

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	Girnhill Infant School
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022 (Annual review)
Statement authorised by	Headteacher: Mrs Jane Littlewood
Pupil premium lead	Headteacher: Mrs Jane Littlewood
Governor / Trustee lead	Mrs J Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,420
Recovery premium funding allocation this academic year	£3,167
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
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	NA

Part A: Pupil premium strategy plan

Statement of intent

At Girnhill Infant School, it is our ultimate aim that disadvantage does not become a barrier to pupils achieving their full potential.

- ✓ We aim that disadvantaged pupils achieve in line with their non-disadvantaged peers.
- ✓ That disadvantaged pupils make expected or greater progress, exceeding National expected progress rates.
- ✓ To support the wellbeing and health of our children to ensure they are equipped to become successful individuals, ready for the wider world.

The key principles that underpin our pupil premium strategy plan at Girnhill Infant School relate to every pupil being recognised as an individual. We deliver flexibility in our approaches to best meet the needs of our children as individuals. We work on the research from the EEF, Rosenshine's and Tom Sherrington to ensure our children have the best pedagogical approaches based on cognitive load theory.

In order to achieve these objectives, our pupil premium strategy plan takes each pupil as an individual and unpicks the barrier to learning faced / or likely to be faced by these children. Funding is then allocated to work towards diminishing and removing these barriers in the best interests of all pupils at Girnhill Infant School. In addition to the bespoke approaches taken to reduce the impact of disadvantage for our pupils, we achieve our objectives through:

- ❖ Fostering a relentless approach to ensure that teaching in all classes is strong: ensuring that all pupils receive high quality teaching and learning opportunities across every class.
- ❖ Provision maps in place and reviewed as part of pupil progress meetings.
- ❖ To deploy teaching support staff as allocated workers for pupils in receipt of pupil premium within every class: this allows for pastoral work and strong relationships being built to encourage attendance, high levels of resilience and commitment to learning and ensure that pupils' wellbeing needs are met.
- ❖ Focused pupil progress meetings where disadvantaged pupils are tracked and swiftly identified for small group tuition with qualified teachers and support staff who are trained in research-based approaches.
- ❖ A committed pastoral team who work with parents and carers to raise the importance of academic achievement, improve parental engagement and support with pupil behaviour, wellbeing and mental health.
- ❖ Free school meals targeted support

Challenges

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

Challenge number	Detail of challenge
1	Significant deprivation in the local area presents as a barrier with most children having low starting points on entry to school along with limited language, creating a vocabulary gap with their peers nationally.
2.	Children have limited knowledge and understanding of the world around them and do not have access to cultural capital and experiences.
3	Attendance and punctuality remain of low importance to some families due to low educational aspiration
4	Pupils enter school with low social and emotional self-awareness and poor communication, interaction and language impacting on pupil's readiness for learning and ability to manage own behaviour.
5	Pupils and families lack of awareness of how to support and strengthen their own and others Mental health and wellbeing.

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
Pupils can use and apply taught vocabulary in a range of context to demonstrate their knowledge and understanding of key concepts.	<ul style="list-style-type: none"> - Children have access to a carefully constructed curriculum which delivered in a coherent sequence building on prior knowledge. - Explicit teaching of both tier 2 and tier 3 vocabulary across each subject.
Pupils have access to powerful knowledge and cultural capital so that they develop the skills, knowledge, understanding and vocabulary needed in order to ensure they attain in line with their peers nationally.	<ul style="list-style-type: none"> - Extra-curricular and enhancements - Effective pedagogical practice using Rosenshine's principles to develop long term memory - Explicit teaching of tier 2 and tier 3 vocabulary. - A carefully planned curriculum which includes powerful knowledge so that children reach cumulative end points in each subject. - Attainment in line with national
Improved attendance and punctuality and PA of pupil premium children is reduced.	<ul style="list-style-type: none"> - Attendance of disadvantaged pupils is in line with whole school attendance, target of 97%

<p>Pupils demonstrate an improved attitude to learning in which they show respect, resilience and responsibility to themselves, others and their environment.</p>	<ul style="list-style-type: none"> - Reduction of time out required - Communication between home and school ensuring child's attitude to learning is discussed and valued. - Reflection
<p>Pupils can talk confidently about their emotions and positive behaviours including strategies to support their own and others mental health and wellbeing.</p>	<ul style="list-style-type: none"> - Whole school approach to positive behaviours - A carefully planned Wellbeing and values curriculum which includes explicit teaching of emotional vocabulary - Pupils demonstrate the strategies they have learnt to look after their wellbeing and others - Pupils demonstrate school values in all aspects of school life.

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: £7596.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All teachers and teaching assistants to have access to coaching to support the development of a consistent teaching model (CPD) to improve QFWT for all.</p> <p>Cost of CPD sessions Cost of release for Coaching member of staff.</p>	<p>EEF Collaborative learning approaches + 5 Feedback +6 Mastery learning +5</p> <p>Coaching for all classroom-based staff in school which allows for pupils to be taught in small steps reduces the cognitive load on the brain (cognitive load theory, Sweller, J. 1988). Coaching allows for staff to focus on knowledge delivery with a focus on depth of learning in small steps, feedback and questioning to work towards 100% participation. We have considered the needs of our cohorts and 24% of pupil premium pupils have no other perceived barrier to learning which indicates that with QFWT in place, pupil progress should be in line with non-pp peers.</p>	<p>1,2,3,4,5</p>
<p>CPD for all staff on positive behaviour management and developing self-regulation within the classroom and wider school. £240</p>	<p>EEF Metacognition and self-regulation +7</p> <p>Metacognition and the ability to self-regulate allows pupils to focus on their learning and the motivation they have to engage in the process of understanding and learning. 38% of disadvantaged pupils require support for managing their behaviour and/or for pastoral support as a result of a specific vulnerability. With all staff trained to support these approaches, all pupils are more likely to stay within the classroom during learning times to learn with their peers and achieve.</p>	<p>4</p>

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

Budgeted cost: £13,310.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI group intervention and 1 to 1 tutoring Year 2	<p>EEF One to one tuition +5 Small group tuition +4</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p>	1, 4
RWI Writing Intervention Year 2	<p>EEF One to one tuition +5 Small group tuition +4</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p>	1, 4

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

Budgeted cost: £ 24,366.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Offer: small group interventions to boost self-esteem, aspiration and wellbeing	<p>PHE (2014) Pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. A positive association exists between academic</p>	1, 2, 3, 4, 5

	attainment and physical activity levels of pupils.	
Attendance and Behaviour Officer – attendance tracking and monitoring	<p>DFE (2016)</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. Tracking allows parents and carers to see the importance of high attendance across school and the direct correlation between attendance and achievement.</p>	3, 4, 5
Positive behaviour strategies Training for whole staff	<p>PHE (2014)</p> <p>Pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. A positive association exists between academic attainment and physical activity levels of pupils.</p>	4, 5

Total budgeted cost: £ 45,272.64

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.

Strategy Aims	Outcomes
To ensure that staff are equipped in analysing and addressing pupil gaps following period of extended school closure.	Half termly pupil progress meetings led by a member of SLT. Access to HT and DHT Leadership Training; Access to Aspiring Leaders programme; Release time for staff to complete GAP analysis and QLAs from assessments. Learning walks, pupil voice and work sampling time for subject leaders.
Ensuring staff revisit and implement the evidence-based teaching methods for effective lesson delivery (Rosenshine's) and acquisition of vocabulary.	Access to HT and DHT Leadership Training; Access to Aspiring Leaders programme; Subject leader support networks through the MAT. Allocated staff meeting time for CPD teaching model approaches.
Ensuring pupils receive effective pastoral support, with a focus on mental health and wellbeing.	Partnership between DSL team and Wakefield CFHubs. Termly TAS meetings for early identification of pupils requiring support for SEMH needs. Partnership for staff and pupils with FIM / CAMHS

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
NELI	Nuffield Early Language
Makaton	Seashell Trust