

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 | Rednal Hill Infant School and Nursery Class |
| Number of pupils in school | 248 (as of Oct 2021 Census) |
| Proportion (%) of pupil premium eligible pupils | 49% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | Autumn 2022 |
| Statement authorised by | Anna Pendleton |
| Pupil premium lead | Anna Pendleton |
| Governor / Trustee lead | Paul Husbands |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £172,160 |
| Recovery premium funding allocation this academic year | £18,705 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £14,716 |
| 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 | £205,5811 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to maximise academic progress for each disadvantaged child in our school.

In order to achieve this aim we need to look beyond the immediate learning barriers a child may experience in order to understand their broader, lived experience. Therefore, this plan aims to support good attendance and effective parent partnerships as well as forming a significant part of our drive to promote children's well-being and self-belief in order that our young children are more able to self-regulate and then can develop meta-cognition. By promoting good learning behaviour we can better ensure children access our broad curriculum and develop the basic knowledge and skills they need to succeed. Covid-19 has impacted on our children not just in terms of missed learning, but also in terms of physical and mental health and maximising progress is now more vital than ever.

We know our children and their needs and we plan the use of PP funding carefully to maximise its impact. The key challenges outlined below form the basis of our rationale. This thinking and the allocation of funding is backed up by national research. The Education Endowment Fund (EEF) confirms that small group work based on collaboration and feedback and focusing on key numeracy and literacy skills (especially phonics and comprehension) is a proven strategy. Pre-tutoring and same day or next day catch up is planned and delivered in line with well established and current pedagogy. Quality first teaching within a purposeful and broad curriculum also ensures subjects such as art are used as a vehicle to drive pupil engagement and application of skills. Our Enquiry Learning approach in KS1 facilitates the deepening of knowledge alongside retrieval of key facts. Our curriculum is constructed to prioritise language and active learning. Speech and language scaffolding is embedded in all subjects and especially in targeted interventions. Active learning ranges from participation in purposeful, coherent learning sequences through to use of the daily track, Forest School and outdoor learning.

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|--|
| 1 | Speech and language needs which hinder progress and access to the curriculum |
| 2 | Poor basic literacy skills |

| | |
|---|---|
| 3 | Poor basic numeracy skills |
| 4 | Poor metacognition and self-regulation strategies |
| 5 | Limited life experiences compared to their peers |

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 |
|--|---|
| 1.Children are able to communicate effectively with a broad vocabulary | Children's speech and language skills do not hinder them accessing the curriculum in an age appropriate way |
| 2.Children read at age related expectations and are able to write a paragraph in a range of genres by end of KS1 | ARE in English at 2019 national level for disadvantaged children |
| 3. Children use the 4 operations and apply this to a range of topics | ARE in maths at 2019 national level for disadvantaged children |
| 4.Children are ready to learn and are self-confident | Self-regulation and metacognition is evident across the school |
| 5.Children demonstrate Improved cultural capital | Children have an improved understanding of citizenship and the opportunities within the wider world |

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.

Quality First Teaching

Budgeted cost: £69,555

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|----------------------------------|
| <p>Three experienced part-time teachers (funded by a combination of PP and Recovery Premium funding and last year's PP carry forward) to work on key skills for disadvantaged children. Built into these small group sessions is time to retrieve critical content and to practice metacognition and speaking and listening skills. The content of these sessions to be planned carefully to compliment classwork.</p> | <p>EEF research indicates that small group work facilitates collaboration and feedback. Children are given individualised targeted support-ranging from pre-tutoring and retrieval through to the application of basic skills in different genres. Children benefit from time to process information and to respond verbally. Improved focus and learning behaviours raises self-esteem and a sense of success. Feedback is ongoing and age appropriate and includes the child's voice.</p> <p>Experienced staff quickly build positive relationships with pupils which generates motivation and resilience and these groups are an established way of learning in our school. Target teachers are also involved in planning and assessment. Groups are consistent to embed the skills already mentioned, but children know when they achieve key aims and why they are no longer in targeted support.</p> | <p>1 2 3 4</p> |
| <p>Assistant Headteacher has allocated time to lead on curriculum development-the aim is to ensure disadvantaged children are supported to access our broad curriculum, with a particular emphasis on Reading (a key priority in recovery after recent school closures)</p> | <p>The Enquiry approach to learning is used across the school to drive the foundation subjects and to increase opportunities to apply Maths and English skills in different contexts. This allows creative subjects such as Art and DT to engage and challenge young learners. Self-regulation and language skills are needed to work in partnerships and to solve carefully planned challenges. Children are also given the opportunity to choose to work independently and to apply their metacognition and prior knowledge of the different curriculum areas. Collaboration, peer tutoring, and the arts are all recognised by the EEF as proven, successful strategies.</p> | <p>1 2 3 4 5</p> |

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

Budgeted cost: £112,994

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Wellcomm is used across EYFS and Year One to access language development and to target support where it is most effective.</p> <p>Teachers and TAs to continue to upskill themselves to support speech and language needs and deliver targeted support both in class and to small groups/1-1 sessions across the school. This work is carefully planned with phonics teaching to maximise impact.</p> <p>A Speech and Language Therapist (SALT) booked for both CPD and targeted delivery to pupils.</p> | <p>Oral language interventions are proven to be highly effective in terms of improving children's pace of progress (EEF). As a school we know from previous work that our children need consistent and long term speech and language support. Our curriculum is designed alongside this targeted support to maximise opportunities to build communication and language skills.</p> | <p>1 2</p> |
| <p>Experienced TAs in KS1 (partially funded by PP), with a holistic approach, to provide targeted support to disadvantaged children. The strategies used range from individual pre-tutoring, same day catch up and additional reading/phonics sessions through to team teaching in class and small group work.</p> | <p>EEF research concludes that giving children time to process instructions, pre-tutoring and retrieval of key facts in a small group setting encourages rapid progress. Our experienced staff have the confidence and skills to model metacognition skills, to adapt teaching points to be more practical and to use physical activity to motivate pupils and clarify key learning. Good attachment and consistently high expectations encourages collaboration and raises self-belief. This targeted work is planned within the whole class learning objectives and ensures small group work is fed back into the whole class learning.</p> | <p>1 2 3 4</p> |
| <p>Weekly Chess Club to challenge more able disadvantaged children and to promote higher order thinking skills and weekly After School Sports Clubs which prioritise places for disadvantaged children.</p> | <p>Active learning is a focus as it motivates learners, triggers cross curricular links and often involves collaboration (EEF). Higher order thinking creates opportunities for working at Greater Depth and provides challenge.</p> | <p>1 3 4 5</p> |

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

Budgeted cost: £23,032

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--|
| A systematic approach to attendance to be sustained by Senior Office Manager, with a particular focus on disadvantaged children and their families and persistent absentees. | Unless children are in school they cannot access the curriculum so attendance is key. Hard to reach families may have complex needs and require long term support based on positive relationships and partnership with school. First day absence actions are key, as are Early Help offers and a consistent approach. Families often need support to prioritise attendance in amongst other barriers. | All as if they are not in school they cannot benefit from our curriculum |
| Play therapist to work with children on a 1-1 basis to reduce their barriers to learning and to develop self-regulation and self-belief. | Some children need specific support to access learning. Play therapy allows a child time to play and work through how they feel about a situation, or about themselves. Feedback from these sessions allows the teacher to plan more effectively for the child and to build positive relationships with them- thereby helping the child to 'be ready to learn'. | 4 |
| Disadvantaged children to access educational visits and visitors in order to broaden their experiences and knowledge of the world. | By broadening a child's experiences and providing memorable learning we motivate children to be the very best they can be as well as triggering cross curricular links and raising expectations. | 1 5 |
| Miscellaneous approaches such as occasional resources (e.g. on school values) to facilitate individuals accessing the curriculum. The provision of book bags, PE kit, bus passes, uniform or school shoes are sometimes facilitated by PP funds. | Individual evaluation of situations to alleviate need, reduce barriers to learning and to engage children and their families in school is an established way of supporting children to be ready to learn. It also raises children's self-esteem and ensures every child has what they need to learn. | All- as these strategies are aimed at ensuring child are ready for their day in school |

Total budgeted cost: £205,581

(including Pupil Premium Funding, Pupil Premium Carry Forward and Recovery Funding)