

## **2022-23 End of Year Review Henleaze Infant School Pupil premium strategy**

<b>Metric</b>	<b>Data</b>
School name	Henleaze Infant school
Pupils in school	224
Proportion of disadvantaged pupils	5.8% 17 chn (13 FSM) 16 chn at end of 22-23
Pupil premium allocation this academic year	22-23 £22, 547 (£17042 +£5505 carry fwd) 23-24 actuals: £17, 460 due to fluctuation in pupil nos
Academic year or years covered by statement	2021-2024 Review covers 2022-23
Publish date	June 2021
Most recent review	July 2023
Statement authorised by	Gemma Fricker
Pupil premium lead	Gemma Fricker
Governor lead	Louise Walton

### **Disadvantaged pupil attainment for last academic year (16 pupils)**

<b>Measure</b>	<b>% at ARE (ARE+)</b>
Reading	71% (25%)
Writing	65% (0%)
Maths	71% (6%)
Year 1 Phonics	100%
Reception GLD	38%

### **Disadvantaged pupil progress scores for last academic year (16 pupils)**

<b>Measure</b>	<b>Score</b>
Reading	+0.2
Writing	0
Maths	+0.3

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at <b>KS1</b>	By July 2024 to be in-line with cohort average target 85% ARE+, 75% Combined
Achieving high standard at <b>KS1</b>	By July 2024 to be in-line with cohort average target 20% GDS

Measure	Activity	Impact
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"> <li>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</li> <li>Staff CPD to further develop effective formative assessment and pupil feedback as central QFT strategies</li> <li>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</li> </ul>	<p><b>Term 3</b> The gap in reading has reduced from 30% to 16% in reading and from 21% to 17% in writing. There is no significant gap for maths attainment.</p> <p><b>Term 6</b> <b>5 chn in Year 2 PP cohort, 1 FSM</b> <b>The cohort attainment is comparable to peers, but 1 the 1 FSM child in this group did not achieve ARE in RWM. SEND was a key factor</b> PP cohort: 80% ARE in reading, 0% of FSM compared to cohort at 78% and national FSM at 55% PP cohort: 65% ARE in writing, 0% FSM Compared to cohort at 70% and national FSM at 44% PP cohort: 80% ARE in maths, 0% of FSM Compared to cohort at 80% and national FSM at 52%</p>
Staff reflection and development of the impact of their questioning on progress of vulnerable pupils	<ul style="list-style-type: none"> <li>Staff training in effective questioning techniques and metacognitive strategies</li> <li>Revisiting the coaching model to support peer observation</li> <li>Peer observation and coaching in effective questioning</li> <li>The Bristol Standard EYFS self-evaluation framework</li> <li>Writing lead (SLT) involvement in LA research project focusing on gap closing in writing</li> <li>Regular, designated leadership time for subject leaders to develop a curriculum to meet the needs of all pupils.</li> <li>SDP and appraisal target to monitor the impact of the curriculum on disadvantaged pupils</li> </ul>	<p>Lesson observation evidenced high engagement for all pupils and staff using strategies to provide targeted questions for the PP cohort.</p> <p>Term 6 pupil voice showed that children have a better understanding of ways they can access scaffolds as well as an understanding that they should show resilience.</p>

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</p> <p>Low number knowledge and conceptual understanding</p> <p>Reduced engagement of lower attaining pupils in whole class or group sessions</p> <p>Increased SEMH/PSED needs</p> <p>Increased Speech, language and communication needs</p> <p>Increased new to English numbers</p>	<p><b>Reception reading attainment was 50% ARE for the PP cohort</b></p> <p><b>Year 1 phonics attainment was 100% ARE</b></p> <p><b>Year 2 phonics 33% (of 3 chn who retook) 67% cumulative</b></p> <p><b>End of KS1 reading, writing and maths attainment and progress</b></p> <p><b>Reading 67% GDS (no EXS-</b></p> <p><b>Writing 67% EXS</b></p> <p><b>Maths 50% ARE 17% GDS</b></p>
Projected spending	<p>Original budget £11 825</p> <p>Actual spend 22-23 £17,000</p>	<p>Additional spend from increased numbers of eligible pupils used for Tier 1 strategies with a focus on early reading and phonics and SCLN)</p>

## Teaching priorities for current academic year (Whole school)

Aim	Target	Target date	Review July 2023
KS1 Attainment in Reading	85% ARE	June 2022	78%
KS1 Attainment in Writing	80% ARE	June 2022	70%
KS1 Attainment in Mathematics	80% ARE	June 2022	80%
Y1 Phonics	85% ARE	June 2022	88%
GLD	85% ARE		83%

## Targeted academic support for current academic year

Measure	Activity	Impact
<p>Emotional regulation strategies and language become part of everyday rhetoric including teachers modelling use of strategies for identifying emotions and self-regulation</p> <p>Research evidence:  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emoional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emoional_Learning.pdf</a></p>	<ul style="list-style-type: none"> <li>Regular CPD opportunities are provided to all staff to sustain and enhance emotional regulation work</li> <li>Lego therapy and SEL interventions for target children</li> <li>Named ELSA trained LSA to run and lead on SEL interventions and support</li> <li>Staff structure changed to include greater responsibility for the SLCN TA in working with staff and parents in language development</li> </ul>	<p>Lesson observations evidenced high engagement for all pupils</p> <p>SLCN and ELSA targets met reducing barriers to progress</p> <p>ELSA input for teachers and TAs to support classroom practice has led to more effective regulation strategies in class</p>
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"> <li>'Keep up' teacher conferencing and small group tuition</li> <li>Named support staff to run A-Z of literacy targeted support groups for children who are below ARE in writing</li> <li>Funkey maths intervention to target gaps in number and place value for children who are below ARE in maths</li> <li>Named TA to run targeted SALT sessions and liaise with therapists, SENDCo, parents and class staff</li> <li>EYFS staff NELI trained TAs to run groups communication and language interventions</li> <li>Specific EAL strategies and intervention program to support new to English pupils</li> <li>Staff training to deliver a suite of targeted 1-1 phonics interventions</li> </ul>	<p>There was evidence of gap closing in reading and writing from the start of the year. In Term 6 the gap is 13% for reading, 14% in writing and 14% in maths. This has stayed stable from Term 3, but is still significant. New to English pupils are significant in this group, so EAL support will be a focus in the next academic year through pre-teaching, NELI and racing into English intervention.</p>

Barriers to learning these priorities address	Lower starting points in communication and language, lower starting points in personal, social emotional development Lower levels of resilience to challenge Lower ability in independent writing skills Lower number fluency	New to English learners are an increasing group
Projected spending	Original budget: £5000 Actual spend 22-23 £3750	

#### Wider strategies for current academic year

Measure	Activity	Impact
To support well-being and confidence through a range of extra-curricular activities including arts and sports	<ul style="list-style-type: none"> <li>Subsidy for Shine sports clubs, forest school contribution, trips and visits ensures that costs are kept to a minimum</li> <li>Raised priority for children with Pupil Premium funding for enrichment activities e.g. sports tournaments and in school groups e.g. School Council</li> <li>Play Therapy sessions linked to individual pupil need</li> </ul> <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	<p>Equal access to clubs for all pupils-subsidy for 1 ch in 22-23 and 2 in 23-24</p> <p>Review of engagement in enrichment/clubs shows this is still an area to develop</p> <p>Play Therapy has contributed to individuals significantly increasing their capacity to be in class learning with peers</p>
To support improved health outcomes for pupils	<ul style="list-style-type: none"> <li>Employment of sports coaches at lunchtimes to enhance play and participation in physical activity</li> <li>Subsidy of school milk if requested by families</li> <li>Offer of additional fruit for afternoon snack</li> <li>Daily breakfast club for all families proactively offered for vulnerable children.</li> <li>Subsidy of Shine Sports (on request)</li> <li>Purchase of resources to support emotional regulation and the development of a 'safe' space</li> <li>Development of a consistent approach to the implementation of individual behaviour plans</li> </ul>	<p>Class 'calm boxes' resources to support SEL</p> <p>Whole school resource space is accessible</p> <p>Staff survey report re behaviour consistency shows that staff agree we have agreed rules, scripts and procedures</p> <p>Observations found behaviour to be consistently good or better</p> <p>Pupil conferencing found children feel safe and happy in school</p>
Barriers to learning these priorities address	Cost of enrichment clubs and opt in nutrition could be prohibitive Lower well-being due to reduced PSED	
Projected spending	Original budget:£2908 Actual 22-23 £1500	

#### Monitoring and Implementation

Area	Challenge	Mitigating action
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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 for the Pupil premium Cohort	Year 1 phonics has increased to 100% ARE Year 2 phonics is 67% cumulative score KS1 outcomes for the PP cohort in reading were 80% ARE, but 0% FSM (1ch) We have exceeded our target for GDS in reading with 67% children exceeding ARE
To improve the quality of teaching across the school	Teaching is good or better across the school with cohort outcomes above local and national in all measures There is still room to develop practice to improve outcomes for the Pupil Premium cohort, in particular children who are new to English.
To improve children's behaviour ready for learning	In 21-22 Spending/requirement for Tier 3 activity was overestimated. Unspent funding in this area was used to support the costs of Play therapy Tier 2 increase in provision for ELSA interventions utilised the 20-21 carry forward

## 3Tiered 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**

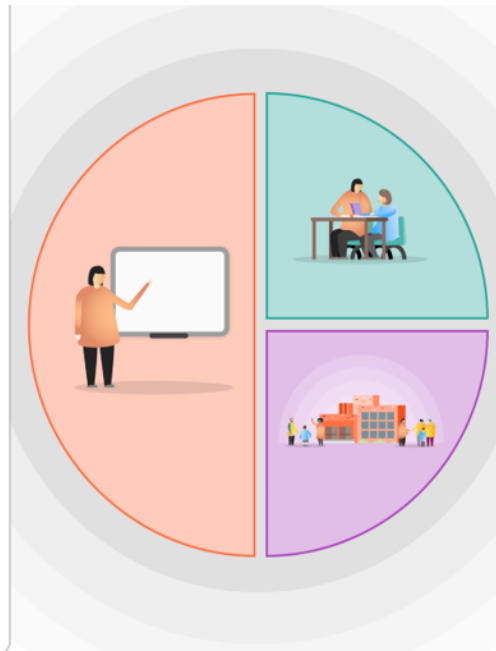
Staff CPD to further develop effective formative assessment and pupil feedback as central QFT strategies

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

Maintain consistency of approach in phonics 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