

Polesden Lacey Infant School Pupil Premium Strategy Statement

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	Polesden Lacey Infant School
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Rebecca Mole
Pupil premium lead	Rebecca Mole
Governor / Trustee lead	Oliver Schuster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,760
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£12,760

Part A: Pupil premium strategy plan

Statement of intent

When deciding how to spend the pupil premium grant, we look at the potential barriers to learning which may be faced by children in receipt of pupil premium in the context of our school. The reasons for potential underachievement are many and varied and include; specific learning difficulties, reduced support at home; social and emotional difficulties due to complex family situations or attendance and punctuality issues. Each child entitled to the pupil premium grant is unique in their situation and our response to their needs must reflect this.

At Polesden Lacey Infant School, we aim to build expertise which will enable us to provide support to help children to overcome barriers to learning and reach their targets at the end of each academic year.

Our key objective in using the pupil premium grant is to narrow the attainment and achievement gap between those entitled to pupil premium and those not. Children at Polesden Lacey Infant School achieve and attain well, often at standards much higher than those expected nationally. However, some children in receipt of pupil premium do not always attain as well as those who are not entitled to the pupil premium grant nationally. We aim to diminish this difference for our children.

Challenges

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

Challenge number	Detail of challenge
1	PPG pupils are identified as having emotional and social barriers to learning
2	Aspirational targets for PPG pupils need to be consistently set
3	Limited vocabulary seen with some pupils
4	Attendance for some pupils is below expectations of 96%

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
Develop emotional literacy for PPG pupils to ensure they are ready to learn	Social and emotional barriers to learning for PPG pupils are reduced and the PPG pupils are able to access the learning across the curriculum enable them to make accelerated progress

Higher rates of progress across KS1 for pupils eligible for PPG.	Pupils eligible for PPG make as much or more progress as 'other' pupils across Key Stage 1 in maths, reading and writing.
Increased progress for all PPG pupils in writing	PPG pupils make as much progress or better than their peers in Writing both nationally and as calculated using the criteria in Polesden Lacey Infant School Assessment Policy.
Higher attendance for PPG pupils	PPG pupils have an attendance of 96% or above Pupils are making accelerated progress

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: £5260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop the curriculum and teaching strategies to support learning for all pupils across all curriculum areas – External trainer	Quality First Teaching is identified by EEF as one of the most effective ways to improve attainment.	2 and 3
Review assessment and Feedback for pupils to enable them to make the best possible progress – external trainer	EEF says that, done well Feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.	2
Regular professional development for all teaching and support staff.	We know that quality teaching has the greatest potential to raise standards for all children, but especially disadvantaged children, and therefore investment in teaching staff: recruitment, retention and quality training is imperative. We are all learners – whatever our role – and we want our staff to be continually developing and striving for improved outcomes.	1, 2 and 3
All staff through appraisal identify those making less than good progress or not achieving year group expectations	We know that quality teaching has the greatest potential to raise standards for all children, but especially disadvantaged children, and therefore investment in teaching staff: recruitment, retention and quality training is imperative. We are all learners – whatever our role – and we want our staff to be continually developing and striving for	2 and 3

	improved outcomes. This helps to ensure staff have high aspirations for all pupils.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language support for identified pupil/s	Direct impact of specialised Speech and Language therapy	3
Utilise the NELI programme to develop speaking in Reception and where appropriate Year 1	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Additional support, through oral language interventions to pupils who are behind their peers in oral language development, may support some disadvantaged pupils to catch up with peers	3
Purchase of new phonically decodable books to support early reading	EEF say that it is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. The new books will support the learning and use of phonics.	2
High quality interventions - that are rapid, effective and individualised - delivered by teachers and support staff	We know it is vital that gaps in children's understanding are quickly identified and addressed through targeted intervention and support; this is especially true in the foundation stage and where speech and language barriers exist, so that the attainment gap is not exacerbated at the beginning of their school journey. According to the Education Endowment Fund 'targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment' and this has been verified by our own experiences. We recognise the impact teaching assistants can have on pupil progress, particularly when working in this	2 and 3

	context, as well as the need for parental engagement and positive collaboration. We have carefully mapped out our interventions to be short sharp and tailored to the needs of individuals	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home School Link worker employed	EEF Toolkit suggests that there is evidence that targeted social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself	1
Drawing and talking	EEF Toolkit suggests that there is evidence that targeted social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself	1
Monitoring of attendance and punctuality of PP pupils by Headteacher. Red Hot list created monthly.	Support for families school and EWO to improve attendance and reduced rates of persistent absenteeism in all pupils, including PPG, supporting better progress and attainment	4

Total budgeted cost: TBC

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Drawing and Talking	Drawing and Talking intervention run by a member of staff trained by Drawing and Talking

Further information (optional)

Please see Pupil Premium Strategy 2020 – 2021 for a full review of the impact of the PP spend.