

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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 ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	<b>September 2023</b>
Date on which it will be reviewed	<b>July 2024 (Annual review)</b>
Statement authorised by	Headteacher: Miss Leah Robinson Executive Head: Sally Henshall
Pupil premium lead	Headteacher: Miss Leah Robinson Executive Head; Sally Henshall
Governor / Trustee lead	Mrs Mandy Mason

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,229
Recovery premium funding allocation this academic year	£8,338
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£101,567

# 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 2.
- 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 to identify key barriers for our pupils.

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.
- ❖ Ensuring children are equipped with the necessary resources so they feel included and a sense of belonging.

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
2.	Children, on entry, have limited knowledge and understanding of the world around them and have limited access to wider experiences.
3	Attendance and punctuality issues
4	Pupils enter school with low social and emotional self-awareness and poor communication, interaction and language impacting on pupil's readiness for learning.
5	Safeguarding concerns relating to the family/pupil which negatively impacts upon self-regulation and behaviour.

## 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
Increased attainment and progress in reading, writing and mathematics for pupils in receipt of pupil premium, in line with non-pupil premium peers.	Achieve or exceed national attainment and progress measures in reading, writing and mathematics.
For all children in receipt of pupil premium to be equipped with the right tools to read with fluency and accuracy	Children achieve well in reading, enabling them to read to learn in order to access the full primary curriculum.
Attendance	Ensure that attendance of disadvantage pupils is in line with whole school attendance, target of 97%.
A comprehensive pastoral offer to support the holistic child and remove barriers to learning.	Robust provision is in place to support pupils' mental health and wellbeing, ensuring pupils are equipped to learn and supported in managing and understanding their feelings and behaviour.
As a result of socio-economic deprivation within the local community, barriers for pupils in receipt of pupil	Pupils feel included and have a sense of belonging. Pupils differences in backgrounds are appreciated, respected and celebrated. Children are able to challenge stereotypes. Provision within school ensures that all pupils are equipped to access the full curriculum in order to reach their full potential.

premium are removed in order to give all pupils the best education.	
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## 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: £35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>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.</i>	<b>EEF</b> Collaborative learning approaches + 5 Feedback +6 Mastery learning +5  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.	1,2
<i>CPD for all staff on positive behaviour management and developing self-regulation within the classroom and wider school.</i>	<b>EEF</b> Metacognition and self-regulation +7  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. A high proportion 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.	3, 4
<i>CPD Maths TRG provided by trained Maths Hub specialist for Maths Leader and Early Years Leader</i>	Proven approach to teaching maths which develops conceptual understanding as well as procedural fluency	1, 2, 4
<i>Additional time given to curriculum subject leaders to enable them to monitor and develop pedagogy of staff.</i>	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimura) EEF best practice Quality First Teaching.	1, 2, 4

<i>Additional time provided for subject leaders from across the Trust to meet, develop and support progress throughout their subject.</i>	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimimura) EEF best practice Quality First Teaching.	1, 2, 4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 70,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Offer: small group and individual bespoke interventions	<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</i></p>	1, 2, 3, 4, 5

	<i>to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i>	
Group interventions focusing on key areas of priority (communication and language & social and emotional health)	<b>EEF</b> <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.</i>	1, 2, 4, 5
Attendance Officer – attendance tracking and monitoring	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 ensure 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. Reports are prepared regularly for governors in regards to attendance and punctuality.	1, 3, 5
Mental Health and well-being training for non-teaching staff	<b>PHE (2014)</b> <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
Wider curriculum offer including after school clubs. Leaders ensure pupils in receipt of pupil premium are targeted	<b>EEF Enrichment</b>	1, 2, 4, 5

**Total budgeted cost: £106,120**

**CLA/CiC/Previous CLA/CiC £2,570 per child**

For PLAC, it is the responsibility of the school to ensure that their use of PP grant addresses the specific needs of PLAC attending the school. Spending varies depending on the needs of the child and can include any of the above.

For LAC, it is the responsibility of the Virtual School Head in the local authority that looks after the child, in consultation with the child's school, to ensure that PP grant is used to support the child's educational needs. This should be in accordance with their personal education plans and in line with the menu of approaches.

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).
Mastery Teaching in Mathematics	White Rose Maths Hub
Language and Literacy Early Years Programme	Wakefield LA
Makaton	Seashell Trust