

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	122
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023 (Annual review)
Statement authorised by	Headteacher: Mrs Jane Littlewood
Pupil premium lead	Headteacher: Mrs Jane Littlewood
Governor / Trustee lead	Mrs Janine Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,317
Recovery premium funding allocation this academic year	£5,075
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.

- For all disadvantaged pupils in school to meet or exceed national expected progress rates in order to reach age related expectation at the end of year 6, therefore being secondary ready.
- To continue to narrow the gap between disadvantaged and non-disadvantaged pupils within school over the next three years.
- To reduce the number of extended leave absences further through continued close monitoring and action in relation to overall attendance.
- To raise the expectations and aspirations of both these pupils and their families

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 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 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 Learning Mentor who works with parents and carers to raise the importance of academic achievement, improve parental engagement and support with pupil behaviour, wellbeing and mental health.

At Girnhill Infant School, we recognise that supporting the well-being and mental health of our children is equally as important as raising attainment so our priorities are centred around meeting the needs of the whole child. Children need high self-esteem and confidence to 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	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. Term Time holidays are often taken due to lower costs.
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
Attainment between pupil premium and non-pupil premium is closed and at least in line with national.	<p>Children have access to a carefully constructed curriculum which delivered in a coherent sequence building on prior knowledge.</p> <p>Explicit teaching of both tier 2 and tier 3 vocabulary across each subject.</p> <p>Pupils can use and apply taught vocabulary in a range of context to demonstrate their knowledge and understanding of key concepts.</p> <p>Disadvantaged pupils make rapid progress and are able to keep up with their peers.</p>
Pupils have access to powerful knowledge and cultural capital so that they develop the skills, knowledge, understanding and vocabulary needed	<p>Effective pedagogical practice using Rosenshine's principles to develop long term memory</p> <p>All pupils are exposed to explicit teaching of vocabulary to develop subject specific tier 2 and tier 3 language.</p>

in order to ensure they attain in line with their peers nationally.	<p>Pupil Premium children have access to Extra-curricular and enhancements</p> <p>A carefully planned curriculum which includes powerful knowledge so that children reach cumulative end points in each subject.</p> <p>Attainment in line with national</p>
Improved attendance and punctuality and PA of pupil premium children is reduced.	<p>Strong relationships with school and pupil premium families result in pupils attending school more regularly.</p> <p>Pupil premium attendance is at least in line with national and closer to school's aspirational target of 97%.</p> <p>There is a reduction in the number of PA pupil premium pupils.</p>
Pupils can talk confidently about their emotions and positive behaviours including strategies to support their own and others mental health and wellbeing.	<p>Whole school approach to positive behaviours.</p> <p>A carefully planned Wellbeing and values curriculum which includes explicit teaching of emotional vocabulary.</p> <p>Pupils demonstrate the strategies they have learnt to look after their wellbeing and others</p> <p>Pupils demonstrate school values in all aspects of school life.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2022-23** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff in Oracy.	EEF Oral Language Interventions +6months	1, 2
Additional time given to curriculum subject leaders to enable them to monitor, support and develop pedagogy of staff. £1500	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimimura) EEF best practice Quality First Teaching.	1, 2
Additional training to support curriculum subject leaders with the development of pedagogy	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory(Shimimura) EEF best practice Quality First Teaching.	1, 2

of staff and the role of subject leadership. £1000		
Additional time provided for subject leaders from across the trust to meet, develop and support expertise and progress in all aspects of their subject/s. £1000	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory(Shimimura) EEF best practice Quality First Teaching.	1, 2
CPD for all staff on pedagogical approaches based on research £2,000	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory(Shimimura) EEF best practice Quality First Teaching.	1, 2
Ongoing CPD for all staff in RWI. £2000 Resources £1000	DFE approved programme for synthetic phonics for the teaching of early reading and to support pupils to keep up.	1, 2
To focus on raising attainment for Pupil Premium children through robust monitoring and intervention. £1,300 reading Leader £1,300 – maths leader	Headteacher is Pupil Premium Champion for school plus Deputy Headteacher and Reading Leader supporting PP monitoring and intervention approach. In depth monitoring of PP outcomes in year groups. Provision mapping of PP experiences and support given in school Coaching and supporting staff (teachers and support) with teaching and learning strategies to continue to raise attainment. Interventions to support accelerated progress and attainment.	1, 2, 4
To develop subject leaders knowledge in the 3I's of their curriculum subjects. £2,000	EEF Metacognition and self-regulation +7 High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and Inset.	1, 2
Develop the teaching of writing across school through focused Jane Considine Write Stuff CPD training for all staff.	High quality staff CPD is essential to follow EEF principles.	1, 2

<p>Writing Lead, KS1 teacher and HT to attend face to face training.</p> <p>Online training costs £1000 Face to face training £800 Classroom resources £1,200</p> <p>Resources £1,173</p>		
<p>Further develop mastery teaching of mathematics . 2 teachers to attend the maths hub working groups. Lead staff meeting to develop teaching for mastery across the school. Link approach to other subjects including writing and reading</p> <p>£1,000</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic EEF: mastery +5 months</p>	1, 2
<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>£1,000</p>	<p>EEF Collaborative learning approaches + 5 Feedback +6 Mastery learning +5</p> <p><i>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).</i></p> <p>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 of pupil premium pupils and identified any barriers to learning to identify pupils who will need additional support as well as QFWT.</p>	1,2,3,4,5
<p>CPD for all staff on positive behaviour management and developing self-regulation within the classroom and wider school.</p>	<p>EEF Metacognition and self-regulation +7</p> <p><i>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.</i></p> <p>PSHE Lead and a KS1 teacher are accessing Revolutionising Behaviour training and cascading training to all staff to support</p>	4

	<p>these approaches to aim for all pupils to be more likely to stay within the classroom and engage during learning times to learn with their peers and achieve.</p> <p>School has creating a therapeutic environment to support pupils to be calmer and self-regulate which in turns supports their well-being.</p> <p>The school has developed its learning environment to reflect a therapeutic approach to support pupil well-being and calmness. Each classroom has a zen den/calm area.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI group intervention Year 1 & Year 2</p> <p>£2,404</p>	<p>EEF Small group tuition +4</p> <p><i>EEF evidence 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</i></p> <p>Early morning phonics and reading small group provision for specifically targeted Year 1 and Year 2 children who have been identified as needing additional support and developing confidence in accuracy and fluency.</p>	1, 4
<p>RWI 1 to 1 tutoring Intervention Reception, Year 1 and Year 2</p> <p>1 TA's & 1HLTA to deliver daily interventions</p> <p>£9,613</p>	<p>EEF One to one tuition +5 Small group tuition +4</p> <p><i>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</i></p>	1, 4

	<p><i>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.</i></p> <p>Daily 1 to 1 tutoring (RWI) intervention provision for specifically targeted Year 1 and Year 2 who are not operating at expected RWI groupings.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 32,102

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Offer: small group interventions to boost self-esteem, aspiration and wellbeing</p> <p>£16,051</p>	<p><i>During and following the COVID pandemic we have seen an increased number of pupils who are needing additional support to build resilience and independence.</i></p> <p><i>EEF</i></p> <p><i>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. universal programmes which generally take place in the classroom; more specialised programmes are targeted at students with particular social or emotional needs; and school-level approaches to develop a positive school ethos, which also aim to support greater engagement in learning.</i></p> <p><i>How effective is it?</i></p> <p><i>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i></p>	<p>1, 2, 3, 4, 5</p>

Attendance and Behaviour Officer – attendance tracking and monitoring £16,051	DFE (2016) <i>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.</i> The COVID Pandemic has had a significant impact on some parent's attitude towards the importance of attending school regularly. There has also been a significant increase in the number of term time holidays being taken. We would like to maintain our consistent approach to rebuild positive relationships and support for identified families. Regular meetings with EWO are in place to track PA pupils and those at risk of becoming PA pupils. Half Termly Attendance and Safeguarding meetings are held with Chair and Vice Chair of Governors. Reports are prepared regularly for governors in regards to attendance and punctuality.	3, 4, 5
Mental Health and well-being training for all staff and classroom resources and books £500	PHE (2014) <i>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.</i>	4, 5
After school clubs £500	EEF Enrichment	3, 4, 5

Total budgeted cost: £76,455

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

A full curriculum continues to be on offer for all children.

The school is developing the provision on offer to support children needing a bespoke curriculum to meet specific needs.

Leaders have focused on the importance of language development, oracy and this continues to be a priority in school.

Pupils make strong progress from their low starting points in Nursery at both the end of EYFS and KS1. Achieving national age-related expectations continues to be a key focus for leaders.

Teaching across all subjects are delivered using Rosenshine's principles. Teaching is of a good standard. Monitoring evidence shows that all pupils, including those most disadvantaged, are able to know more and remember more, using the key vocabulary to talk like a mathematician, scientist, historian etc.

Subject leaders have ensured language development is prioritised through the development of oracy within each subject area. The four strands of good talk are identified within each year group, key vocabulary and sentence stems are planned into each unit of learning and progression grid to ensure vocabulary development is a high priority.

All pupils are encouraged to attend clubs throughout the year. More clubs have been offered to children in order to meet gaps within community e.g. Makaton choir, gardening club. These clubs have been well attended by disadvantaged pupils, boys, girls and SEND pupils.

Subject leaders have developed an ambitious curriculum, using the National Curriculum that builds on prior knowledge.

Staff have high expectations for ALL learners.

Term Time holidays and COVID guidance has had a significant impact on attendance.

Learning Mentor has a sound knowledge of our school community and works tirelessly with families to improve attendance.

Learning Mentor will continue to work closely with EWO to monitor PA pupils and those at risk of becoming PA.

All classrooms have a therapeutic approach to learning. Each room has a positive affirmation station. Each room has a Zen Den area.

Revolutionising Behaviour approaches training continues to be cascaded to all staff in school.

Pupils learn about each emotion to help them identify, explain and approach their emotions.

School have implemented Emotion coaching, being trained by an Educational Psychologist in order to support children with emotional regulation and to create positive pathways of regulation

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
Read Write Inc Language and Literacy programme	Ruth Miskin (Read, Write, Inc).
Write Stuff	Jane Considine
Mastery Teaching in Mathematics	White Rose Maths Hub
NELI	Nuffield Early Language
Language and Literacy Early Years Programme	Wakefield LA
Makaton	Seashell Trust

CIC/PCIC 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 CIC/PCIC pupil premium allocation last academic year?	
What was the impact of that spending on CIC/PCIC pupil premium eligible pupils?	