summer 2022</p> <p><a href="#">EEF Toolkit Phonics</a></p>	<p>Phonics screen check June 2023</p>	<p>AHT</p> <p>Phonics data (half termly)</p>
<p>Low starting points</p> <p>English as an Additional Language</p>	<p>Embed <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils (purchased last year)</p> <p>Phonics Catch Up (TA)</p>	<p>Y1 children from September 2022 who are not on track to meet the required standard in June 2023</p>	<p>Phonics screen check June 2023</p>	<p>KS1 AHT</p> <p>Phonics data (half termly)</p>
<p>Low starting points</p> <p>Lack of resilience and self-confidence that impacts on attitudes to learning</p>	<p>DHT Support in Y2</p>	<p>Targeted Y2 children identified at pupil progress meetings to work with DHT in developing oracy and the use of purposeful, curriculum-focused, dialogue and interaction in writing sessions.</p>	<p>Progress and attainment.</p> <p>Increased attainment in ARE and ARE+</p>	<p>AHT</p> <p>Termly assessment data</p>

		<p>Writing interventions x 2 mornings each week (DHT)</p> <p><a href="#">EEF Toolkit Oral Lang Interventions</a></p>		
<p>Low starting points</p> <p>Lack of resilience and self-confidence that impacts on attitudes to learning</p>	<p>Experienced UPS teacher to support in Y2 in writing.</p>	<p>Targeted Y2 children identified at pupil progress meetings to develop oracy and the use of purposeful, curriculum-focused, dialogue and interaction during writing sessions.</p> <p>Writing interventions x 1 morning each week (UPS 3 teacher)</p> <p>Targeted children identified at pupil progress meetings.</p> <p><a href="#">EFF Toolkit Oral Lang Interventions</a></p>	<p>Progress and attainment.</p> <p>Increased attainment in ARE and ARE+</p>	<p>AHT</p> <p>Termly assessment data</p>
<p>Lack of resilience and self-confidence that impacts on attitudes to learning</p>	<p>Learning Mentor support every afternoon.</p>	<p>Children identified through pupil progress meetings.</p> <p>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.</p>	<p>Children are ready to learn.</p>	<p>DHT</p> <p>Monitor half termly.</p>

		Children are allocated Drawing and Talking Therapy sessions where appropriate. Nurture groups		
Lack of parental engagement with the school	Marvellous Me App	<a href="#">EEF Toolkit Parental Engagment</a>	Marvellous me engagement data to be at least 95%	
Lack of parental engagement with the school	Improving attendance	Meetings are held with HT and EWO to ensure attendance and punctuality is good. See Attendance Policy.	PP attendance is at least 96%	HT/ Admin Monitored half termly
Lack of parental engagement with the school	Designing and delivering effective approaches to support parental engagement.	Teachers earmark times to meet with individual parents that may not attend consultation sessions.  Year group parent curriculum workshops to support parent partnerships by providing practical strategies with tips, support, and resources to assist learning at home  Materials are produced by staff for use at home to fulfil request from parents	Parents feel confident in how to support their children at home.	Monitored by team leaders through discussions with team. Assessment data.

		<p>to support their children learning at home.</p> <p>Parent questionnaire responses acted upon to ensure that parent workshop times are arranged to make attendance as accessible as possible.</p> <p>Use of Marvellous Me to engage with parents about learning that happens in school</p> <p><a href="#">EEF Toolkit Parental Engagment</a></p>	<p>Marvellous me engagement data to be at least 95% for disadvantaged children.</p>	<p>HT Team leaders Monitor half termly</p>
Lack of available income to join all school activities	Financial support for families	<p>Money is earmarked from pupil premium funds to pay for voluntary contributions, plus £150 is offered to purchase uniform, equipment for school etc.</p> <p>Children have access to any school equipment needs just as their peers.</p>	All PP children are able to access all extra-curricular opportunities.	HT/SBM Monitored termly

		<p>Disadvantaged children selected to learn to play an instrument have their fees covered.  <a href="#">EEF Toolkit Arts Participation</a></p> <p>Copies of signed books given to children during author visits and other initiatives like this to encourage engagement with learning.</p> <p>Money set aside to pay 50% of after school enrichment clubs for disadvantaged children  <a href="#">EEF Toolkit Arts Participation</a>  <a href="#">EEF Toolkit Physical Activity</a></p>		
<b>Total</b>	<b>£30,282</b>			

## Outcomes for 2021 2022

	<b>Pupils eligible for PP or <u>disadvantaged</u> (30)</b>	<b>All pupils</b>
% achieved GLD in <b>EYFS</b> 2021-22 (6 children)	66.7%	80.7%
% achieved PSC in <b>Y1</b> (11 children)	72.7%	86.7%
% achieved PSC in <b>Y2</b> (13 children)	92.3%	95.0%
% achieved at least Expected in Reading (Y2)	84.6%	86.4%
% achieved at least Expected in Writing (Y2)	84.6%	81.4%
% achieved at least Expected in Maths (Y2)	84.6%	85.6%
% achieved at least Expected in Reading, Writing and Maths (Y2)	84.6%	79.7%