

# Pupil premium strategy statement – Churchfields Infants’ School



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	435
Proportion (%) of pupil premium eligible pupils	3.44%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	11 <sup>th</sup> December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Julie Anderson (Headteacher)
Pupil premium lead	Jenny Roult
Governor / Trustee lead	Adela Kay

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,295
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£19,295

# Part A: Pupil premium strategy plan

## Statement of intent

Our motto is 'Growing Together: Every Day in Every Way' and our Pupil Premium Strategy plays a significant part in this so that all our children achieve their very best from their starting points.

We are an infant only school, with staff who understand young minds and it is our mission to ensure that all our children develop a love of learning that that they succeed in the future.

As well as promoting academic excellence and progress, we also aim for our disadvantaged pupils to have high levels of confidence and self-esteem so that they can aspire highly.

Considering the challenges our most disadvantaged children face we focus on the following aims in our PP Strategy:

- 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 so that children get the best quality support available.
- Additional interventions led by experienced, skilled staff to support our disadvantaged children.
- Learning Mentor support so that all our children feel happy, safe and are ready to learn.
- Designing and delivering effective approaches to support parental engagement.
- Providing financial support for families so that children can enjoy many of our extra-curricular activities.

## Challenges

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

Challenge number	Detail of challenge
1	Low starting points. Many of our disadvantaged children, on entry to reception, arrive below age related expectations compared to other non-disadvantaged children.
2	Lack of pre-school experiences. Many of our disadvantaged children on entry to reception arrive below age related expectations compared to other non-disadvantaged children.

3	Lack of resilience and self-confidence that impacts on attitudes to learning. Many of our vulnerable pupils have social and emotional issues. Lower social, emotional and self-regulation skills can impact negatively on children's learning.
4	Lack of parental engagement with the school. Since the pandemic, poor parental attitudes around attendance have negatively impacted on pupil attendance. Disadvantaged families need support and retraining in overcoming barriers to attendance.
5	Lack of available income to join all school activities. The current cost of living crisis contributes to challenges for our most disadvantaged families.

## 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
Attainment at the end of EYFS	GLoD data above national and local averages. PP/disadvantaged children will be in line with all children.
Attainment and progress in phonics	Phonics screen check June 2023 above national and local averages.
Attainment and progress in reading	PP/disadvantaged children will be in line with all children.
Attainment and progress in writing	PP/disadvantaged children will be in line with all children.
Attainment and progress in maths	PP/disadvantaged children will be in line with all children.
To enhance pupils' emotional well-being and to reduce any worry, anxiety and emotional barriers to pupils' learning.	Pupils grown in confidence and take part more happily in their learning.

## 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: **£3000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>Staff are trained to a high standard to ensure that children get the best quality support available.</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Low attaining children tend to benefit more from explicit feedback than high attaining children.</p> <p><a href="#">EEF Toolkit Feedback</a></p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p><a href="#">EEF Toolkit Metacognition</a></p>	<p>1, 2</p>

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

Budgeted cost: **£19726**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Evidence seen through our progress and attainment in GLODs by the end of the year.</p>	<p>1, 2</p>
<p>Phonics booster interventions (TA)</p>	<p>Targeted Y2 children from September 2023.</p> <p>Y2 children who did not meet the threshold in the phonics screen check of summer 2023</p> <p><a href="#">EEF Toolkit Phonics</a></p>	<p>1, 2</p>

	Evidence to be seen in our Phonics Screen Check June 2024 and data generated through our SSP Programme.	
DHT Support in Y2. Our experienced DHT leads interventions for two mornings every week.	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.  <a href="#">EEF Toolkit Interventions</a>	1
Experienced UPS teacher to support in Y2 in writing.	Targeted Y2 children identified at pupil progress meetings to develop oracy and the use of purposeful, curriculum-focused, dialogue and interaction during writing sessions.  Writing interventions x 1 morning each week (UPS 3 teacher)  <a href="#">EEF Toolkit Interventions</a>	1

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

Budgeted cost: **£7567**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor support every afternoon.	Children identified through pupil progress meetings.  School carries out a 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 settled, happy and ready to learn through this approach.  Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.  The EEF Toolkit states:	3

	<p>The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p><a href="#">EEf Toolkit Social and Emotional Learning</a></p>	
<p>Improving attendance See Attendance Policy.</p>	<p>Attendance for disadvantaged children will be at least 96% and monitored half termly.</p> <p>Meetings are held with HT and EWO to ensure attendance and punctuality is good.</p> <p><a href="#">EEF Toolkit Parental Engagement</a></p>	4
<p>Designing and delivering effective approaches to support parental engagement.</p>	<p>Teachers earmark times to meet with individual parents that may not attend consultation sessions.</p> <p>Year group parent curriculum workshops to support parent partnerships by providing practical strategies with tips, support, and resources to assist learning at home</p> <p>Materials are produced by staff for use at home to fulfil request from parents to support their children learning at home.</p> <p>Children have access to any school equipment needs just as their peers, for example, purchase of materials to support our DFE validated synthetic phonics programme.</p> <p><a href="#">EEF Toolkit Parental Engagement</a></p>	4, 5
<p>Money is earmarked from pupil premium funds to pay for voluntary contributions and experiences for our PP/disadvantaged children.</p>	<p>Disadvantaged children selected to learn to play an instrument have their fees covered.</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</p>	5

	<a href="#">EEF Toolkit Arts Participation</a>	
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**Total budgeted cost: £30,282**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Please see the data below for PP/disadvantaged children compared with all pupils across the whole school. Children's attainment and progress is measured every term by assessing children's work throughout the term and, in some year groups (mainly Key Stage One), takes into account performance in entirely independent assessment activities designed to measure whether or not children are able to apply what they have been learning. Work and evidence of attainment for each child is moderated each term by all year group teachers, and with members of the Senior Leadership Team. The 2022-2023 data for the end of Key Stage One was also externally moderated by members of the Redbridge Moderation Team; this was incredibly positive and no judgments made by our staff were changed.

Our groups of Pupil Premium children are very small across the school, and make up a maximum of around 10% of any cohort. This means that the data for Pupil Premium can be easily affected by a small number of children not achieving where would be expected of them. This is not the case for the whole cohort, where each child counts for only 0.8%.

At the end of the EYFS, PP/disadvantaged children achieved nearly on par with their peers (and above both Redbridge and National figures). Of the group of 9 PP/disadvantaged children, those who did not achieve a GLD have incredibly complex needs (and are supported through EHCPs) and it is not reasonable to expect that they would achieve at the level expected of them for their age. However, through careful monitoring, support from external agencies and targeted interventions, they have made excellent progress from their start points and met targets set through IEPs throughout the academic year.

For Year One children achieving the expected standard in the Phonics Screening Check, PP/disadvantaged children underperformed by around 11% when compared with the whole cohort. Roughly a third of this cohort learn with support from an EHCP and would not have been expected to meet the required standard given their complex needs (though, as above, these children have made excellent progress from their starting points and some may pass the PSC at the end of Year Two). In total, 90% of this group have some form of recognised difficulty with their learning (and are supported by an EHCP, IEP or Record of Intervention), and, despite targeted interventions offered as part of our Systematic Synthetic Phonics Program and other school-led interventions, their attainment did not quite meet expectation. That said, all of these children made at least good progress and most are expected to pass the PSC at the end of Year Two.



At the end of Key Stage One, PP/disadvantaged children were outperformed by their peers by a maximum of 12%, and their attainment data is higher than Redbridge and National figures across the board. From this group of children, it is generally the same children who did not meet at least the Expected Standard due to differing levels of additional need (learning and otherwise) that meant they required a great deal of support from staff to move on from their starting points. Though these children made at least good progress academically and in terms of their social skills and emotional maturity (through carefully planned interventions to move them on from their starting points), their attainment did not yet meet the expectation for their age by the end of Key Stage One. Other children in this group achieved incredibly well; for example, nearly a third of them achieved Greater Depth in Reading which shows exceptional progress from where they began.

### Outcomes for 2022 2023

	<b>Pupils eligible for PP or disadvantaged (32)</b>	<b>All pupils</b>
% achieved GLD in <b>EYFS</b> 2021-22 (9 children)	77.8%	79.7%
% achieved PSC in <b>Y1</b> (9 children)	77.8%	89.2%
% achieved PSC in <b>Y2</b> (14 children)	85.7%	95.0%
% achieved at least Expected in Reading (Y2)	78.6%	86.7%
% achieved at least Expected in Writing (Y2)	71.4%	84.2%
% achieved at least Expected in Maths (Y2)	78.6%	82.5%
% achieved at least Expected in Reading, Writing and Maths (Y2)	71.4%	77.5%

