

Pupil Premium Strategy Statement

This statement details our school's use of the Pupil Premium funding (and Recovery Premium for the 2021 to 2022 academic year) 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 the Pupil Premium had within our school.

School Overview

Detail	Data
School name	West Rise Community Infant School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	31/12/21
Date on which it will be reviewed	31/12/22
Statement authorised by	Lynne Weir
Pupil Premium Lead	Melissa Gilkes
Governor / Trustee Lead	Nicole Hartley

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 95,992.00
Recovery Premium funding allocation this academic year	£9,715.00
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	£105,707.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

At West Rise Infant School, we believe that children have the right to the very best educational experience. The most successful route to excellence, and specifically academic excellence, is through teaching which is of the highest quality. When this is targeted to one to one and / or small group, focused teaching this is especially effective. To this end, we use a substantial portion of our PPG funding on employing high quality teachers and TAs to support those children facing disadvantage. Whilst working within a smaller group, under the guidance of a qualified teacher and / or HLTA, children's specific needs can be met more easily, thus enabling any barriers to educational achievement or gaps in learning to be closed and full potential to be reached.

Our school motto of 'Being the best that we can be' ensures a focus to enabling all children to be the 'best learner' and especially those requiring additional support. We carefully identify children across school to be supported through our GROWTH programme, which endeavours to enable children to reach their full potential in an environment which facilitates their growth as learners, all underpinned by our Wellbeing first approach. The children at West Rise and especially our more vulnerable learners thrive in our approach and philosophy.

All schools have experienced significant learning loss due to Covid-19. Our focus for the catch-up and recovery programmes is through an ambitious West Rise Way approach; GROWTH.

Our **GROWTH** model is as follows:

Gather information - in order to identify gaps in knowledge and readiness for learning

Rapid Response - As soon as gaps are identified, interventions will be put in place to ensure best progress

Offer the very best teaching - making learning more accessible in smaller groups, with qualified teachers

Wellbeing First - The West Rise Way - Teaching how to be the very best learner possible

Targeted teaching - accelerating progress for all learners, especially for those from vulnerable or disadvantaged backgrounds

Happy, healthy humans all the way - A fun and creative curriculum which brings learning alive and gives children the thirst for learning they will need in order to catch up and grow

All staff are trained to support and deliver this approach, and as a Wellbeing First School we extend our work to support families facing challenge and disadvantage. Supporting children in isolation from their family is less effective than when the whole family is supported too. The heart of our approach centres around Wellbeing and we know that children learn best using in a holistic manner, as well as focusing to pure academic subjects.

We believe that all children should feel unique, valued and special; they should have access to a wide range of extra-curricular activities to thrive in all group situations. Their emotional wellbeing and self-esteem is raised through the programme and aspirations of future careers are explored.

We know that happy children learn and so PPG funding is used to ensure all aspects of children's wellbeing are in place to ensure that they are ready to learn and reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Our assessment and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closure and compounded by other social and emotional factors e.g. parents own struggles due to Covid-19. These findings are supported by National Studies.

	<p>Our assessment, wellbeing surveys and observations/discussions with pupils and families have identified social and emotional challenges for many pupils and a lack of enrichment opportunities during school closure.</p> <p>This has resulted in some cases to loss in confidence and self-esteem, as well as significant knowledge gaps - leading to pupils falling further behind age related expectations, especially in writing.</p>
2	<p>Our baseline assessments and observations indicate at the earliest stages and across the Early Years Foundation Stage, children enter school in Reception with underdeveloped language skills. We are able to identify that they have missed chunks of the development of early vocabulary and early language acquisition. It is also apparent that motherese is limited within the home setting for many of our pupils. Speech and Language delay for significant numbers of children is evident from Reception through to Year 2 and is in general more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Assessment, observations and discussions with pupils indicate disadvantaged pupils have more difficulty in phonic acquisition than their peers. This negatively impacts on individual development in both reading and writing for pupils identified within our disadvantaged groups. This also negatively impacts on these children accessing other areas of the curriculum.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance amongst our disadvantaged pupils has improved but remains as something in need of attention and monitoring. It is clear from feedback that children feel they are arriving into classrooms of safe sanctuary and parents feel safe and confident in sending their children to school – parents voiced this endorsement during the height of the pandemic.</p> <p>The creation of a Pastoral Lead position with a clear brief to reach out to families experiencing challenge has had a great impact on both engagement and attendance. This practitioner’s work with ‘hard to reach’ families has engendered high levels of trust, which have had a positive impact on attendance levels. We know this will need constant monitoring and a high profile to ensure a return to previous habits is avoided.</p>
5	<p>Observations of our disadvantaged children who are working ‘above’ or ‘at’ ARE have identified a need for specific Positive Psychology support e.g. Growth Mind-set, Optimism and Resilience, to enable these children to achieve their full potential. Often, it is the barriers relating to home expectations, which cause concern and difficulty in school.</p> <p>We have also identified that a high proportion of our Disadvantaged children are also on the SEND register and SBS or above. Many of these children have specific diagnosis of ASC, Speech and Language Disorders and / or Dyslexia, compounding the disadvantage they are already facing.</p>

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
Children in disadvantaged groups experience increased self esteem, confidence as learners and have a positive growth mindset so as to improve outcomes, make best progress and learning gaps are closed.	Ongoing assessment shows rapid and sustained progress – attainment is line with peers and end of Key stage Assessments show the gap has narrowed, if not closed.
Enhanced opportunity for Speech and Language development, as well as targeted support through the use of effective programmes, enables children to develop their communication skills and confidence in their use of speech and language	Standardized assessments e.g, Language Link and Speech Link show that children in identified groups are making progress. Children in disadvantaged groups with communication and language delay show increased confidence as communicators
Children in disadvantaged groups achieve ARE / Phonic Standard at end of year. Phonic acquisition is achieved at a rapid pace.	Children develop confidence in applying phonics skills in reading and writing so as to achieve end of year results in line with their peers.
Positive attendance levels of disadvantaged children over the last 3 years is maintained. Parents of disadvantaged children continue to realise the importance of regular school attendance on progress.	Constant monitoring and support shows pupils from disadvantaged groups is at least in line.
The West Rise Wellbeing First toolkit impacts positively on attitudes and readiness for learning. Children see themselves as capable and confident learners.	Pupil voice shows that children from disadvantaged groups are loving learning, are enthusiastic, are willing to learn from mistakes and as a result achieve in line 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: **£ 25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of specific Speech and Language programmes and cost of specialist HLTA to deliver, train and cover staff to carry out assessments and interventions	Standardised tests can provide reliable insights into the specific strengths and needs of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	2 / 5
Purchase of a DFE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base, which indicate a positive impact on many aspects of reading and writing.	3
Employment of a dedicated member of staff to fully embed Wellbeing first throughout school so children can be supported to build a Growth mind-set and develop resilience, including targeted self-esteem work with individual children. Teacher release time to teach yoga.	It is known that children are able to build a sense of self and esteem through the practice of yoga. Evidence based research supports the effect of developing Positive Psychology approaches on academic achievement and overall success.	1
Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance. We will fund teacher release time to	The EEF guidance is based on a range of the best available evidence.	5

embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for mastery training).		
To improve reading standards for pupils experiencing disadvantage	Year on year results show that more pupils with disadvantage meet expected standard.	5
To improve writing standards for pupils experiencing disadvantage	Year on year results show that more pupils with disadvantage meet expected standard.	5
To continue to ensure the quality of Wellbeing teaching for all in our school. Approaches embedded into routine educational practices, supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g improved academic performance, attitudes, behaviour and relationships with peers) Data gathered for 21/22 pupil voice/parent surveys. Files kept for PP progress meetings with families. Analysed over 3 yr target.	1,5

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

Budgeted cost: £ 74,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional daily teaching to boost Writing and Maths, targeted to those children that need support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both 1:1 and in small groups.	5
Additional daily phonics sessions targeted to disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have	3

who require further phonics support.	been shown to be more effective when delivered at regular sessions over a period of up to 12 weeks.	
Yoga teacher employed one day a week to support the wellbeing and teach yoga to vulnerable children and CPD for staff.	Yoga helps to instil confidence and to bring learning to children on an experiential level. Yoga teaches perseverance, patience and work towards their goals. Yoga also provides tools for practicing compassion, mindfulness, generosity, focus, strength and flexibility.	1,5
Funding for a TA to lead Jump Ahead programmes, fine motor and emotional wellbeing support with disadvantaged pupils.	Disadvantaged pupils often fail to engage with enrichment activities which in turn impacts their academic achievement. Disadvantaged pupils can have limited opportunities for early developmental skills such as gross and fine motor at home.	1,5

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

Budgeted cost: **£ 6000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Leader working with families experiencing challenge to support any pastoral needs	Based on observations and experiences of our families a number of them struggle to manage aspects of parenting and managing financial need and hardship.	1
Contingency fund for acute issues/staff support	We have identified a need for a small budget to be set aside for any unidentified issues arising e.g. bank staff to cover staff absence.	All

Total budgeted cost: £ 105,000

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 academic year 20/21, we gathered ongoing assessment of children's progress and performance and data suggests that the performance of disadvantaged pupils was lower than others in some areas of curriculum.

In Summer 2019 our outcomes were:

77% of PP children reached at or above ARE in Reading

54% of PP children reached or above ARE in Writing

86% of PP children reached or above ARE in Maths.

This meant we were performing significantly above or outperforming National average for Maths and Reading and we were in line with National average for Writing

In contrast our Summer 2021 data was:

56% of PP children reached at or above ARE in Reading

40% of PP children reached at or above ARE in Writing

56% of PP children reached at or above ARE in Maths.

These results show how the assessment of children's progress has been impacted by Covid-19. It has disrupted many aspects of schooling to varying degrees and at West Rise Infants through observations, parents and pupil voice, we have evidence to suggest that school closure was most detrimental to disadvantaged pupils.

The impact was softened by the exceptional personalised approach to home learning, where every teacher had the brief to not only plan for home learning academic tasks but to make personal contact with those families experiencing challenge e.g. those experiencing disadvantage. Families received emails, phone calls, zoom calls and a wellbeing service offer, which included staff providing wellbeing resources to use at home such as mindful sessions and practical activities and these were greatly appreciated. However, our assessments still show that wellbeing was negatively impacted due to Covid; we are therefore continuing to prioritise support to these families and children.

Our most recent end of year assessment for KS1 show a drop to below national average and it is our commitment to drive the results back to pre-pandemic levels, through our careful and structured use of the PPG and CRG funding.

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
Speech Link	Multimedia Limited
Language Link	Multimedia Limited