# 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

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| Detail | Data |
| Trafalgar Community infant School |  |
| Number of pupils in school | 239 |
| Proportion (%) of pupil premium eligible pupils | 6.27% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 16 December 2021 |
| Date on which it will be reviewed | Nov 2022 |
| Statement authorised by | Kat Greeen |
| Pupil premium lead | Claire Edgal |
| Governor / Trustee lead | Connie Ridout/Alex Northam |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £131,750 |
| Recovery premium funding allocation this academic year | £13,050 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £5000 |
| **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 | £149,800 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, 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, including progress for those who are already high attainers.  We will consider the challenges faced by vulnerable pupils, such as children with SEND, an Early Help Plan, serious medical needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the catch-up funding for pupils whose education has been worst affected, including non-disadvantaged pupils.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.  Although the progress of PP children is similar, or only slightly lower than their peers, because their attainment is lower on entry, there remains a gap throughout the school. |
| 4 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing. |
| 5 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of social opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for social and emotional support, particularly ELSA have markedly increased during the pandemic. 22 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs. |

## 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.

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| Intended outcome | Success criteria |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils who received NELI, SALT input, Narrative therapy and ELS. Measured through before and after assessments, observations on engagement in class, book looks and attainment. |
| Improved reading and writing attainment among disadvantaged pupils. | Y1 and Y2 phonics screening assessments and Reading assessments show significant progress in phonics and reading. 67% of disadvantaged pupils passed the Y2 phonics screening check in Dec 2021.  End of KS1 assessments in 2024/25 show 30% of disadvantaged pupils achieved ARE. |
| Improved maths attainment for disadvantaged pupils at the end of KS1. | KS1 maths outcomes in 2024/25 show that more than 30% of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by:   * the number of children referred for social and emotional support has reduced over the 3 years. * Resilience has increased and children and families have strategies that they can use to self-regulate and help each other effectively. |

## 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: **£79,300**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continue to use standardised tests for assessing at the beginning and end of planned interventions:  NELI  Sandwell Maths  Reading Recovery assessments  Phonics assessment  WESFORD  RAVENS  Speech and Language Progression Tool | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 2, 3, 4 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  Additional interventions that encourage oral skills:  NELI  Narrative Therapy  Bucket Time  ELS  Social Skills groups  We will purchase resources and fund ongoing teacher training (National College) and release time. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/)  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1,2,4 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Mastery resources and CPD (including Mastery training).  National College Training available for all staff. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf) | 3 |
| Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.  ELSA | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 5 |

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

Budgeted cost: **£42,300**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Investigating engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.  Catch up funding-Teacher to deliver catch up. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1,2,3,4,5 |

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

Budgeted cost: **£28,200**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.  Therapeutic Thinking  PP lead attendance on course and will deliver training to the whole school | Both targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 5 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £149,800**

# 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.

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| Well-being of whole school community is a priority.  We are all back in school full-time, but there continue to be cases of COVID.  Since Sept there have been cases of staff having COVID. Some are taking longer than the 10 days to be fit to return to work.  Staff who are at work are having to cover these absences and so not all the planned provision has taken place.  Some ch and families had positive experiences through the lockdowns.  Some families had more family time and opportunities to focus on life skills.  Children who were in school during lockdown would have got used to school with a small number of children and they had to adapt to having everyone back.  Children who spent all of lockdown at home, had to get used to being in the school community again, not at home.  All our PP children and families were well known to staff pre-lockdown. Those who have been supported in terms of their social and emotional needs would have received this support if lockdown had not happened.  Our PP families are not necessarily our only vulnerable families, and not always the most vulnerable.  All vulnerable families received regular phone calls during lockdown. Laptops, food parcels, paper copies when unable to access Google Classroom and wellbeing chats, as needed.  Family Support worker-0.5 days a week since June.  She has made contact with 14 families. 12 families have taken up offer to work with her in a variety of ways: weekly face to face meetings, regular phone calls, ad hoc, as needed. 5 families were supported between June and October and 7 families are currently being supported.  Fegans-6 ch over 2 half terms, received weekly support for half a term each. Due to nature of support, Year 2 children were targeted each term. Now finished. Organised through the West Horsham Learning Network.  Art Therapy -8 children over 2 academic years. Year 1 and Year 2.  “He really enjoys the sessions”.  “G is much happier in school now”.  “I think I am doing better with my behaviour”  “L and I are Ok now. I talked to her about…. Before I didn’t know how to, but now I have and things are much better”.  ELSA: usually support the children and family for half a term. Approx 4 per cohort. Families are kept in touch with. Flexible approach because it is an “in-house” provision. Regular contact is maintained with the parents. We ae also able to provide “emergency” support eg in the case of bereavement.  Resilience training with staff gave them the opportunity to discuss their well-being needs.  Regular questionnaires for staff and parents enabled leaders to audit well-being needs.  Recovery Curriculum was implemented to access and identity gaps in children’s learning. This ensured that individual children’s needs were met. Well-being was a key priority, as lack of resilience was a barrier to learning.  When children were absent, due to self-isolating Google Classroom was used to enable to continue learning at home. (Paper copies for vulnerable/SEN families). Teacher phoned and arranged meetings on Google Meet.  Prioritisation documents from West Sussex and the DfE focused the curriculum on key learning. The impact of this was that the children had more time to spend on key knowledge and skills.  Rec: Social skills, fine motor skills.  NELI assessments currently with a view to starting after Christmas.  Y1: academic in class support mornings. Now focus on reading/writing since half term. Feedback is positive from staff and ch.  Afternoons: ELS, Narrative Therapy, friendship groups  Y2: Afternoons-reading and writing-phonics, WESFORD, fine motor skills. Same day interventions-maths  Language Skills-Narrative Therapy  Social skills: friendships groups  The impact was that it was “keep up” not “catch up”.  Support staff in all year groups were given the opportunity to work overtime using the catch-up funding. Refer to Catch-Up Funding report.  SENCO had phone and virtual meetings with professional and families. This was vital as professionals could not meet/access children face to face. |

## Externally provided programmes

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| --- | --- |
| Programme | Provider |
| Art Therapy | Private |
| Family Support Worker | Private |

## Service pupil premium funding (optional)

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| --- | --- |
| Measure | Details |
| N/A |  |

# Further information (optional)

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| **Maths-budget**  **Phonics-English budget**  **SEN-budget**  **SIP priorities-behaviour priority no 5. Therapeutic behaviour approach.**  **PP SIP priority no 1.**  Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:   * embedding more effective practice around feedback. [EEF evidence](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.   **Planning, implementation, and evaluation**  In planning our new pupil premium strategy, we are evaluating why we have not managed to enable our disadvantaged children to make accelerated progress, and close the gap with their non-disadvantaged peers.  We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We will also use the EEF’s families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.  We will look at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We will also look at studies about the impact of the pandemic on disadvantaged pupils.  We will use the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.  We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.  We have been successful in increasing our attendance. Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has risen from 90.8% to 95.3%. Attendance of all pupils is 97.4%, |