

Cupernham Infant School

Pupil Premium Strategy Statement 2022-2023



“Together we care, we learn and we achieve.”

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	Cupernham Infant School
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	36 (14%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	April & July 2023
Statement authorised by	Mr Duncan Wells (HT)
Pupil Premium Strategic Team	Mrs Jen Turski (DHT & Inclusion)
Governor Lead	Mrs Sarah Bartram-Cake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,574
Recovery premium funding allocation this academic year	£2,718.74
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	£33,292.75

Part A: Pupil premium strategy plan

Statement of intent

Here at Cupernham Infant school, when making decisions about using Pupil Premium funding, it is important to consider the context of our school and the subsequent challenges faced. This alongside research conducted by the Education Endowment Foundation (EEF).

Common barriers to learning for disadvantaged children can be:

- less support at home,
- weak language and communication skills,
- lack of confidence,
- more frequent behaviour difficulties and attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

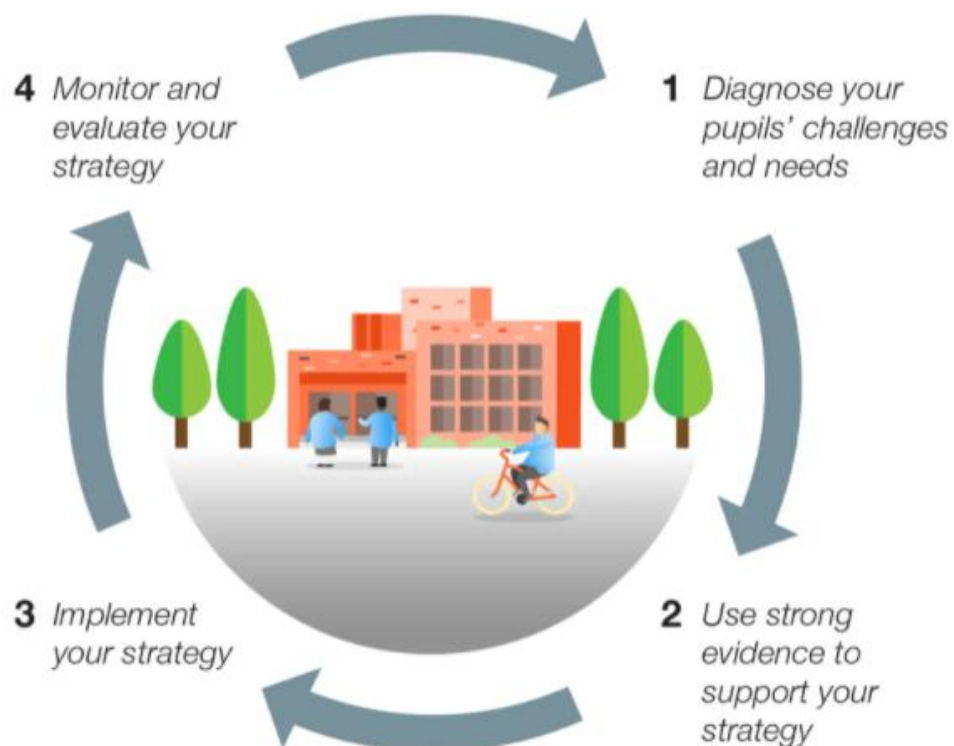
Principles

- We ensure that teaching and learning opportunities meet the needs of all our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups and that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that school has legitimately identified as being socially disadvantaged.
- Pupil premium will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Achieving our principles:

- In order to achieve our objectives and overcome identified barriers to learning we will:
Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted support to quickly address identified gaps in learning Target funding to ensure that all pupils have access to trips, residential visits and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide nurture to support pupils in their emotional and social development

Developing and Sustaining our Strategy



Ref: School leaders can consider the following 4 steps in developing and sustaining their strategy:
<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Challenges

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

Challenge number	Detail of challenge
1	Attainment in phonics, reading , writing and maths
2	Language & Communication Skills / Early Reading
3	Attendance
4	Low Attainment on Entry to EYFS in speech, language and communication
5	Parental Engagement & Family Stability

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
Progress in Reading	% of PP children achieving ARE in Reading will be in line with Non-PP children.
Progress in Writing	% of Pupil Premium children achieving ARE in writing will be in line with Non-PP children. Development of fine motor skills to support writing.
Progress in Mathematics	% of Pupil Premium children achieving ARE in maths will be in line with Non-PP children.
EYFS GLD	Achieve Above National Average (Continued Focus on PSHE & Communication and Language)
Phonics	Achieve above national average expected standard in the Phonics Screening Check
Improved speech language and communication	Children in the Early Years will have accessed Language Link intervention. In addition, follow up SALT interventions for all that require support.
Good levels of Attendance	Attendance of disadvantaged pupils are monitored closely. Attendance aim – in line with national average. Attendance lead will work closely with parents to support improved attendance (Early intervention)
Engagement with opportunities to develop emotional well being	Engagement with My Happy Minds by children and parents. Additional ELSA training and in place to support the children.

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: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional CPD for all teachers and HLTA's to support enhancing provision for outdoor Forest school approach for learning.	<i>Trail Blazers Forest Schools - Active and outdoor learning increases motivation and engagement in young people and can add value to teaching and learning across all areas of curriculum. With the 2019 Ofsted Inspection Framework focusing on the breadth of a school's curriculum offer, Trailblazer can support in providing exciting outdoor learning as a regular structured part of your curriculum, making the most of your school grounds or local area.</i>	1,3,5

Small group and 1:1 tuition with LSA's. Support for reading, Phonics, Handwriting, Mental maths	<i>Intensive tuition and interventions in small groups or 1:1, is often provided to support lower attaining learners as well as those who may need boosting to greater depth.</i> <i>Training on the identified needs of the PP children for language and communication development.</i>	1,2,3
Prioritising quality first teaching - CPD for staff- High quality and focused training for all staff.	<i>Quality First Teaching offers the highest quality support to children</i> <i>Studies show that feedback is a key factor in learning success.</i> <i>Clear identification of barriers will support teachers in making the best provision for the PP children.</i> <i>LSA's effectively support class learning for all children.</i> <i>Training on the identified needs of the PP children for language, communication and language development.</i>	1,3,4,5
Child & Family Support Worker	<i>Establish the role of our Child Family Support Worker to support child/parents with behaviour and emotional support. Build parents confidence in how to support their child's learning and/or behaviour at home.</i>	2,4,5

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

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children have a rich vocabulary to draw on when reading and writing. Reading Books for EYFS and KS1. To embed our new Little Wandle Phonics Programme. Teaching Assistants will receive further training and coaching to follow a structured programme and precision teaching to pupil gaps through EYFS-KS1 on a daily basis. Parents will be involved and supported.	<i>An internal phonics review was undertaken in Oct 2021 looking at the quality of reading books in phonics, guided reading and home reading books. We also reviewed the impact of our phonics scheme and decodable books associated with this. We ensure that we have rich texts for whole class teaching and hooks for new learning. Further investment to provide a much wider variety of rich texts for children in KS1</i> <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. If an older reader is struggling with decoding, phonics approaches will still be appropriate. (EEF Teaching and Learning Toolkit – Phonics)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,3,4
ELSA Intervention – Social & Emotional	<i>Support from outside agencies indicates that some children need individualised social and emotional support over and above their</i>	1,3,4,5

Interactions. Vulnerable children receive pastoral support in small social groups in class or 1:1 with the ELSA when identified.	<i>peers. Interventions which target social and emotional learning seek to improve children's interaction with others and self-management of their emotions. These children require this to enable them to be ready to learn.</i>	
One to one or one to three tuition <ul style="list-style-type: none"> • SALT intervention • Little Wandle Phonics Catch up • School National Led Tutoring Programme • Social and Emotional support 	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. (EEF Teaching and Learning Toolkit – Teaching Assistant Interventions) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,3,5
HLTA - Speech & Language Support. Language Link. Programme put in place, individualised intervention programmes Further develop LSA's	<i>Language Link - 1:1/small group Speech and Language intervention programme. Children's poor oral skills affect negatively on their ability to speak and write effectively.</i> <i>EEF – 'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.'</i> (EEF Teaching and Learning Toolkit – Oral Language Interventions) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions/technical-appendix	1,3,4,5
Software support for home learning - Mathseed, Reading Eggs & Espresso	Revisit, practice and rehearse key skills. Individual interventions within school and learning APPs to support home learning opportunities.	1,3,4,5

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment/Extracurricular provision <ul style="list-style-type: none"> • After school clubs • Drop in • Sports events 	<i>Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. (EEF Teaching and Learning Toolkit – physical activity/extending school time)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1,3,5

Further promote enrichment opportunities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities in line with non-disadvantaged pupils.		
Promote the importance of Attendance across the school.	<i>Identify PP children whose attendance is a concern and create actions on an individual basis. Review and use extra communications to target absence and rewards for improved attendance.</i>	1,2,3,4,5
Embed our Lunchtime provision in supporting emotional wellbeing and teamwork.	<i>Support behaviour and nurture support during lunchtimes by providing activities to engage and promote the values of Cupernham Infant School and thus enhancing learning.</i>	1,3,5
Funding support for families	<i>There are positive benefits to be gained from accessing extracurricular activities providing children with improved cultural capital. Families offered a variety of different types of support based on individual circumstances. This could include – Wraparound Care, School visit funding - Milk - KS1 extra-curricular clubs - Holiday clubs</i>	1,2,3,4,5
Vulnerable Year 2 children transition effectively to their next steps in their education	<i>Vulnerable children may struggle with transition and need support to ensure their learning is not affected by their emotional health. We provide extra transition activities for vulnerable children, transition meetings as required and pastoral support</i>	1,2,3,4,5

Total budgeted cost: £ 35,000

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.

2021-22 breakdown of PP Children across the school.

Pupil Premium	Yr. R 7/88	Yr. 1 13/90	Yr. 2 9/71
PP	6	8	9
PP&SEN	1	5	0
Total	7	13	9

Children gaining a Good Level of Development in Year R

Local Authority	Cupernham Infant School	Pupil Premium Children (7)
70.7%	79.5%	54%

Children gaining Age Related Expectations at the end of Year 1

Subject	All (87)	Pupil Premium (14)	Non-Pupil Premium (73)
Reading	74%	57%	77%
Writing	68%	43%	74%
Maths	65%	36%	70%

Children gaining Age Related Expectations at the end of Year 2

Subject	All (71)	Pupil Premium (9)	Non-Pupil Premium (62)
Reading	72%	44%	76%
Writing	55%	23%	59%
Maths	62%	22%	66%

Review of 2021-22 outcomes

Staff have worked together throughout the year to identify those children who need additional support and intervention. Regular interactions with parents proved successful in ways to support home learning.

Observations show that there are high levels of engagement across all year groups. Whilst it is clear that children are able to talk about their learning, in the main, these children are not as articulate as some other children and sometimes lack the depth of knowledge of others and/or the deeper understanding and vocabulary to articulate their thinking and their knowledge.

Essential key vocabulary is taught to pupil premium children through pre-teaching and is introduced to the children at the start of any new topic. Children are able to use and recall most of this new vocabulary. There has been significant impact for a small number of children in Year R because of the Language Link programme and these children have shown significant improvement in their language and communication needs.

The greatest impact has been from the additional support given by the speech and language leads in school who, through weekly sessions, has enabled children with identified speech and language needs to attend morning sessions targeting their language. This has resulted in children who are happier, more easily able to communicate and who have developed key early language skills they previously found extremely difficult.

Attendance

Disadvantaged attendance was 92.0% - the school attendance for the year was 94%. Both of these figures are lower than we would normally see and have been impacted by a number of factors, such as COVID-19, chicken pox, general illness and parents taking their children out of school for holidays. For 2022-23, this is already a priority to closely monitor this in order to ensure that it improves, as this level of attendance, if continued, will impact on children's attainment.

Fortnightly attendance team meetings monitor children and their families where attendance is a concern. A combination of interactions with parents from our new Children & family Support Worker and additional support materials, have resulted in improved attendance for some of our families

Enrichments and Extended Day

- 26 children of our Pupil Premium children accessed a club in school.
- Pupil Premium children have access to the school breakfast club if required.
- Pupil Premium children have the opportunity to access after school clubs if they wish.
- All children in the 'disadvantaged' group were provided with Food Vouchers to support half term and end of term holiday periods in line with government guidance.
- Pupil Premium children across the school took part in enrichments sporting activities throughout the year.

Further Impact from 2021/22:

We continue to embed transcriptional fluency and accuracy in writing with a focus on spelling and the impact of phonics. Develop greater opportunities for mastery through choice of audience, purpose and text type leading to:

- Improved oracy & understanding
- Enhanced progress in phonic and spelling skills
- Widening in vocabulary & purpose - *Work scrutiny*
- Improved independence & stamina
- Improved sustained writing quality and capacity to edit - *Work scrutiny*
- Increased resilience, confidence- positive attitude & independence. - *Pupil feedback*
- Increased quality & depth of work produced - *Work scrutiny*
- Increased understanding and ability to access wider curriculum
- Confident self-expression and enjoyment of learning
- Progress in all areas especially English and Maths

We continued to develop strategies to ensure that vulnerable children have strong achievement by the end of **EYFS** and **KS1** through:

- Pride in personal progress and achievements
- Positive and trusting relationships with staff and peers
- Increased self-confidence and empathy
- Relaxed enjoyment of school, ready to respond to challenges
- Increased confidence and active engagement in a range of social contexts
- Resilience, confidence- positive attitude & independence. - *Pupil feedback*
- Positive start/ end to school day and support for home-school routines
- Sense of self-worth and increased enjoyment/ experience of a range of sporting/ enrichment activities

We continue to support children and develop strategies to demonstrate reasoning in mathematics through:

- Smaller-group support, ensuring children with the greatest needs are supported by the most experienced staff;
- explicit connections made between targeted support and everyday activities or teaching
- Support provided for the children to understand the links between the manipulatives and the mathematical ideas they represent.
- Encouraging the children to represent problems in their own way, for example with drawings and marks.
- Developing further opportunities for children to begin to explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games is having a positive impact.