



Excellence Respect Enjoyment

Pupil premium strategy statement 2022

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our PP 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	Southwood Infant School
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	2.58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Zoë Wisken Head teacher Resources Committee of the Governing Body
Pupil premium lead	Zoë Wisken
Governor / Trustee lead	Hannah Stiff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6015
Recovery premium funding allocation this academic year	£500 first allocation received 29 th sept. 2 more payments are expected this academic year (plus £189 school led tutoring funding)
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	£6704

Part A: Pupil premium strategy plan

Statement of intent

Southwood Infant School is a small Infant school in Farnborough, Hampshire. We have a unique semi-open plan building and outside areas that are used throughout the school for learning. Being a small school we have the advantage of being able to know all children as individuals and we are a fully inclusive school.

Due to our small size (116 on roll) and school context, we have a low percentage of children in receipt of the Pupil premium grant (2.58%), and we also have a low number of children that we consider vulnerable. However, as a school we strive to ensure *all* children achieve well both academically and socially and emotionally irrespective of their background or challenges and we pro-actively look for help, support and resources to meet all our children's needs. Currently, 66% of the children in receipt of the pupil premium grant are also on the SEND register, or are receiving support.

The focus of this plan is to show how we aim to improve the outcomes for our PP children, including those who are already achieving in line with their peers in some areas regardless of their background or challenges.

At Southwood all staff analyse the performance of all children, including our Pupil premium children, regularly throughout the year with the HT and Pupil premium lead. Our PP children are discussed in our weekly staff meetings where we have a standing agenda item on vulnerable children. Any additional needs are identified quickly and are monitored robustly. We meet with parents to ensure we have a good understanding of the child's home context.

The activities outlined in this statement, intend to show ways in which we use the funding available, based on this assessment of need to help the children make good progress, and to achieve in line with their peers- both academically and social and emotionally.

This approach means we can:

- Ensure work is appropriately challenging, robust and targeted towards an individual's needs.
- Review/ Evaluate and change individuals plans as needs arise, to ensure that the support is the most effective
- We have a whole school approach and accountability to meeting these children's needs, with a number of staff- from class teachers, LSAs, ELSAs and external staff such as tutors- all contributing towards the child's success.

Well planned sessions with high quality teaching, as well as emotional support, such as ELSA sessions, are at the heart of our approach. As we have such a small number of children, we are able to create individual programmes tailored to the needs of each child, with some requiring more formal academic teaching, with others requiring ELSA support, and time to meet and support parents and carers. We believe that high quality teaching is the key to the children's success.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and reports from class teachers show poor reading skills for 66% of our PP children. For most of the children, it is the decoding and phonics skills that they need to work on, in order to move their reading on. Language link assessments for these children show a good understanding of language.

2	Assessments/ observations and class data show that for 66% of the children in receipt of the pupil premium grant that writing is a difficulty, again linked to lower reading skills, with children finding it hard to use their phonics knowledge to record their sentences accurately.
3	Assessments/ observations/ reports and class data shows that 66% of the children in receipt of the pupil premium grant are not achieving in line with their peers in Maths, in particular in number and counting. As a staff we have looked at our remote learning for maths, and which children accessed this during lockdown, and how it was planned, and as part of that wider review we have looked at this provision for the future, as we feel this might have impacted on this challenge.
4	Attendance data so far for the academic year shows that 33% of the children have attendance at 90% or below mark. Full reasons have been investigated for all absences. Average attendance data is 93.3%
5	Assessments and reports from class teachers and the SNA/ ELSA shows that 66% of the children require additional social and emotional support, for a range of concentration and emotional difficulties, in order to help them focus in class.

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 phonics skills amongst PP pupils so they are achieving in line with their peers within phonics.	Phonics assessments at the end of year show all PP pupils make good progress from their starting points. This will be monitored throughout the year using our bespoke tracking system.
Improved reading attainment amongst PP pupils.	End of Key Stage One Data shows that all PP pupils make good progress from their starting points. Parental engagement meetings show increased home support for reading. PP children show good progress through their Improved SALFORD reading scores, narrowing the gap with their peers.
To monitor and improve where necessary attendance for our PP pupils.	Half termly Attendance data shows increased attendance for all children. Meeting logs/ letters from the Head teacher evidence action taken to improve attendance when it remains poor.
Improve the writing skills of our PP children, so they are achieving in line with their peers by the end of Key Stage One.	End of Key Stage One Data shows that all children make good progress from their starting points and close the gap between their peers.

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: £ 6015

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of Standardised Testing and data to make diagnostic assessments and to track progress. E.g. SALFORD reading test Language Link DEST Screening Check Phonics screening check PM Bench marking</p>	<p>Standardised testing allows us to have clear starting points and can be used to identify areas for development and to ensure interventions are targeted appropriately. They can also be used to track and monitor progress/ improvements against targets and previous attainment. https://speechandlanguage.info/resources/perch/pdf/infant-language-link-technical-report.pdf https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf</p>	1, 2,
<p>In line with new Government requirements, we are conducting a review of our current phonics scheme with a view to implement a new scheme from Jan 2022.</p>	<p>Phonics approaches have a strong evidence base to show impact on the accuracy of decoding (it should be noted that Comprehension is not necessarily improved) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
<p>PP Lead time – Release time on a weekly basis for the PP lead (Also the SENCO) to support and develop practice for our PP children.</p>	<p>This is practical support offered to ensure other targets/ interventions are embedded and understood by teachers and other teaching staff.</p>	1 2 3 4 5
<p>ELSA time – targeted ELSA support for those children whom need social and emotional support to access their learning and to reduce anxiety.</p>	<p>This is good evidence to show the academic improvements and mental well being of children who work to improve their social and emotional skills. It is worth noting this evidence suggests regular short bursts are the most effective- which is why we have timetabled in this way in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5

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

Budgeted cost: £189 School Led Tutoring Money £1500 recovery premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
In line with new Government requirements, we are conducting a review of our current phonics scheme with a view to implement a new scheme from Jan 2022. In addition to this some children will undertake Booster phonics sessions.	Phonics approaches have a strong evidence base to show impact on the accuracy of decoding (it should be noted that Comprehension is not necessarily improved) https://www.littlewandlelettersandsounds.org.uk/	1,2
Use of tutoring money for reading interventions	Though our budget for this area is small- we have decided to use this money for tutoring with an experienced teacher to focus on reading interventions with intervals in between and to continue to use standardised testing to help monitor progress in these short sessions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
ELSA/ SNA session-targeted ELSA support for those children whom need social and emotional support to access their learning and to reduce anxiety. Within class support from LSA to develop concentration and focus skills.	https://www.hants.gov.uk/socialcareandhealth/publichealth/hampshirehealthineducation/keystages/secondary/emotionalwellbeing https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3, 5

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

Budgeted cost: £0 – no additional cost- training provided in staff meeting time and as part of our TA programme.

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA training – lead by the leadership team to support different approaches to help scaffold learning.	Classroom observation evidence shows that teaching assistants in our school respond well to targeted training and we see resources and methods shown being used within lessons and to support children.	1,2,3,5
Improving school attendance – all staff to receive background reading, training and support to improve attendance.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073591/School_attendance_guidance_May-2022.pdf	4

Total budgeted cost: £ 6704

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 2021 to 2022 academic year.

Please see the link below to last year's pupil premium report detailing actions.

<https://www.southwoodinfantschool.co.uk/wp-content/uploads/2021/12/Pupil-Premium-Strategy-Plan-2021-2022-Southwood-Infants-School.pdf>

There were 5 children in receipt of the pupil premium funding in the academic year 2021/2. Of those 40% joined mid-year.

Overall the strategy was successful. Although the majority of pupils made good progress from their starting points, some were unable to be assessed as meeting Age Related Expectations (ARE).

Additional session for children PP children were well planned and executed and the 5 session of school led tutoring were effective and well communicated to ensure the children made good progress towards their targets

Due to a range of circumstances other children did not achieve end of year expectations.

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
Language Link (renewed on a yearly basis)	Speech Link Multimedia Limited
SALFORD	Hodder Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	For our 3 service children, we offered additional class based session with a designated adult to support individual needs.
What was the impact of that spending on service pupil premium eligible pupils?	Our 3 service children achieved ARE / GLD

Further information (optional)

As a small school, we are able to monitor this group of children very effectively and create a bespoke experience for all. As a staff it is a standing item on every week's staff meeting agenda- to discuss any needs/ strategies/ successes we have found and this helps keep the staff focussed on supporting these children and means we can have a whole school approach towards giving these children the best outcomes possible.