

Henleaze Infant School Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Henleaze Infant school
Pupils in school	266
Proportion of disadvantaged pupils	4.5%
Pupil premium allocation this academic year	£18 830
Academic year or years covered by statement	2021-22. 2023-23, 2023-24
Publish date	June 2021
Review date	April 2024
Statement authorised by	Gemma Fricker
Pupil premium lead	Gemma Fricker
Governor lead	Kate McGreal/ Richard Lukes

Disadvantaged pupil progress scores for last academic year (10 pupils)

Measure	Score (entry Term 1 to Term 4)
Reading	-0.3
Writing	-0.4
Maths	-0.4

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS1	By 2024 to be in-line with cohort average target 85% ARE+, 75% Combined
Achieving high standard at KS1	By 2024 to be in-line with cohort average target 20% GDS
Measure	Activity
Strategic CPD program to improve the quality of teaching across the school so that progress for Pupil Premium children is better than expected in reading, writing and maths to enable them to attain end of KS1 outcomes in-line with peers	<ul style="list-style-type: none"> Inset and staff meetings programme of CPD for all staff, including weekly CPD focused on areas of school priority including application of phonics, vocabulary development, number fluency and handwriting development Staff CPD to further develop effective formative assessment and pupil feedback as central QFT strategies

	<ul style="list-style-type: none"> • Maintain consistency of approach in phonics teaching across the school; including resourcing for phonetically decodable texts and training of new staff and staffing to enable precision teaching
Staff reflection and development of the impact of their questioning on progress of vulnerable pupils	<ul style="list-style-type: none"> • Staff training in effective questioning techniques and metacognitive strategies • Revisiting the coaching model to support peer observation • Peer observation and coaching in effective questioning • The Bristol Standard EYFS self-evaluation framework
Barriers to learning these priorities address	<p>Low phonemic awareness on entry to Reception</p> <p>Underdeveloped segmenting and blending skills</p> <p>Reduced vocabulary and language skills</p> <p>Low number knowledge and conceptual understanding</p> <p>Reduced engagement of lower attaining pupils in whole class or group sessions</p>
Projected spending	£9007.50

Teaching priorities for current academic year

Aim	Target	Target date
Attainment in Reading	85% ARE	June 2022
Attainment in Writing	80% ARE	June 2022
Attainment in Mathematics	80% ARE	June 2022
Attainment in Phonics	85% ARE	June 2022
	Click or tap here to enter text.	

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Emotional regulation strategies and language become part of everyday rhetoric including teachers modelling use of strategies for identifying emotions and self-regulation	<ul style="list-style-type: none"> Regular CPD opportunities are provided to all staff to sustain and enhance emotional regulation work Lego therapy and SEL interventions for target children Named ELSA trained LSA to run and lead on SEL interventions and support
Through effective use of support staff across the school; support the delivery of targeted interventions and improve outcomes for PP pupils	<ul style="list-style-type: none"> 'Keep up' teacher conferencing and small group tuition Named support staff to run A-Z of literacy targeted support groups for children who are below ARE in writing Funkey maths intervention to target gaps in number and place value for children who are below ARE in maths Named TA to run targeted SALT sessions and liaise with therapists, SENDCo, parents and class staff EYFS staff NELI training to run groups communication and language interventions
Barriers to learning these priorities address	<p>Lower starting points in communication and language, lower starting points in personal, social emotional development</p> <p>Lower levels of resilience to challenge</p> <p>Lower ability in independent writing skills</p> <p>Lower number fluency</p>
Projected spending	£5907.50

Wider strategies for current academic year

Measure	Activity
To support well-being and confidence through a range of extra-curricular activities including arts and sports	<ul style="list-style-type: none"> • Subsidy for Shine sports clubs, forest school contribution, trips and visits ensures that costs are kept to a minimum • Positive discrimination of children for enrichment activities e.g. sports tournaments and in school groups e.g. School Council
To support improved health outcomes for pupils	<ul style="list-style-type: none"> • Employment of sports coaches at lunchtimes to enhance play and participation in physical activity • Subsidy of school milk if requested by families • Offer of additional fruit for afternoon snack • Daily breakfast club for all families proactively offered for vulnerable children. • Subsidy of Shine Sports • Purchase of resources to support emotional regulation and the development of a 'safe' space • Development of a consistent approach to the implementation of individual behaviour plans
Barriers to learning these priorities address	<p>Cost of enrichment clubs and opt in nutrition could be prohibitive</p> <p>Lower well-being due to reduced PSED</p>
Projected spending	£3988.45

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure time is planned to revisit and review progress in key areas (marking and feedback, effective questioning and emotional regulation)	Use of INSET days and follow up staff meetings mapped throughout the year (at least once per long term)
Targeted support	Ensuring there is enough support staff capacity to run the required groups.	Timetables to be set by SENDCO and AHT Prioritisation of pupils based on assessment
Wider strategies	Uptake from families	Admin and Inclusion team making personal contact

Review: last year's aims and outcomes

Aim	Outcome
Improve reading outcomes	<p>FSM group progress declined during school closure, but steady recovery was made on return to school in September. Term 2 2020-21 whole school PP cohort reading 50% ARE; Year 2 phonics screening 2020-21: 100%</p> <p>Attainment dipped on second lockdown- Term 4 2020-21 32% ARE</p> <p>Progress in reading is -0.4 (2 children less than expected, 5 expected and 5 greater than expected progress)</p>
To improve the quality of teaching across the school	<p>Monitoring showed increased consistency in phonics, writing and maths teaching.</p> <p>Marking and feedback was more effective, but still had inconsistencies.</p> <p>Remote learning provision was high quality with 95% engagement from parents across the school. Engagement from PP families was lower.</p>
To improve children's behaviour ready for learning	<p>Increased staff skills and knowledge led to improved offer for supporting children's social emotional learning; intervention groups in place (inc Lego therapy) and 1-1 support to meet SEND needs.</p> <p>More capacity is needed to support children with SEMH needs.</p>

3 Tiered Approach

1 Teaching

A strategic plan for ongoing CPD to ensure teachers and support staff understand current research and best practice, especially in the key areas of **relationship building, language and vocabulary development, reading and feedback & assessment**

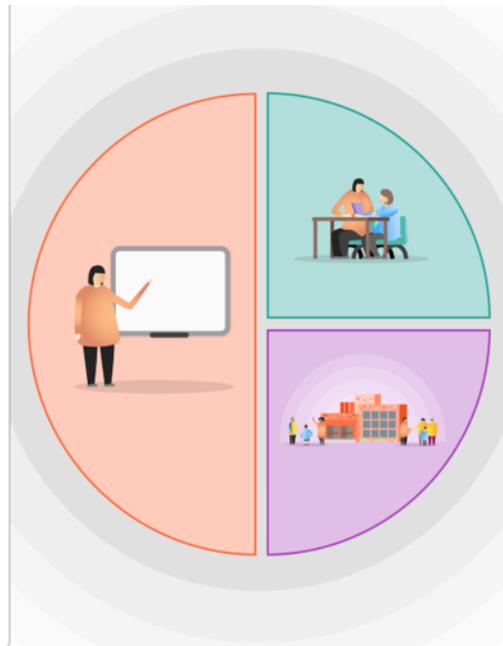
Staff CPD to further develop effective formative assessment and pupil feedback as central QFT strategies

SLT monitoring of wider curriculum subjects to support middle leaders to implement school development priorities

Maintain consistency of approach in phonic teaching across the school; including resourcing for phonetically decodable texts and training of new staff and staffing to enable precision teaching

Regular CPD opportunities are provided to all staff to sustain and enhance emotional regulation work

Emotional regulation strategies and language become part of everyday rhetoric including teachers modelling use of strategies for identifying emotions and self-regulation



2 Targeted academic support

Improved monitoring for children with SEND or those well-below ARE, including use of Bristol Support Plans and data tracking

'Keep up' teacher conferencing and small group tuition

Lego therapy and SEL interventions for target children

Named TA to run targeted SALT sessions and liaise with therapists, SENDCo, parents and class staff

Named support staff to run A-Z of literacy targeted support groups

Named ELSA trained LSA to run and lead on SEL interventions and support

Funkey maths intervention to target gaps in number and place value

3 Wider strategies

Parent relationships strengthened through regular 'learn-a-longs', increase in regularity of curriculum information sessions, and termly coffee/play sessions

Development of a consistent approach to the implementation of individual behaviour plans

Introduce a named support staff member for behaviour and welfare to increase capacity of the Inclusion Team

Sports and play provision at lunchtime and after school through employment of sports coaches

To support improved health outcomes for pupils

SOURCES OF EVIDENCE/STUDY

EEF Toolkit <https://educationendowmentfoundation.org.uk>

EEF [Pupil Premium Guidance](#)

Daniel Sobel: The Inclusion Expert

Marc Rowland: Rosendale Research School

Paul Dix: When the adult changes, everything changes

The Key for School Leaders <https://schoolleaders.thekeysupport.com/curriculum-and-learning/raising-attainment/pupil-premium-support-learning/raising-the-attainment-of-fsm-pupils-effective-strategies/>