

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

Detail	Data
School name	Waynflete Infants' School
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tina Lagdon Head Teacher
Pupil premium lead	Mrs Tina Lagdon
Governor / Trustee lead	Mrs Alison Ranson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,450.00
Recovery premium funding allocation this academic year	£2,000
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	£17,450.00

Part A: Pupil premium strategy plan

Statement of intent

At Waynfilet Infants' School, we believe in quality first teaching and learning for all learners regardless of background and circumstance. All support and interventions are arranged for targeted learners based on particular need and vary according to these individual needs. Impact and progress are reviewed throughout the year, with additional support and interventions offered as necessary. Particular focus is given to narrowing the gap in attainment between PP learners and their peers, and to increasing learner participation in a wide range of extra-curricular and enrichment experiences.

We will continually consider the challenges faced by all vulnerable pupils including identification of barriers to learning.

Our strategy is also integral to wider school plans for education recovery, using the National Tutoring Programme for pupils whose education has been worst affected but will also include all PP children in Year 2. This will help them to prepare for end of key stage SATS.

Whole school priorities in enabling success for Pupil Premium learners:

To continue to narrow the gap in writing between Pupil Premium and other pupils in school.

To continue to narrow the gap between Pupil Premium and other pupils in Reading

To continue to narrow the gap between Pupil Premium and other pupils in Maths

To enable all Pupil Premium pupils to participate in wider educational experiences

To narrow the gap in attendance between Pupil Premium and other pupils.

Challenges

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

Challenge number	Detail of challenge
1	Their home life is often complicated and one of their parents has mental health issues or a disability. There is social care involvement with a named social worker. The child's well being is affected so they are not ready to learn.
2	Assessments and observations indicate that spoken language and understanding are poor among disadvantaged pupils.

3	RWI assessments show that pupils who are disadvantaged have greater difficulties with learning their phonics than their peers. Both reading and the learning of spellings at home are often not supported by parents of children who are disadvantaged.
4	Our attendance data for disadvantaged pupils over the last 2 years indicates that it is lower by 0.5% than that of non-disadvantaged pupils. This in turn indicates that being absent from school is negatively impacting disadvantaged pupils progress.

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
To achieve and sustain improved attendance for all disadvantaged pupils so that it is in line with that of their peers.	Attendance data is at least 90% showing term on term improvements for each disadvantaged child where needed.
Year 1 phonic screening shows the gap is closing between disadvantaged and their peers.	Year 1 phonic screening 75% achieved
To improve the home environment in terms of well-being.	Families are supported through both school and community initiatives.
Improved attainment in reading and writing with the gap in reading and writing narrowing with their peers.	At the end of KS1 at least 75% of PP children are working within the expected level.

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: £2,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention to be used in Foundation classrooms.	EEF up to 5 months progress made.	2
To purchase the Dyslexia Gold package.	Improves reading, helps master spelling and checks for key indicators of dyslexia.	2 and 3
For 2 members of staff to be trained in using The Well-Being Toolkit.	For children to be able to learn they need to be well adjusted and mentally and emotionally ready to learn.	1 and 3

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

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide tutoring for all PP children through Connex Education.	Education Endowment Foundation For individual and groups of up to 3.	3
To provide small group interventions with teachers within school for those who were impacted by school lockdown.	Education Endowment Foundation For individual and groups of up to 3. The teachers already know the children having taught them last academic year and the present year.	3
To implement Nuffield Early Language Intervention - to be used in the EYFS classrooms.	Education Endowment Foundation For individual and groups of up to 3. The TA who has been trained for this initiative will then be able to use it with other children that have been identified.	3

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

Budgeted cost: £3,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use the Well-Being Toolkit for named children.	Social and Emotional learning through the Educational Endowment's fund.	1
To use study bugs attendance data & reports to monitor attendance for named individuals.	This weekly data is sent each Friday so that named children can be immediately targeted via communication with the parents. This is done verbally initially so that parents are aware of attendance data. Written communication will then be sent home with data targets on it.	4
To provide wrap around care for those that need it.	Our forest school after school provision helps support the well being of carers who are a one parent family with a full-time job that is not based around school hours.	1
To subsidise trips, clubs, milk and uniform so that all children have equal opportunities within school.	Social and Emotional well being through the Educational Endowments fund.	1
To pay for a speech therapist.	Improved spoken skills, speech sounds and understanding which improves writing outcomes in terms of language and spelling.	1 and 3

Total budgeted cost: £17,450.00

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.

In Year 2 there were 3 PP children, all 3 passed their phonic screening test in October 2021 which equates to 100%.

At the end of KS1 100% achieved the expected level in reading, 66% achieved the expected level in writing and 33% achieved the expected level in mathematics.

In Year 1 there were 4 children that are PP.

At the end of Year 1 in school phonic assessments showed that 50% would have passed the phonic screening with 50% working within the expected level.

In the Foundation Stage at the end of the year there were 3 children that were on FSM and none of them achieved a GLD.

The figures show that it takes the three years to close the gap with their peers. With the small numbers of PP children in Year 2 only 1 child that achieve expected level in writing and 2 children in mathematics achieving expected level. All 3 children achieved the expected level in reading and phonics.

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
None	