

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	Southwood Infant School
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	3.65%
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	July 2022
Statement authorised by	Rachel Park Acting Head teacher Resources Committee of the Governing Body
Pupil premium lead	Suki Taylor
Governor / Trustee lead	Hannah Stiff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3820
Recovery premium funding allocation this academic year	£2000 (plus £405.12 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	£6225.12

Part A: Pupil premium strategy plan

Statement of intent

Southwood Infant School is a small infants school in the town of 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 (137 on roll) and school context, we have a low percentage of children in receipt of the Pupil premium grant (3.65%), 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, 40% of the children in receipt of the pupil premium grant are also on the SEND register, or are receiving support such as ELSA, with a further 40% either at the early identification stage or going through the process of joining our SEND register for additional support.

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

As a staff we regularly review the needs of our Pupil premium children, through regular updates/ reports for and with our Pupil premium lead, and in weekly staff meetings where we have a standing agenda item on vulnerable children, and through the use of data, which is collected individually for these children, and focussed meetings with parents. 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, and whilst this has been challenging over the last two academic years, due to the pandemic, this year with all children returning to school, we are able to again return to these sessions.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and reports from class teachers show poor reading skills for 80% of our disadvantaged children. This is evident from children in Year R to Year 2. 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 80% 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 60% 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 60% of the children have attendance at 90% or below mark. Full reasons have been investigated for all absences. (It is also worth noting as this report is written early in the academic year the % could appear slightly higher, however this will be reviewed on a half termly basis by the Pupil premium lead and Acting Head teacher, and so will remain one of the challenges whilst this is being carefully monitored.)
5	Assessments and reports from class teachers and the SNA/ ELSA shows that 60% 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 disadvantaged pupils so they are achieving in line with their peers within phonics.	Phonics assessments at the end of year show disadvantage pupils achieving in line with their peers. This evidence is from the phonics screening checks where appropriate, and is triangulated with reading evidence and the use of pupils when writing.
Improved reading attainment amongst disadvantaged pupils.	End of Key Stage One Data shows that all children achieve in line with their peers. Parental engagement meetings show increased home support for reading. In Year R and Year 1, children show good progress through their book bands and Improved SALFORD reading scores, narrowing the gap with their peers.
To monitor and improve where necessary attendance for our disadvantaged 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.
To improve the focus and concentration within lessons for our disadvantaged children.	Lesson Observations show improved concentration and focus for these children. Teachers report better focus in sessions.
Improve the number and counting skills of our disadvantaged 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 achieve in line with their peers. Parental engagement meetings show increased home support for maths. Home learning/ Tapestry sessions show an increased focus on support at home. In Year R and Year 1, children show good progress through their use of number and counting skills.
Improve the writing skills of our disadvantaged 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 achieve in line with their peers. Parental engagement meetings show increased home support for reading. In Year R and Year 1, children show good progress through their book bands and Improved SALFORD reading scores, narrowing the gap with 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: £ 3820

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.</p> <p><i>E.g. SALFORD reading test Language Link DEST Screening Check Phonics screening check PM Bench marking</i></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.</p> <p>https://speechandlanguage.info/resources/perch/pdf/infant-language-link-technical-report.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/document/news/Diagnostic_Assessment_Tool.pdf</p>	<p>1, 2,</p>
<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)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p>
<p>NCETM Mastery in number – We are currently releasing three teachers (One from each key stage) to develop and embed this scheme within our school.</p>	<p>This shows the evidence based approach behind the mastery scheme and link to the Government guidance.</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p>	<p>3</p>
<p>PP Lead time – Release time on a weekly basis for the PP lead (Also the SENCO) to support and develop practice for our disadvantaged children.</p>	<p>This is practical support offered to ensure other targets/ interventions are embedded and understood by teachers and other teaching staff.</p>	<p>1 2 3 4 5</p>

<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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £405.12 School Led Tutoring Money £2000 recovery premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>In addition to this some children will undertake Booster phonics sessions.</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)</p> <p>These are two of the schemes we are evaluating for implementation in Jan 2022.</p> <p>https://www.littlewandlelettersandsounds.org.uk/ https://www.oxfordowl.co.uk/welcome-back/for-school-back/tar/ort/floppy-s-phonics</p>	<p>1,2</p>
<p>Use of tutoring money for reading interventions</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1</p>
<p>Maths booster – funding of additional LSA time</p>	<p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p>	<p>3</p>

to provide booster and pre-learning with a focus on number.		
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://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#teaching-staff-and-tutors	4

Total budgeted cost: £ 6225.12

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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

<https://southwoodinfantschool.co.uk/wp-content/uploads/2020/11/Pupil-Premium-2020-21-allocation.pdf>

Due to COV-19 performance measures for 2020-2021 have not been published and results cannot be used to hold schools to account. We had internal tracking systems for tracking all of the children that continued for those in school, and resumed for others when they returned from lockdown home schooling.

In comparison to other years and even taking the pandemic into account it was a very unusual year for in terms of judging impact for Southwood.

There were 5 children in receipt of the pupil premium funding in the academic year 2020/1. Of those 20% joined mid-year, 20% also were unable to attend school or access home learning from early March until the end of July due to exceptional circumstances. Of the remaining 60%- 20% attended school throughout, including during lockdowns due to key worker status and 40% did not attend school during lockdowns but accessed home learning.

Due to the highly unusual circumstances – some of the provision mapped out in the plan had to happen in different ways for large sections of the year and so the focus for the children also had to change. All the children in receipt of the pupil premium funding whom were home schooling had additional keeping in touch online meetings with staff- both teaching assistants and teachers, on top of those offered to all children. Staff lead online support sessions for these parents in areas they were home schooling that they found particularly challenging. We also sought out additional electronic support for these children such as laptops and data packages – so that the children could access the learning from home. The impact of this meant that the children were able to be home schooled effectively and we saw good engagement from these families. For the children who remained in school throughout- the additional support slots that were in place continued- and we saw good impact in these through the children meeting additional targets they had been set.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

As a small school, we are able to monitor this group of children very effectively. 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.