

Pupil premium strategy statement –



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	24.10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Alison Walsh
Pupil premium lead	Alison Walsh
Governor / Trustee lead	Beccie Hawes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,682
Recovery premium funding allocation this academic year	£0.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
Total budget for this academic year	£122,682

Part A: Pupil premium strategy plan

Statement of intent

This funding is used to support children on the FSM register (and Forever 6 pupils) and is aimed at accelerating progress, moving towards at least age-related expectations, initially in communication and language, literacy and maths.

Palfrey Governing Body agrees that ALL pupil's should be targeted to ensure all pupils make good progress, therefore non pupil-premium pupils are targeted within intervention groups in addition to pupil premium pupils.

Our School Motto 'Happy Children , Aiming High' encapsulates our vision that all pupils should be given a safe and secure environment in which to achieve their very best potential from their individual starting points.

At Palfrey Infants we strive to ensure that teaching and learning opportunities meet the needs of all of our pupils; we know all of our children well. Where appropriate, additional provision is made for pupils who belong to vulnerable groups, including those who have a social worker and young carers. We ensure that the needs of our disadvantaged pupils are accurately assessed and addressed. In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. ***Our Governing Body allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.*** We recognise the importance on addressing gaps at the earliest opportunity to avoid the widening over time.

Early Years Pupil Premium funding is very limited, so school budget share is used to provide early intervention, supporting children and families upon entry to school to provide a solid foundation on which to build.

This has meant making informed decisions about spending such as:

- Ensuring that spending is directly linked to differences in achievement
- Making use of our own data to set interventions
- Making sure there is at least good teaching daily
- Ensuring we deliver a robust systematic synthetic phonic programme effectively
- Supporting pupil's home learning
- Attendance support and challenge

High quality teaching is at the heart of our strategy and our curriculum is carefully planned using an equitable approach to ensure success for all. Our Reception Teaching Assistants undertaking Language Based Interventions and our Year 1 & 2 Teaching Assistants providing support and targeted intervention during the school day. Our parents workshops enable them to better support their children at home e.g. Phonics, reading comprehension, maths. Our approach is responsive to the identified needs of individuals rather than assumptions about the impact of disadvantage. We recognise the importance of supporting the mental health and wellbeing needs of children alongside their academic priorities, building a bespoke provision centred on the needs of the child.

We believe by targeting wellbeing and learning behaviours at an early stage the pupils will develop the key skills to become effective learners throughout their lives.

Challenges

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

Challenge number	Detail of challenge
1	<p>Under identification – 81 children at Palfrey Infant School are currently in receipt of pupil premium funding. This does not fully represent the levels of disadvantage within our school community.</p> <p>A high proportion of families are within the highest bands of deprivation on the IDACI index . (100% Band 5 2022)</p> <p>Funding is therefore used to support ALL children who are identified within school as disadvantaged. Many of our families are large and fall under the category of ‘working poor.’</p>
2	<p>Low levels of entry of PP particularly in understanding, communication, literacy and language and number skills. This has been identified as a priority area within our school development plan and is evidenced by the number of children joining nursery with little or no speech or language barriers.</p>
3	<p>School Readiness: Many pupils are ‘over supported’ at home , therefore many are not ‘school ready’ in EYFS , independence skills are lacking.</p> <p>Support is given for toilet training , fussy eating and independence skills.</p>
4	<p>Many of our transient families are New in Country or Early acquisition to English. Parents speaking additional language: having difficulty supporting at home impacts on the support given at home. (Currently 19 home languages)</p>
5	<p>High % of pupils with complex needs requiring 1-1 support. 3 of our EHCP pupils are identified as Pupil Premium. We also have complex needs pupils arriving without EHCP’S and requiring adult support from SBS.</p>
6	<p>Attendance and Punctuality –Our analysis of attendance data indicates that attendance among disadvantaged pupils has been lower than that for non-disadvantaged pupils. (illness)</p>
7	<p>Attendance – term time holidays. Visiting families overseas for extended leave impacts on attendance and learning. (Extended Leave)</p>
8	<p>Lack of resilience affecting self-confidence and co-operation when approaching independent work. Learning Behaviours needed embedding, Strategies in Cognition and Metacognition</p>
9	<p>Attainment – Whilst attainment of pupil premium children is cohort specific and can vary from year to year it is generally the case that attainment on entry demonstrates a gap between disadvantaged and non-disadvantaged children which needs to be addressed over time.</p>
10	<p>Cultural Capital –many pupils have limited experiences and aspirations within some families means that children do not have the cultural references and context to make necessary connections within their national curriculum learning. E.g. knowledge of Traditional Tales , Nursery Rhymes. We develop a programme of experiences to widen Cultural Capita experiences.</p>

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 outcomes	Success criteria
PP pupils achieve expected or better outcomes in KS1 assessment in Reading, Writing and Maths	<ul style="list-style-type: none"> Pupils achieving expected outcomes 2023
PP pupils achieve the expected standard in phonic screening check Y1/ Y2 retakes	<ul style="list-style-type: none"> Year 1 phonic screening check 2023 and Year 2 phonics screening re-takes 2023
Attendance of PP pupils improves Attendance of 96% for all families including disadvantaged families	<ul style="list-style-type: none"> Improve attendance of disadvantaged pupils Fewer extended holidays requested. Proactive support is in place to support and challenge non-attendance before they reach EWO. Persistent absence is in line with non-disadvantaged.
Improved parental engagement	<ul style="list-style-type: none"> Parents support at home with confidence. Pupils achieving successful outcomes in 2023
Language Development is rapid and key concerns addressed	<ul style="list-style-type: none"> High staff ratio's allow for focused language development in Early Years. Allowing pupils to develop an understanding of English. Welcomm identifies pupils with Nursery with language needs, Colourful Semantics supports pupils within Reception. WIDGIT to support visual language SALT pupils identified and programmes in place. NiC Pupils supported through Basic Language Programmes
Social and emotional needs	<ul style="list-style-type: none"> Where required, pupils receive additional pastoral support so they self-regulate and become more independent in thought and action. Learning Behaviours embedded.
Parents understand the need for school readiness , engage in support programmes	<ul style="list-style-type: none"> Fewer pupils in nappies, requiring support with independence skills other than teaching.
Pupils confidence and independence developed to become more resilient. (Staff CPD in cognitive load , long term memory and retrieval)	<ul style="list-style-type: none"> Pupils using a range of tools and scaffold to develop strategies, mastery approach within the curriculum. Pupils confident and competent in retrieving prior learning.

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: £17,747

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention for individual and groups of children and Year 2. HLTA small group work with additional needs pupils .</p> <p>(Salary part funded)</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Pupils in Y2 with complex SEND needs are given small group focused tuition in basic skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,5,8,
<p>Provide high quality CPD for staff (meeting the needs of all pupils through mastery approach, EYFS strategy) (National College)</p>	<p>Develop and sustain high quality teaching based on research and a mastery learning approach.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	2,5,9
<p>High Quality Phonics embedded (School Based CM) To ensure consistency</p>	<p>Phonics underpins our Literacy curriculum, we ensure a consistent approach through shared CPD.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p>	1,2,3,8,9
<p>'Artis' Language Development through the Arts</p>	<p>Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1,2,3,4,5,8,10
<p>Metacognition and self regulation strategies</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	8,9
<p>Oral Language Interventions eg Wellcomm, Basic Language, Talk Boost</p>	<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2,4,9

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

Budgeted cost: £ 48,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral Language Programmes , Reception pupils	Focus on our new acquisition of English pupils , improving grammar. (Not Basic English) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	2,3,4
Increase Teaching Support for intervention activities of key basic skills	EEF: Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions All classes have TA support for class work and target year group interventions.	2,3,4,8,10
Provide CPD on inclusion and the role of supporting adults (TD)	CPD for all pupils, to enable staff to understand the learning needs of all. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf	3,5
Interventions in basic skills, phonics , CEW , reading , handwriting , mental maths . Pre teaching and targeted misconceptions.	As an Infant School with a high proportion of pupils in Early Language Acquisition a focus on basic skills is paramount to our teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,8,9
White Rose Maths: Purchased and staff supported in mastery approach. Focus on Visualisation models	Staff CPD around mastery of Maths has been embedded, further support using White Rose visualisation. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	2,3,8,9
Parent Workshops to support parents in supporting their child	Evidence showed parents who had not attended school in UK were finding strategies hard , we support this through a range of workshops. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2,3,4,5,6,9,10

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

Budgeted cost: £56,701

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to support pupil attendance – Salary part funded	Systems for early identification and challenge of non-attendance. Engagement with EWO . Holiday request meetings.	3,6,7,8,10
Learning Mentor to develop well-being , learning behaviours , ELSA . Salary is part funded.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Well-being and learning behaviours. Social Emotional learning approaches, Friends ‘Badgers Groups’ ELSA focused intervention	8,9,10
Lunch-time play to support health and well-being	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Focus on lunchtime supervisors CPD on healthy active play sessions.	6,8,10
Parent Engagement Opportunities and support Parent Meetings phonics, reading maths . School Readiness	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Evidence showed parents who had not attended school in UK were finding strategies hard , we support this through a range of workshops.	3,8,10
Curriculum enhancement opportunities to develop Cultural Capital throughout the year. e.g. Living Eggs, Y2 Panto , Forest School , Animal Man , Palfrey Park & educational visits Sandwell Valley, Ash End House Farm	https://www.gov.uk/government/publications/education-inspection-framework We believe our programme of enhancement allows our pupils build their understanding of the world around them. It supports language development and the understanding of our curriculum.	8,9,10

Total budgeted cost: £ £122,682

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

IDSR showed EYFS, Phonics and Year 2 outcomes for the school was broadly in line with National 2022.

Further analysis of PP pupils attainment indicated that by Year 2 pupils were broadly in line with all pupils at Palfrey Infants (Attainment Gap was closed from entry)

Analysis (cautionary) of PP pupils attainment in Palfrey against similar pupils nationally indicated Pupil Premium at Palfrey Infants pupils attained significantly higher than those nationally. Our aspiration is still to attain as well as NOT PP nationally.

(Palfrey Infant Gap is significantly less than national gap)

Year 2 2022	Expected Standard			Greater Depth		
Outcomes	Reading	Writing	Maths	Reading	Writing	Maths
School 2022	61 (G73/B45)	58(G67/B48)	69(G76/B63)	18 (G15/B20)	6 (G6/B3)	20 (G15/B25)
Walsall 2022	64 (G69/B59)	53 (64	14	5	12
National 2022	67 in line	58 in line	68 in line	18 in line (G20/B16)	8 in line (G9/B6)	15 in line (G12/B18)
National 2019	75	69	76	25	15	22
Disadvantaged School PP 2022	67 (+16%)	63 (+22%)	77 (+25%)	9	0	13
National Disadvantaged 2022	51	41	52	NA	NA	NA
School Disadvantaged/ Nat Non Disadvantaged Gap%	-5	0	+4			
End KS1 Phonics Retakes	93% (Walsall 87% 2022, National 87% 2022)					

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Purple Mash	2Simple
Google Classroom	Google for Education
Insight Tracking	Insightracking.com/ Equin Ltd
Primary Stars	Primary Stars Education
Twinkl	Twinkl
IMoves	I Moves
White Rose Maths	White rose Maths