



Alwyn Infant School

Pupil Premium Strategy 2021-2022

This statement details our school's use of the pupil premium funding (and the recovery premium for the 2021 to 2022 academic year) to help improve the attainment and life experiences 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 2021-2022

Detail	Data
School name	Alwyn Infant School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	25/231 11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	30th November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	N Hart
Pupil premium lead	K Grierson
Governor / Trustee lead	Chandra Kunder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,625
Recovery premium funding allocation this academic year	£3,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£37,250

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed the expected standard for their year group, in line peers.
- ✓ To support our children's life experiences, health, learning and wellbeing needs to enable them to access learning.

We aim to do this through:

- Quality first teaching, ensuring that teaching and learning opportunities meet the needs of all the pupils with the appropriate level of challenge.
- Directly address any unconscious bias that may impede progress or expectations of disadvantaged children.
- Increasing opportunities and accessibility to further support/learning at home and in school with a 'little and often' approach.
- Ensuring attendance is monitored and any issues are addressed quickly while we work to support families.
- Ensuring that appropriate, targeted provision is made for vulnerable or disadvantaged pupils, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
- Facilitating pupils' access to a wide range of enrichment experiences will positively affect their academic achievement and well-being.

When making provision for 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 Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The range of provision includes and would not be inclusive of:

- Ensuring great teaching and the opportunities for learning are positive and maximised.
- To allocate 'Catch Up' Teaching Assistants/HLTAs - providing small group or individual support to overcome gaps, misunderstandings in learning or provide some pre-teaching.
- All our work through the pupil premium strategy will be aimed at ensuring children 'catch up and keep up' on their learning.
- Support payment for activities, clubs, and educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom and limit the burden of financial implications on our families..
- Ensure parents are aware there is financial support for daily milk to support health and well-being for the children in Yr1 and 2.
- Social or Behavioural support if identified as necessary (Boxhall Profile).
- Access to a trained ELSA if necessary and a lunchtime club (COVID allowing) to support well-being.
- Identify and address barriers to learning for disadvantaged children. These 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".

Challenges

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

Challenge number	Detail of challenge
1	ATTAINMENT - Disadvantaged children do not achieve as well when compared to their peers. Identify and minimise the barriers to learning in an aim to narrow the attainment gap in reading, writing and maths.
2	PROGRESS - Impact of Pupil Premium children strategies/interventions improved progress but gap increased again due to school closures for COVID-19 and support with home learning. Identify strategies to provide 'catch up and keep up' support and promote high pupil expectations and engagement.
3	ATTENDANCE - Attendance and Punctuality issues across the school as disadvantaged groups had lower attendance.
4	EXPERIENCES - Access to rich and varied experiences is limited meaning knowledge of the world and vocabulary acquisition is limited (cultural capital). This can impact confidence, self-esteem and engagement.
5	PARENTAL ENGAGEMENT – especially in phonics and maths.

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
Improved achievement for vulnerable and disadvantaged children in reading, writing and maths.	Achieve at least the expected standard and the attainment gap is less. (school data, phonics screening, KS1 SATs). Parental support with phonics, reading and maths is good across the school.
Improved attendance and punctuality	Ensure attendance of disadvantaged pupils is above 96%. Families are supported.
Improved attitudes to learning and improved learning behaviours	Learning walks demonstrate high pupil engagement and positive learning behaviours (perseverance, resilience, independence, problem solvers). Teaching will incorporate a range of strategies and scaffolding to support learning and achievement within the classroom. Support could involve modelling and allow pupils to discover and choose the learning strategies and resources that help them the most. Pupil premium children will be fully engaged in all parts of their lessons using their personalised strategies. Children successfully use strategies learned through PSHE sessions to support emotional and social needs.

	Staff have an understanding of barriers our vulnerable children face and an awareness of unconscious bias.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and teamwork are developed. Good uptake of activities across the school.

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: £22,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Quality first teaching for all pupils. TA CPD for Maths and English by leads Maths and English are high priority on school development plan and CPD plan. Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place and impact assessed. TA/HLTA to focus on particular groups of children 	<ul style="list-style-type: none"> EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has a direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support. Tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs. Tutoring can also help pupils to build resilience. (School Led Tuition document & EEF Perry Beeches Coaching) 	<p>1, 2</p> <p>Review notes: Focus on curriculum development and teaching strategies to support all.</p>
<ul style="list-style-type: none"> Fidelity to Floppy's Phonics scheme and supporting resources, including decodable reading books, and staff CPD so all members confident in its use and 'little and often' catch up sessions. Parents sessions to support reading at home. 	<p>Our children need more than just being listened to when they read. Schools which have a consistent approach achieve good results.</p>	<p>1, 2, 5</p> <p>Review notes: Scheme introduced and resources purchased. Need to embed best practice and consistency across the school- part of planned CPD</p>
<ul style="list-style-type: none"> SENDCo and the PP champion will work together to identify any support staff who would benefit from further CPD 	<p>Staff who feel skilled and confident will see better progress from the children.</p> <p>We hope to see TAs becoming more confident with monitoring and evaluating the interventions which take place and enabling</p>	<p>1, 2, 3</p> <p>Review notes: HLTA employed for NELI intervention.</p>

e.g. in speech and language or for EAL pupils	them to evaluate which strategies lead to good progress and how this is measured.	Regular CPD
Subscription to web based programs to be used in school and at home. <ul style="list-style-type: none"> ● Purple Mash ● Reading Eggs ● Number Stacks ● Oxford Owl ● Floppy Phonics 	<ul style="list-style-type: none"> ● EEF toolkit – parental engagement ● EEF guide to pupil premium – targeted academic support ● EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice. 	1, 2, 4, 5 Review notes: Oxford Owl to remain and support phonics/reading. Introduce Numbots for home support.

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

Budgeted cost: £11,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading/Phonics interventions Daily class reading to be timetabled	Higher attainment in reading indicates better life chances Reading a wide variety of genres will support vocabulary acquisition	1,2 Identified children read daily.
Pupil progress meetings with teachers, head of school & SENDCo Year 2 Pupil interviews	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1, 2, 3, 4,5

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

Budgeted cost: £3,513

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops on how to support learning at home, sleep, routines and eating to be supported by the school's educational psychologist. (EP support package) Support families via Early Help Hub, if necessary. Attendance Officer to work ½ day a week to analyse	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: <ul style="list-style-type: none"> ● approaches and programmes which aim to develop parental skills such as literacy or IT skills; ● general approaches which encourage parents to support their children with, for example reading or homework; 	3, 4, 5 Workshops were very successful. The follow up, drop in sessions were not so well attended.

attendance and contact low attenders. Complete First Day Call and support families to raise attendance / punctuality.	<ul style="list-style-type: none"> • support with home routines, sleeping and eating • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. 	Attended follow ups were successful and improved attendance
Pupil progress meetings with teachers, head of school & SENDCo Year 2 Pupil interviews	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's wellbeing. Staff will know who they are, their barriers to learning and any strategies needed to meet their emotional needs and support attendance.	1, 2, 3, 4,5
Fund trips and clubs so family finances are not a barrier to attending	EEF (+2) Research shows engagement in activities can boost attainment and engagement. They can increase confidence and motivation	3, 4 Clubs were subsidised and well attended. All school trips were funded.

Total budgeted cost: £37,771

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, and 2020 to 2021 results will not be used to hold schools to account.

Children were engaged and supported with the learning throughout the year. During the lockdown all disadvantaged and vulnerable children were offered a place in school alongside the children of key workers. This enabled those children to work in smaller groups with a high adult ratio which impacted their learning and their confidence. The additional classroom adults allowed their emotional needs to be met and supported the families who were struggling by providing meals and a safe, learning space for the children.

For those children working at home, paper copies of learning activities were available and access to devices provided if necessary. Attendance and engagement in home activities were actively encouraged and any barriers were identified and supported. During lockdown, families were contacted regularly as a welfare and learning support- zoom and phone. Children were regularly zoomed to maintain their connection and belonging to the school as well as to support learning. They all received positive feedback for their work, next steps as well as 1-1 virtual support sessions if necessary. This support had a significant impact on keeping the children engaged and motivated.

Planning meetings were used effectively to ensure barriers to learning were identified for each individual pupil as well as groups. They provided the opportunity to measure, assess and alter interventions as well as celebrate successes. All disadvantaged children had an individual provision grid to track their support and impact- these were used effectively and passed on to the next class teacher at the end of the year. They also allowed the internal tracking of the funding and ensured we were providing effective support for all target children, under very difficult

and changeable circumstances. Learning interventions were provided by teachers and then followed up by a trained TA. This was effective as the adults worked closely together resulting in good communication regarding the needs of the children. The use of dedicated intervention areas also helped with pupil concentration and engagement as it

Investments into online resources supported home learning and boosted pupil engagement. The Reading Eggs program provided access to a good range of reading books and activities, phonics videos and Oxford Owl ebooks all supported enjoyment and engagement. Parental feedback was positive and the tracking within the apps suggested high pupil engagement.

The planned financial support for school trips was not used as most trips were cancelled due to COVID.

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
Oxford Owl and Floppy Phonics	OUP
White Rose Maths	
Number Stacks	
Reading Eggs	3P Learning
Phonics Play	
Purple Mash	2Simple