

Cupernham Infant School

Pupil Premium Strategy Statement 2021-2022



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

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	Cupernham Infant School
Number of pupils in school	249
Proportion (%) of pupil premium eligible pupils	10.8% (27/249)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	April & July 2022
Statement authorised by	Mr Duncan Wells (HT)
Pupil Premium Strategic Team	Mrs Jen Turski (DHT & Inclusion) Miss Emily Freeman (KS1 Phase Leader)
Governor	Mrs Dawn Astle-McDonald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 30,305
Recovery premium funding allocation this academic year	£ 761.25
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	£ 31,066

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.

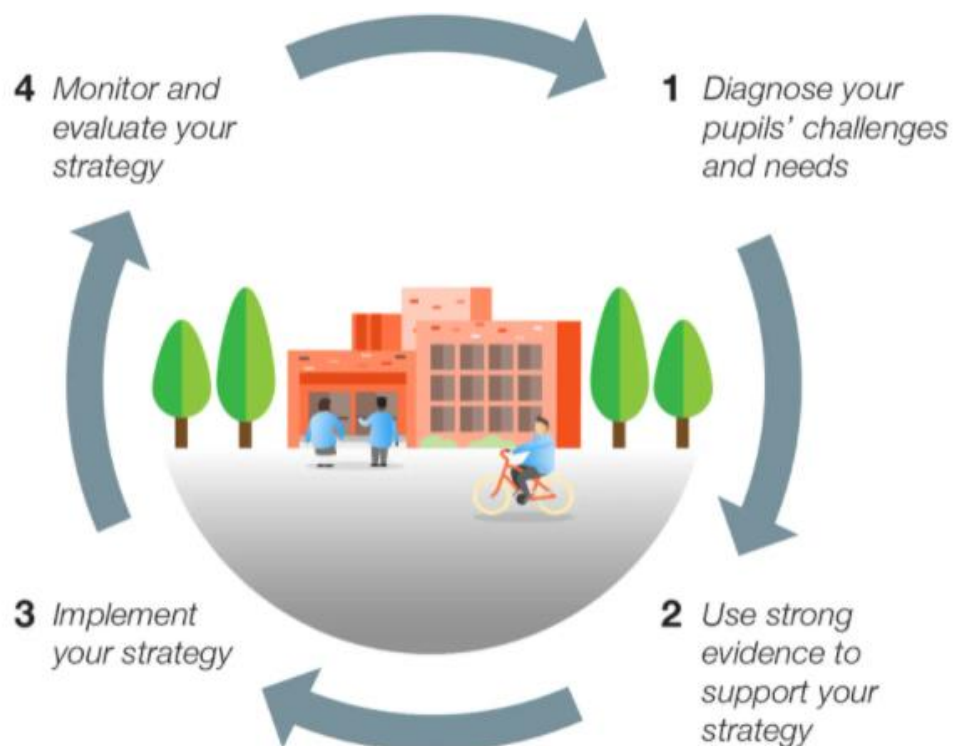
There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

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.

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	Language & Communication Skills / Early Reading
2	Attendance & Punctuality
3	Low Attainment on Entry to EYFS in all areas
4	Parental Engagement & Family Stability
5	Metacognition

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 All pupils.
Progress in Writing	% of Pupil Premium children achieving ARE in writing will be in line with All pupils. Development of fine motor skills to support writing.
Progress in Mathematics	% of Pupil Premium children achieving ARE in maths will be in line with All pupils.
EYFS GLD	Achieve Above National Average (Focus on PSHE & Communication and Language)
Phonics	Achieve above national average expected standard in the phonics Screening Check
Attendance	Ensure attendance of disadvantaged pupils is above 96%

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: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support enhancing provision for outdoor Forest 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. 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.	<p><i>Quality First Teaching offers the highest quality support to children Studies show that feedback is a key factor in learning success.</i></p> <p><i>Clear identification of barriers will support teachers in making the best provision for the PP children.</i></p> <p><i>LSA's effectively support class learning for all children.</i></p> <p><i>Training on the identified needs of the PP children for language, communication and language development.</i></p>	1,3,4,5
Child & Family Support Worker	<p><i>Use 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></p>	2,4,5

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

Budgeted cost: £ 17,000

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	<p><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.</i></p>	1,3,4
ELSA Intervention – Social & Emotional Interactions. Vulnerable children receive pastoral support in small social groups in class or 1:1 with the ELSA when identified.	<p><i>Support from outside agencies indicates that some children need individualised social and emotional support over and above their 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></p>	1,3,4,5
Further develop our outdoor learning provision for EYFS promoting gross motor skills development and communication and language	<p><i>Physical development approaches aim to improve young children's physical growth, skills and health. Activities in this area focus on a particular aspect of physical development, e.g. fine motor skills related to writing, or gross motor skills, encouraging active outdoor play.</i></p>	1,3,5
HLTA - Speech & Language Support. Language Link. Programme put in place,	<p><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></p>	1,3,4,5

individualised intervention programmes	<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>	
Further 15 iPads to support learning. 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: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Jigsaw PSHE Resources to support emotional wellbeing & PSHE	<i>Target social and emotional learning seek to improve children’s interaction with others and self-management of their emotions.</i>	1,3,5
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
Develop 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
Working Memory - CPD for whole staff leading to whole school focus on multisensory learning approaches and understanding and	<i>EEF states that learners are unlikely to have a single learning style Meta-cognition and self-regulation approaches have consistently high levels of impact, the necessary skills can be taught through this approach</i>	1,3,5

responding to different needs.		
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Total budgeted cost: £ 32,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 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.

Impact from 2020/21:

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.

- 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 literacy and numeracy

Develop strategies to ensure that vulnerable children have strong achievement by the end of **EYFS** and **KS1** and that attainment of SEND and disadvantaged pupils is above national and Hampshire.

- 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

COVID -19 Pandemic Implications

COVID-19 lockdown phase

Encouraged attendance for vulnerable children

- Ensured that whilst schools were providing childcare that the provision within school and the home learning provided for all was linked to the school's curriculum for learning.
- Encouraged and supported all families in developing speaking and listening skills, physical development, reading and number fluency and children's emotional well-being
- Continued to work with external agencies in safeguarding the most vulnerable and maintained systems (phone calls, emails, coming into school for learning packs) for 'keeping in touch' with this group
- Completed vulnerable family returns to support the work of the local authority
- Managed an on-site food bank providing support for all those who needed it and through this creating opportunities for phone and face-to-face contact with families.

Reintegration June/July 2020

Risk assessments for pupils with EHCPs and communication to parents

- Catch up planning for year R children (year 1 children unable to return due to lack of space for bubbles) Revisited prior learning, challenge pupils to remember and apply, secure levels of fluency and accuracy previously attained.
- Home learning for children in years 1 and 2 focused on reading fluency. Children were provided with learning projects that covered all areas of the curriculum as well as supporting parents with the practising of basic skills of reading fluency, writing and familiarity with the number system.
- Staff continued to provide pastoral support to all families through regular phone calls and emails. - Annual reports were provided to parents with a summary of children's attainment until March.
- During July, class teachers put together transition information for the receiving class teacher. For years 1 and 2 this included analysis of which domains were areas of strength and which needed development in reading, writing and maths. In year R, this included analysis by area of learning. For all year groups there were transition meetings at which information about learning behaviours, areas of strength across the curriculum and other possible barriers to learning was also shared.

Recovery curriculum planning – September 2021

Recovery planning:

- Revisit key learning from previous year's curriculum, rapidly close the most vital 'gaps' in knowledge and skills, teach coverage not taught or not taught in sufficient depth.

Catch up planning:

- modify the planning of both the core subjects and the foundation subjects to ensure that by the end of the year children will have experienced the whole curriculum for their year group in a way which is sequential and progressive

Interventions

- catch up funding will be used to provide targeted interventions in year 2. In year 1 the funding will be used for emotional support and developing listening and attention skills provided by a teaching assistant.