

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | Lowe's Wong Infant School |
| Number of pupils in school | 196 |
| Proportion (%) of pupil premium eligible pupils | 8.7% (17 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2022-23 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Aly Speed (Headteacher) |
| Pupil Premium lead | Aly Speed |
| Governor / Trustee lead | Laura Tovey |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £20,108 |
| Recovery premium funding allocation this academic year | £1,670 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £21,778 |

Part A: Pupil premium strategy plan

Statement of intent

At Lowe's Wong Infant School we aim to offer all pupils access to a broad and balanced curriculum, and opportunities to engage in a wide range of educational and sporting activities, irrespective of their background or the challenges they face. Our aim is that all pupils will make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by our vulnerable pupils, and support them according to their needs. High-quality teaching is at the heart of our approach, with a focus on quality interventions in the areas in where disadvantaged pupils require the most support.

Our strategy is integral to wider school plans for our curriculum, including targeted support through the National Tutoring Programme for pupils whose education has been worst affected. Our approach will be responsive to the common challenges and individual needs of the Pupil Premium children at our school.

Our objectives are:

- Barriers to learning will be broken down, so that every child can achieve their potential.
- All children will be able to take part in extracurricular clubs and activities, and go on school visits (including the Y2 residential visit).
- Children's social and emotional needs will be met, allowing them to engage with all aspects of life at our school.
- All children will have access to a healthy diet.

The principles of our plan are that:

- We provide a safe and caring environment for the children in our care.
- All children receive quality first teaching, throughout our school.
- Staff have a clear understanding of children's needs, and how best to support them.
- Staff build positive relationships with children and their families.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1. | Only 25% (1 of 4 pupils) achieved a GLD at the end of EYFS. |
| 2. | Only 20% (1 of 5 pupils) achieved the expected standard in the Phonics Screening Test. |
| 3. | Only 57% (4 of 7 pupils) achieved national expectations in reading at KS1 SATs. |
| 4. | Only 43% (3 of 7 pupils) achieved national expectations in reading at KS1 SATs. |
| 5. | Only 57% (4 of 7 pupils) achieved national expectations in reading at KS1 SATs. |
| 6. | Parents, carers and school staff report that many Pupil Premium children are struggling with their mental health and emotional well-being this academic year. |

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 |
|--|--|
| Pupils make expected progress in reading. | At checkpoint 6 Pupil Premium children will have made expected progress in reading. |
| Pupils achieve the expected standard in the Phonics Screening Test. | KS1 Pupil Premium children will achieve the expected standard in the test, or the re-take. |
| Pupils make expected progress in maths. | At checkpoint 6 Pupil Premium children will have made expected progress in maths. |
| Pupils have increased opportunities to interact socially with their peers. | Pupil premium children will have accessed extra-curricular clubs and school visits. |

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: **£1050**

(No cost for staff meetings or INSET provided by MITRE)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Add or delete rows as needed.</i> | | |
| Whole school engagement with maths mastery in number work group, using rek-en-reks. | Information from NCTEM & East Midlands Maths Hub on mastery approach. | 3 |
| Trained ELSA in school (cost met by FNF, but cover paid for) | ELSA is a recognised qualification. LA & SENDCo networks are promoting ELSAs in school. | 6 |
| Staff engagement with Art Therapy programme. (Course funded by SBAP so only cover is needed) | SBAP information on Therapeutic conversations. | 6 |
| Staff attend EYFS Networks, maths networks and moderation networks Attend LA training (networks are funded – cover is needed) | Information from English Hub, DfE & Ofsted guidance. | 1, 2, 4 & 5 |

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

Budgeted cost: **£19578**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

| | | |
|--|---|-------------|
| <i>Add or delete rows as needed.</i> | | |
| Bought into Literacy Volunteer scheme for weekly 1:1 reading and speaking/listening practise sessions | Reading practice & listening and attention games are shown to support good practice (Education Endowment Fund). | 1 & 5 |
| Top-up funding for Pupil premium children with unrelated SEND, to allow access to full KS1 curriculum. | Quality TA support helps access to a broad & balanced curriculum. (SFSS reports) | 1, 2, 3 & 6 |
| Individual reading, comprehension & phonics practise 1:1 with TA support. | High quality interventions and support improve pupil progress (EEF) | 1, 4 & 5 |
| In-class support for daily phonics sessions. | Targeted support by TAs helps identified children make progress in sessions (phonics audit) | 1 & 4 |
| Phonics booster groups with TA (up to 6 pupils at a time). | | |
| Small group support for writing. (TA support) | Small group work focussing on gaps in learning (EEF) | 2 |
| In-class TA support for English lessons. | Targeted support for identified pupils. | 1 & 2 |
| Small group support for maths lessons. (TA support) | Small group work focussing on gaps in learning (EEF) | 2 |
| In-class TA support for daily maths lessons & maths mastery sessions. | Targeted support for identified pupils. | 3 |
| Small group support (TA) for maths mastery project (rek-en-reks). | Small group work focussing on gaps in learning (EEF) | 3 |

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

Budgeted cost: **£1175**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------|---|--------------------------------------|
|-----------------|---|--------------------------------------|

| | | |
|--|--|-------------|
| <i>Add or delete rows as needed.</i> | | |
| Art Therapy & ELSA Sessions for identified children. | SBAP information on Therapeutic conversations. | 6 |
| Financial support for extra-curricular clubs. | Feedback from teachers and parents and carers that social interactions and friendship groups are strengthened. | 6 |
| Financial support for educational visits. | Feedback from school staff, taking part in visits enhances related literacy & topic work. | 1, 2 & 3 |
| Paying for school milk for those Pupil premium children who would like it. | Supporting a healthy diet will help children focus, and make progress academically. | 1, 2, 3 & 4 |

Total budgeted cost: £21778

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 2021 to 2022 academic year.

- 86% of PP pupils achieved the Phonics Screening standard by the end of KS1
- 29% of PP pupils achieved Greater Depth in Reading
- 29% of PP pupils achieved Greater Depth in Maths
- However the percentages for writing and for “expected” were below our own school targets target, hence the focus on those children.
- Children had access to extra-curricular clubs, enabling them to join in fully with all aspects of school life.

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 |
|-----------|----------|
| N/A | N/A |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|---|---|
| How did you spend your service pupil premium allocation last academic year? | <ul style="list-style-type: none">• Forces children were charged reduced rates for extra-curricular clubs.• Forces pupils were charged a reduced rate for the Y2 Leavers' T-shirts.• Forces children had weekly individual reading practise.• Forces children were included in Phonics booster groups. |

What was the impact of that spending on service pupil premium eligible pupils?

- Increased social engagement for those pupils.
- All forces children achieved expected standard in reading (teacher assessment)
- Y2 Forces children all achieved the required standard in the Phonics Screening test