

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	Church Aston Infant School
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	6.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	Oct 21
Date on which it will be reviewed	Oct 22
Statement authorised by	Jenny Griffiths
Pupil premium lead	Jenny Griffiths
Governor / Trustee lead	Janet Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4,035.00
Recovery premium funding allocation this academic year	£2,000.00
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	£6,035.00

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body at Church Aston Infant School accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We aim for each child to develop a love for learning at this early stage in their learning journey that will continue well into the future. We aim for them to develop the knowledge, skills and attitudes that will enable them to reach their full potential. We base our strategy on an inclusive approach that identifies areas of need quickly and ensures well targeted interventions which support children in their social and emotional development as well as providing opportunity to reach academic success. We celebrate this success with children and parents in order that they will not only thrive but strive to overcome barriers and achieve even more.

Challenges

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

Challenge number	Detail of challenge
1	Impact of lockdown may have delayed learning and may have had social and emotional impact.
2	Delayed acquisition of Phonics leads to delay in Reading
3	Behaviour issues for pupils eligible for PP need to be addressed for learning to take place.
4	Financial restraints prevent pupils from taking part in all school activities.
5	Access and engagement to remote learning inc. technology.
6	Low self-esteem, anxiety and self-confidence are preventing PP eligible children from participating fully in learning across the curriculum

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
Any additional needs and interventions following lockdowns are identified and strategies put in place.	Eligible pupils are identified early and targeted support is in place early.
All eligible pupils have the opportunity to take part in all activities offered by the school.	All pupils take part in all school trips and uptake of places in Breakfast Club is high for eligible pupils.
Improve phonic skills for pupils eligible for PP in Reception, Year 1 and Year 2 (due to lockdown/catch up)	Pupils eligible for PP in Reception, Year 1 and Year 2 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in phonics
All eligible PP pupils are supported with early intervention if necessary.	Eligible pupils are identified early and targeted support is in place early.
All pupils are confident in their own ability and willing to contribute in lessons across the curriculum	Pupils eligible for PP are confident to take part in all lessons. They achieve well in weekly Mental Maths and Spelling tests.
Behavioural issues of PP children supported as necessary.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).

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: £1,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development for Teachers, Teaching Assistants and Governors	Regular in-house and external CPD for all staff ensures that they keep abreast of changes to the curriculum and expectations, so that the needs of all pupils can be met.	1,2,3,6
Involvement of Teaching Assistants in Pupil Progress and Book Scrutiny meetings	Teachers and TAs need to understand the needs of each of the Pupil Premium children throughout the school and understand the vulnerability of this group so that appropriate support can be provided and integrated into their wider learning.	1,2,3,5,6

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

Budgeted cost: £5,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Eligible pupils being given the opportunity to work 1:1/small group work with an adult. This is to both support pupil premium children and to support children that need additional support following periods of lockdown. This will include targeted speech and language support in response to the reduced time children may have spent in nursery settings and to provide social and emotional support.	This 1:1/small group approach enables an additional adult to intervene quickly as soon as an issue in learning is identified or if progress stalls. Keeping up is more important than catching up. In a 1:1/small group situation the additional adult is able to take positive steps to raise the aspirations of this group of pupils.	1,2,3,5,6
Additional learning supported group work.	Within whole class teaching guided work is used to address	1,2,3,5,6

	misunderstandings and barriers to learning, this often leads to lessons being adapted to facilitate this.	
Support additional speech and language and provide social and emotional support.	Speech and language Neli based activities Attention and listening Intervention-Bucket training and intervention. Recommended by T and W SALT	1,2,6

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

Budgeted cost: £1,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free attendance at Breakfast Club. Selection for specific sporting events to raise self-esteem, co-operation and raise aspirations.	Enrichment opportunities engage and enthuse pupils and leads to higher attainment outcomes.	1,4,6
All costs involved for school visits and out of school activities met for eligible pupils.	In a National Audit Office survey of children (2015) 40% believed that going on educational visits helped them to learn.	1,4,6
Cost met by school to provide equipment.	Remote learning is a national requirement through periods of lockdown/isolation since October 2020.	1,4,6
Shared employment of School and Family support worker with local schools. 1:1 support for children to maintain concentration/on task behaviour as necessary.	Eligible pupils have the opportunity to spend quality time once a week with a School and Family Support Worker who can address their specific issues. When necessary, the School and Family Support Worker is able to act as Lead Professional in the CAF and TAC process. Pupils are well supported in order to enable them to access all aspects of the curriculum. Pupils and parents are well supported in order to enable them to access all aspects of the curriculum when remote learning.	1,3,6

	Headteacher is able to follow up any concerns following periods of lockdown or isolation.	
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Total budgeted cost: £7,950

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.

During the pandemic we have been very mindful of the impact that it has had on children whether from a social and emotional perspective or from a learning perspective. We ensured that our remote learning provision not only included learning and curriculum focussed tasks but that it also provided social and emotional support with story telling and the ability for children to be able to fully interact with Teachers on Teams calls raising any issues or concerns. Our remote learning was class based so children could see each other, interact and catch up and have as normal a classroom experience as possible. During remote learning children were able to contact Teachers at any time through Microsoft Teams to share work, ask questions and raise concerns. Children's successes during lockdown continued to be celebrated. We ensured that our weekly newsletter shared stories and successes from both children in school and children at home so that the school community spirit and sense of belonging was maintained. We have enabled pupil premium children to be a full and active part of this by providing technology to access Microsoft Teams where it was needed and provided one to one support for families to access the software, join the classes and submit work, providing paper copies wherever this helped.

We have continued to monitor and measure attainment for all children, not just PP eligible, and provided additional support and interventions where possible. We actively supported parents to understand how certain skills are taught in school so that they could support at home, for example reading and phonics. 100% of children achieved Phonics. Pupil premium children outcomes at the end of Key Stage One were in line with their cohort and national expectations. Year One pupil premium children were on track to meet age related expectations. Pupil premium children have had targeted support to enable progress in early literacy and maths skills.

Despite lockdowns training has taken place which has informed our approach to building aspiration in school. We have continued to monitor and measure the impact that staff training and interventions have had on attainment for all children, not just PP eligible.

We have benefitted from the additional support from a trained School and Family Support Worker who has been able to provide support to children who have needed it, and signpost to support from other agencies.

Some Pupil Premium children have continued to attend Breakfast Club and enjoyed eating a healthy breakfast and starting the school day calmly.

Externally provided programmes

Programme	Provider

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This was spent on targeted support for Maths in the class as and when required.
What was the impact of that spending on service pupil premium eligible pupils?	This enabled progress to be accelerated and age-related expectations to be achieved.