

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	William Martin Church of England Infant School and Nursery
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	23.08%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Gina Bailey
Pupil premium lead	Celina Walsham
Governor / Trustee lead	Helen Ginger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,420.00
Recovery premium funding allocation this academic year	£5,220.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£53,640.00

Part A: Pupil premium strategy plan

Statement of intent

At William Martin Church of England Infant School and Nursery, there are two fundamental objectives for disadvantaged children. The first is to achieve their full potential academically, with progress rates and attainment levels which are at least equitable with their peers. The second is that disadvantaged children receive a comprehensive range of culturally enriching opportunities and activities, and that access to broader horizons is made possible for them by the direct action of the school. Our pupil premium strategy plan works towards achieving those objectives by simultaneously tackling a number of challenging aspects of a target pupil's ecological environment, ranging from individual risk factors, to school culture and family circumstances, while drawing on the existing evidence base in doing so. Our strategy complements the school aspiration for all pupils to engage meaningfully with enriching and varied experiences. The implementation of this strategy incorporates all members of our school team, and utilises the committed effort of the whole school in order to realise these objectives for our children. The key principle underpinning this strategy is that all children, regardless of socioeconomic context, should be supported as needed to achieve highly and access a wide range of enriching experiences.

Challenges

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

Challenge number	Detail of challenge
1	Emotional challenges – difficulty with self-regulation and resilience in the face of appropriate academic challenge.
2	Limited life experiences - Limited exposure to high quality texts and vocabulary. Limited global awareness and experiences outside immediate community. Limited independence and resilience. Limited learning experiences in independently problem solving. Limited awareness of cultural diversity and inability to empathise. Limited learning experiences in resilience.
3	Impoverished language experiences - Poor levels of expressive vocabulary and experiences of literacy and literature. Limited exposure to language-rich experiences, or to a broad range of language contexts.
4	Attendance and engagement – Low aspirations
5	Legacy learning gaps

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
To ensure that disadvantaged pupils grow in confidence in their abilities and are emotionally ready to learn.	Disadvantaged pupils are confident, positive learners who are ambitious and set high expectations for their achievements.
To address legacy learning gaps alongside new learning and ensuring the full curriculum is taught to all year groups.	<p>Leaders are confident that Teachers pace plan effectively, ensuring all legacy learning gaps are addressed, that the teaching of prior learning opportunities is integrated into weekly planning to ensure teaching and learning has impact on children's acquisition of knowledge and skills and therefore achieve well.</p> <p>Monitoring shows that children in current Year 5 achieve well and make rapid progress in the acquisition of knowledge and skills.</p>
To empower pupils to be continually involved in their learning and school life through a focus on metacognition and pupil voice.	<p>Pupil's will begin to monitor their cognitive processes and understand how to use their strengths and overcome their weaknesses towards an increase in self-scaffolded learning behaviour.</p> <p>Pupils will be involved in decision making to create meaningful change and better academic outcomes. Pupils will express their views, wishes and experiences of school and feel a sense of empowerment and inclusion.</p>
To ensure pupils with lower expressive vocabularies are supported in their language acquisition and make strong progress in their vocabulary and understanding.	There is no language gap between PPG children and their peers by the end of KS1.
To ensure pupils are able to access a wide range of physical activities, creative arts, music, technology, residential journeys and educational visits, regardless of socioeconomic backgrounds.	PPG pupils access the same opportunities as their non-PPG peers.
To maximise school attendance for children in receipt of the Pupil Premium Grant	Attendance of Children in receipt of Pupil Premium Grant is in line with national average

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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning Framework Collaborative CPD	McCullough, L (2020) Creating a Teacher-Driven Professional Development Program . San Francisco: George Lucas Educational Foundation.	1, 2, 3, 4, 5
Growth mindset whole school approach	Dweck, C., Mindset: Changing The Way You think To Fulfil Your Potential . London: Robinson	1,4
Trauma Perceptive Practice CPD	De Young, A.C., Kenardy, J.A. & Cobham, V.E. 2011, Trauma in Early Childhood: A Neglected Population ", Clinical child and family psychology review, vol. 14, no. 3, pp. 231-250. EEF Guidance report – 'Improving Behaviour in Schools'.	1
Feedback CPD	EEF guidance report – 'Teacher Feedback to Improve Pupil Learning'.	1, 2, 5
Zones of Regulation CPD	https://www.zonesofregulation.com/research--evidence-base.html	1, 4
Metacognition CPD	EEF guidance report – 'Metacognition and Self-regulated Learning'.	1, 4, 5
Mindfulness CPD delivered by school therapist	Mindfulness in schools project - https://mindfulnessinschools.org/the-evidence-base/?c=impact-data Griffith, G.M., Crane, R.S., Baer, R., Fernandez, E., Giommi, F., Herbertte, G. & Koerbel, L. 2021, Implementing the Mindfulness-Based Interventions; Teaching Assessment Criteria (MBI:TAC) in Mindfulness-Based Teacher Training , Global advances in health and medicine, vol. 10, pp.	1, 2

Philosophy for children – sticky questions	EEF Teaching and Learning Toolkit, 'Philosophy for Children' (on average +2 months of progress).	2, 3, 5
Staff Supervision and Therapy	Lauchlan, F., Gibbs, S., & Dunsmuir, S. (2012). Teachers' well-being. Educational and Child Psychology, 29 (4), pp. 5-7. Shohet, R and Shohet, J. (2020). In Love with Supervision: Creating Transformative Conversations. Monmouth: PCCS Books Ltd.	1, 4, 5

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

Budgeted cost: £ 13,859

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm Early Years and Primary Language intervention	GL-Assessment https://www.gl-assessment.co.uk/case-studies/sandwell-keeps-talking-with-help-from-wellcomm-early-years/	3

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

Budgeted cost: £ 36,781

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art Therapy	McDonald, A. & Drey, N.S. 2018, Primary-school-based art therapy: a review of controlled studies , International journal of art therapy, vol. 23, no. 1, pp. 33-44.	1, 4
Restorative conversations	Dix, P. 2017, When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour , Crown House Publishing, Carmarthen.	1, 4

Pupil voice	<p>Department for Education (2014) Listening to and involving children and young people. DfE: London</p> <p>Mayes, E., Finneran, R. & Black, R. 2019, The challenges of student voice in primary schools: Students 'having a voice' and 'speaking for' others, The Australian journal of education, vol. 63, no. 2, pp. 157-172.</p>	1, 4, 5
Maximising School Attendance Toolkit	Essex Educational Psychology Service (2019) Maximising School Attendance Toolkit.	4

Total budgeted cost: £ 53,640.00

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 2020 to 2021 academic year.

Priority 1: To embed a robust and accurate assessment system across the school, that tracks the attainment and progress of all groups.

Leaders have access to data which is accurate and reflective of the cohorts.

The Vine Trust, Leaders and Governors have termly accurate reports on attainment and progress across the school.

Priority 2: SLT to ensure the standard of quality first teaching is at least good and eradicate inconsistencies.

A Teaching and Learning Framework was developed during the summer term of 2021 in collaboration with teachers to use for self-assessment, reflection and development. Good progress in the quality of teaching has been made but some inconsistencies remain and require further development.

Priority 3: SLT and M Leadership ensures a broad and balanced curriculum is planned and sequenced towards cumulatively sufficient knowledge and skills for future learning, particularly those children from disadvantaged backgrounds.

There is increasing strength in the teaching and learning in Foundation subjects due to introduction of the new bespoke curriculum, which has been written to meet the needs of the pupils within our school context. COVID related school closures have prevented the full curriculum being delivered. Class books show an increasingly broad curriculum is being embedded, but teachers have indicated through PMRs a lack of confidence in teaching MFL, Music and Art.

Priority 4: SLT to ensure teaching is targeting disadvantaged children for greater depth.

The children have been identified and tracked using the schools new target setting proformas and discussed at pupil progress meetings termly.

All teachers have received training in adaption of lessons to ensure healthy academic challenge is planned for those working at greater depth and those with the potential to do so.

Other impact:

Adult Community and Family Learning sessions within school has been a success, with many parents signing up to take part in Arts, crafts, cooking, learning and well-being sessions with their children.