

Pupil premium strategy statement: Spixworth Infant School

1. Summary information					
School	Spixworth Infant School				
Academic Year	2021-22	Total PP budget	£14,795 + £22,572 carry forward and £9380 P/LAC	Date of most recent PP Review	Summer 21
		Total Recovery budget	£3,045 (21 ch x £145)		
Total number of pupils	116	Number of pupils eligible for PP	21 (Jan 21) 14 (Sept 21)	Date for next internal review of this strategy	Apr 22

2. Current attainment (2018-19* outcomes) *due to Covid-19		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD	60% (5 children)	72%
% achieving Phonics Pass at Y1	50% (2 children)	82%
% achieving Expected+ in reading	67% (3 children)	75%
% achieving Expected+ in writing	67% (3 children)	69%
% achieving Expected+ in maths	100% (3 children)	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Mental health and wellbeing are poor; self-confidence and self-esteem are low; anxiety and attachment needs are high
B.	Attitudes to learning are poor; low-level behavioural incidents are high
C.	36% of children are in more than one vulnerable group
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Support for parenting and parental well-being is limited and hindered further due to COVID-19
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children's emotional and mental health will be fully supported allowing them to access all other areas of the curriculum more effectively. Children will feel safe in school and use school systems to access rich experiences. ELSA assessments will be used as a direct measure with academic outcomes providing supporting evidence of impact.	Children will make rapid progress. Children in EYFS will achieve ELG in all aspects of PSED by the end of the year. All ELSA assessments will evidence improvements. Teacher, child and parent voice will evidence improved readiness for and engagement in learning. Outcomes generally (Reading, writing, maths) will be at least in line with expected progress.
B.	Children's abilities to attend to their learning will be improved. They will be supported to understand their choices and respond to situations positively. Children will feel safe in school and use school systems to access the full breadth of the educational offer. Outcomes in academic subjects will be positively impacted by personal and social skills. Behaviours for learning and in terms of conduct will be excellent	Children will make rapid progress. Outcomes In reading, writing and maths will be at least in line with expected progress. Behaviour logs will evidence a decrease in incidents. Pupil and teacher wellbeing will be improved.
C.	Children with more than one vulnerability will receive specific, additional support in relation to their own personal next steps. Achievement of personalised academic and non-academic goals will evidence success.	Children will achieve at least 90% of their targets (set 4x yearly by teachers, parents and child)
D.	Families will have new ways to access support through school. Children will receive regular support at home for learning. Families will be clear how they can support. Monitoring of parental contact will demonstrate increased home/school partnership. Parent and pupil voice as well as outcomes will evidence improvement	Parents will access systems and be confident in their use. Children will be well supported at home and make progress at least in line with expected progress. Parent and child wellbeing will be improved.

5. Planned expenditure

Academic year

2021-22

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach(es)	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Emotional and mental health B. Learning behaviour and conduct C. Multiple vulnerabilities	1x full-time TA (£15,060) to provide: <ul style="list-style-type: none"> Responsive play Pastoral support Academic Keep-up daily sessions (+ 10x Ipads and covers £3500) 	EEF state that small group tuition is most effective if targeted at specific needs TAs who provide 1:1 support based on a clearly specified approach can have a strong positive benefit Article 2 of the UN convention on the rights of the child states that children have the right to an education	Termly tracking of pupil progress and monitoring of staff impact	DM	Termly

<p>A. Emotional and mental health B. Learning behaviour and conduct</p>	<p>1x experience day with focus on building self-esteem, self-confidence and peer relationships (£1200)</p>	<p>EEF states that outdoor adventure learning consistently shows positive benefits on academic learning and non-cognitive outcomes such as self-confidence – the impact is greater for more vulnerable students Article 29 of the UN convention on the rights of the child states that education should develop each child's personality and talents to the full. Article 31 states children have the right to relax, play and join in a wide range of leisure activities</p>	<p>Planning will ensure maximum content for the session. Learning and relationships from the session will be referred back to on return and applied within school setting</p>	<p>DM</p>	<p>At point of experience and as termly reflection point</p>
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Total budgeted cost					£19,760
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ii. Targeted support

Desired outcome	Chosen action/ approach(es)	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>A. Emotional and mental health B. Learning behaviour and conduct C. Multiple vulnerabilities</p>	<p>1x part-time TA (£9385) to provide</p> <ul style="list-style-type: none"> • ELSA 1:1 sessions and supervision for 1x staff (+ £240) • Lego therapy • Individed intervention (+ 10x Chromebooks £2200) • Wellcomm intervention • Cookery intervention (+ £200 ingredients) • Weekly in-class coaching 	<p>Social and emotional learning, according to EEF, have identifiable and valuable impact on attitudes to learning, social relationships and attainment. Improvements are most likely when staff are specifically trained and teachers committed to supporting the approach Article 3 of the UN convention on the rights of the child states that all organisations concerned with children should work towards what is best for each child</p>	<p>Professional supervision for staff plus in-house support and monitoring of impact in collaboration with teachers and lead ELSA</p>	<p>HP</p>	<p>Following each cycle</p>
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	<p>Contribution to after-school clubs, trips and activities £500</p>	<p>EEF states that additional experiences will raise confidence generally that is likely to impact more specifically on core learning Involvement of parents and opportunities for collaborative learning will also be beneficial from this approach</p>	<p>Attendance on visits and at clubs will be high Breakfast provision will be available</p>	<p>DM/SRead</p>	<p>Summer 22</p>
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		Article 29 of the UN convention on the rights of the child states that education should develop each child's personality and talents to the full. Article 31 states children have the right to relax, play and join in a wide range of leisure activities			
Total budgeted cost					£12,525
iii. Other approaches					
Desired outcome	Chosen action/ approach(es)	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Parental support	<p>Development of Family Room (£1000 set up costs) to provide:</p> <ul style="list-style-type: none"> • Stay and Play • Snack and chat • Drop-in with SENDCo/ HoS/ Family Support Advisor <p>Parent Forum (£0) Marvellous Me (£199) Wellbeing questionnaires (£0) Parent workshops (£0)</p>	<p>It is recognised by EEF that it is challenging to develop effective parental engagement to improve their children's attainment, yet there is evidence to suggest that parental engagement is consistently associated with pupils' success and support for parents with their first child will benefit their siblings. Furthermore, effective homework is associated with greater parental involvement and support</p> <p>Article 3 of the UN convention on the rights of the child states that all organisations concerned with children should work towards what is best for each child. Article 27 states that children have the right to a standard of living that is good enough to meet their physical and mental needs</p>	<p>Monitoring of communications Monitoring of offer and quantity of use Parental voice included throughout</p>	FB	Termly
A. Emotional and mental health	<p>Installation of outdoor learning pod and redevelopment of pond area into wellbeing space (£5000 contribution)</p>	<p>Social and emotional learning, according to the EEF, has an identifiable and valuable impact on attitudes to learning and social relationships</p> <p>Article 27 states that children have the right to a standard of living that is good enough to meet their physical and mental needs</p>	<p>Child's voice included in design Monitoring of use and impact following installation</p>	HJ/DB	At point of installation and Summer 22
Total budgeted cost					£6,199

Recovery Fund (£3,045)					
Desired outcome	Chosen action/ approach(es)	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Emotional and mental health B. Learning behaviour and conduct C. Multiple vulnerabilities D. Parental support	Contribution to 15 hour school-led tutoring package £67.5 per pupil for 10 pupils (60% of pp) contribution toward tutoring: Total: £675 (£202.5 met by tutoring grant total £2,025)	The EEF finds that 1:1 tutoring is very effective at improving pupil outcomes, particularly when it is explicitly linked to normal lessons Article 29 of the UN convention on the rights of the child states education must develop every child's abilities	In-school supervision for staff plus support and monitoring of impact in collaboration with class teachers and SENDCo	DM	Termly
	Contribution toward extension of provision of sensory circuits (1,000)	The EEF suggest that schools should consider an appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. Article 29 states education must develop a child's respect for self and others	Monitoring of use inc feedback from staff and children of impact by SENDCo	HP	Termly
	Contribution toward family 'cook and connect' club (£1,000) FSA-led, small group, in-school cookery session leading to parental invitation to eat, talk and share together for every child. Contribution toward ingredients to make this free for families	The EEF stresses the importance of tailoring communication to encourage positive dialogue about learning and states it is crucial for engagement strategies to engage all parents. Article 3 of the UN convention on the rights of the child states that all organisations concerned with children should work towards what is best for each child. Article 29 states education must develop every child's personality and their respect for their parents	Child and parent voice collected by FSA. Increase in subsequent engagement with FSA offer monitored	FB	Termly
Total budgeted cost					£2,675

6. Review of expenditure				
End of Academic Year		2021-22		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Recovery Fund				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

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7. Additional detail

Additional information used to inform the statements above: