

# Pupil premium strategy statement

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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	Purbrook Infant School
Number of pupils in school	268 (58 PP)
Proportion (%) of pupil premium eligible pupils:	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2023
Date this statement was published	November 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs Lisa de Carteret
Pupil premium lead	Mr Paul Stray
Governor / Trustee lead	Mrs Sarah Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£0
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£0

# Part A: Pupil premium strategy plan

## Statement of intent

Purbrook Infant School, as a community, is committed to developing the learning of all children and adults. We aim to provide high quality teaching and learning which ensures that the needs of all children, irrespective of their background, are recognised and met. The focus of our pupil premium strategy is to support disadvantaged children in reaching their full potential.

Quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Planning a creative, stimulating and vocabulary rich curriculum, which is responsive to the needs of the children, allows us to close the attainment gap and also benefit the non-disadvantaged children in the school. We believe that the curriculum should fit the child and not the child fitting to the curriculum. As the years have passed, our pupil premium numbers have steadily increased. Our disadvantaged children have the common barriers to learning as a result of less support at home, weak language and communication skills, poor aspirations and attendance and punctuality difficulties. These barriers need to be addressed, alongside outstanding teaching, to ensure that our disadvantaged children achieve inline with their non-disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children indicate under-developed oral language skills and vocabulary gaps among many disadvantaged children.
2	Internal assessments indicate that attainment in reading, writing and maths is below non-disadvantaged children.
3	Poor parental engagement
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.28% (18-19), 3.52% (19-20) and 1.29% (20-21) lower than for non-disadvantaged pupils.

## 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
Improved oral language skills and diminished vocabulary gaps.	Assessments, observations, and discussions with children indicate a significant improvement in oral language skills among disadvantaged pupils. Vocabulary gaps among many between disadvantaged and non-disadvantaged will have diminished.
Improved reading attainment among disadvantaged pupils	KS1 reading outcomes in 2021/22 show that more than 82% of disadvantaged pupils met the expected standard. <b>Actual outcomes in 2021/22 were 72% of disadvantaged children achieved ARE or better.</b>
Improved maths attainment among disadvantaged pupils	KS1 maths outcomes in 2021/22 show that more than 80% of disadvantaged pupils met the expected standard. <b>Actual outcomes in 2021/22 were 57% of disadvantaged children achieved ARE or better.</b>
Improved writing attainment among disadvantaged pupils	KS1 writing outcomes in 2021/22 show that more than 78% of disadvantaged pupils met the expected standard. <b>Actual outcomes in 2021/22 were 46% of disadvantaged children achieved ARE or better.</b>
Improved attendance of disadvantaged pupils	Ensure attendance of disadvantaged pupils is above 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers continues to be around 2%. <b>Attendance of disadvantaged children was 93.5% at the end of 21/22. Non-disadvantaged was 95.4%. There was a 2.1% difference. Although the success criteria was achieved, too many of the 'attendance below 85% group' were disadvantaged.</b>

## 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: £13,096

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of additional validated Systematic Synthetic Phonics reading books to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p>	<p>1,2</p>
<p>Parental workshops for writing, maths and phonics. Informing parents / guardians of more recent changes to teaching the above subjects and how to best help their children at home. Allocated money allows time out of class to plan the relevant training / support that the parents need.</p>	<p>The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. To appropriately support their child, parents need to have the right and relevant tools (knowing to use sounds when reading for example, rather than letter names).</p>	<p>1,2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with NCETM guidance and through Number Sense. We will fund release time for the maths co-ordinator to support teachers when planning using new guidance and through the implementation of Number Sense.</p>	<p>Developing practitioners' understanding of how children learn mathematics is key to ensuring that the children make good progress and develop a secure grasp of mathematics rather than all learning being superficial and surface based. The NCETM and the related documents give teachers a basis for planning that allows this to happen. Fluent understanding and learning of number facts is essential for early mathematics. Number Sense uses manipulatives and representations to develop understanding and</p>	<p>2</p>

	dedicates time in the timetable to do just concentrate on this.	
<p>Implementation of a language rich curriculum through enhancements to planning and introduction of Book Talk.</p> <p>We will fund release time for Reading Co-ordinator and Vocabulary Co-ordinator to support lessons, planning and monitor as appropriate.</p>	<p>Oral language interventions such as Book Talk consistently show a positive impact on learning. There is consistent evidence to suggest that reading to young children and encouraging them to answer questions and talk about the story with a teacher, which is the essence of Book Talk, increases vocabulary and comprehension skills.</p> <p>Changes to the curriculum have meant that specific Tier 2 and Tier 3 words have been added to planning and specific vocabulary lessons are taught.</p>	1,2
<p>Release time for Pupil Premium Champion to interview PP children, complete provision maps and analyse PP data.</p>	<p>DFE requires a named Pupil Premium lead in school. This is a member of the SLT and is the Assistant Headteacher of the school who is able to have impact on school budgets</p>	1,2,3,4

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

Budgeted cost: £53,591

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to employ a trained ELSA teacher to work disadvantaged pupils who are having social and emotional difficulties. <b>Now full time</b></p>	<p>Social and emotional learning programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils. They allow children to label emotions and work on skills to help them self-regulate.</p>	3,4
<p>FEIPS support which offers a safe place for children to talk through and explore painful emotional issues and change behaviours which may have a negative consequence.</p>	<p>Social and emotional learning programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils. They allow children to label emotions and work on skills to help them self-regulate.</p>	3,4

<p>Fischer Family Trust – Success for All reading and literacy programme delivered by a trained LSA. Enhances children’s reading level and comprehension skills.</p>	<p>On average children make 36 months of progress after completing the Success for All reading programme which is a 20 months programme. The range goes from 15 – 43 months.</p>	<p>1,2</p>
<p>Additional reading for a specialised reading recovery LSA. This covers decoding skills and comprehension strategies.</p>	<p>When combined with phonics to develop early reading skills, reading comprehension skills have been found to benefit children who come from a disadvantaged background.</p>	<p>1,2</p>
<p>Implementation of Early Talk Boost which is a targeted intervention for Year R children with delayed language. It helps to boost their language skills to narrow the gap between them and their peers.</p>	<p>After participating in the Early Talk Boost intervention 65% of children reached expected levels in attention and listening (compared to 19% before) (I CAN data). 72% of children reached expected levels in understanding words and sentences (compared to 28% before), as measured by the I CAN tracker. 62% of children reached expected levels in their speaking skills (compared to 20% before), as measured by the I CAN tracker.</p>	<p>1,2</p>
<p>Implementation of Talk Boost which is a targeted intervention for KS1 children with delayed language. It helps to boost their language skills to narrow the gap between them and their peers.</p>	<p>After 10 weeks of Talk Boost KS1 intervention 81% of children reached expected levels in their ability to talk in sentences (compared to 33% before), as measured by the I CAN Tracker. The number of children working at expected levels in using sentences more than doubled, as measured by the I CAN Tracker. 85% of children reached expected levels in understanding and using vocabulary (compared with 35% before) as measured by the I CAN Tracker.</p>	<p>1,2</p>
<p>Continued employment of a speech and language therapy assistant to develop and implement speech and language programmes for those with specific speech and language difficulties.</p>	<p>Studies of oral language interventions consistently show a positive impact on learning. Difficulties with speech and language will impact on all areas of the curriculum.</p>	<p>1,2</p>

Opportunities for PP children to learn a musical instrument from a specialised music tutor.	Studies have shown links between music tuition and spatial awareness. Children who learn to play an instrument also have a more positive attitude to learning and increased well-being.	1,2
Some PP children to have paid sessions in breakfast or after school club if attendance is starting to drop or lots of lates are being seen.	Breakfast clubs have shown to improve levels of punctuality and attendance as well as performance in the classroom. It has allowed us to reduce the number of lates for a number of specific children as they now attend breakfast club and are no longer late.	3,4
Pay for enrichment activities for those PP children who cannot afford school trips, for example.	Children should have equal opportunities to access all the opportunities that the school can offer without cost being an issue.	3
Implementation of a Number Sense intervention for those children who are struggling to keep up with the Number Sense programme or have gaps which need to be addressed.	Number Sense Maths is informed by research into how high and low attaining children develop number sense, and how they solve and learn addition and subtraction facts. As a mastery approach to teaching it is important that all children 'keep up'. By gap filling and giving extra support it is hoped that all children will move at the same rate.	2
Colourful Semantics interventions.	Colourful Semantics supports children with language difficulties who often omit verbs and grammatical elements and fail to complete sentences. Research has shown that mean sentence length scores improved in groups that completed the therapy as apposed to a baseline group who did not.	2

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

Budgeted cost: £3663

Activity	Evidence that supports this approach	Challenge number(s) addressed
Shared use of a Family Support Worker. She works with hard to	When parents take a more active role in their child's education there is an increase in their child's academic	3,4

reach parents on parenting techniques, behaviour support and attendance issues.	success. More frequent behaviour difficulties could impact on their academic progress.	
Employed a Family Liaison Officer to work to work with hard to reach families and help support those families with poor attendance.	Evidence suggests that parental engagement at infant level supports the attendance of young children. Simply put, pupils at this age are generally not responsible for their own attendance.	4
Whole staff training on attachment theory and emotion coaching with the aim of developing our school as a attachment aware school. Staff will need release time to develop the training.	Evidence suggests that behaviour interventions can produce improvements in academic performance in children with particular needs or behavioural issues. Children with attachment needs are at risk of showing challenging behaviour because they are not dealt with correctly.	3,4

**Total budgeted cost: £ 70,350 (current)**



## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than 'All' for GLD and all subjects (reading, writing and maths) in Year 1.

#### Year R Data

	Reading		Writing	Maths		Combined	GLD
	Comprehension	Word Reading		Number	Patterns		
All (89)	77 (87%)	58 (65%)	53 (60%)	57 (64%)	61 (69%)	49 (55%)	48 (54%)
Pupil Premium (21)	15 (71%)	8 (38%)	8 (38%)	8 (38%)	11 (52%)	6 (29%)	7 (33%)

#### Year 1 Data

	Reading	Writing	Maths	Combined
Milestone 1 2020	30%	54%	49%	
All (91)	63 (69%)	59 (65%)	60 (66%)	52 (57%)
Pupil Premium (30)	16 (53%)	15 (50%)	14 (47%)	12 (40%)

Internal assessments for Year 2 showed that disadvantaged pupils slightly out performed 'All' for all subjects (reading, writing and maths) for ARE.

#### Year 2 Data

	Reading		Writing		Maths		Combined	
	ARE	GD	ARE	GD	ARE	GD	ARE	GD
Milestone 1 2020	71%	19%	61%	8%	71%	11%		
All (90)	64 (71%)	21 (23%)	47 (52%)	7 (8%)	57 (63%)	12 (13%)	45 (50%)	5 (6%)
Pupil Premium (17)	13 (76%)	3 (18%)	10 (59%)	1 (6%)	11 (65%)	3 (18%)	10 (59%)	1(6%)

This pattern was also seen when comparing disadvantaged pupils against 'All' using the Hampshire Minimum Expectation document.

	Reading	Writing	Maths	Combined
All (90)	69 (77%)	50 (56%)	58 (64%)	46 (51%)
Pupil Premium (17)	14 (82%)	10 (59%)	12 (71%)	10 (59%)

Covid has impacted all children over the last few years but this impact has been seen most when considering our disadvantaged pupils. Despite the school's best efforts, they were the children who typically were not accessing the work that was sent home during the lockdowns if they choose not to come into school. After the first lockdown, and subsequently, we had more and more children who needed to access the school's ELSA. So much so, that we needed to employ her for more hours so that she could work with as many pupils as possible.

Attendance for disadvantaged pupils (96.8%) (2020-2021) was lower than their non-disadvantaged (98.1%) peers but both groups were still over the 96% acceptable levels. It is important to remember that Covid absence is not included within this data. If we go back to 2019-2020 attendance was generally lower; (90.1% disadvantaged against 94.4% non-disadvantaged). These attendance levels are below the acceptable level which is why attendance is a focus of the current plan.

## 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
Number Sense Maths	Number Sense Maths Ltd

## 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.*