

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	Frogmore Infant School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	14.5%
Academic years that our current pupil premium strategy plan covers	2021/2024
Date this statement was published	12.07.22
Date on which it will be reviewed	June 2023
Statement authorised by	Jill King, Headteacher Governing Body
Pupil premium lead	Jill King
Governor / Trustee lead	Rita Vasa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,433
Recovery premium funding allocation this academic year	£3,726
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£32,159

Part A: Pupil premium strategy plan

Statement of intent

At Frogmore Infant School all children, including our disadvantaged children, will receive high quality teaching and learning which is carefully planned, sequenced and delivered to ensure they make good progress and achieve high attainment in all subject areas. Pedagogy is based upon strong educational research around how children learn and how circumstances may affect their behaviour for learning.

A termly overview is completed for pupils on our pupil premium register and details the range of challenges faced and our actions to address these so that the barriers identified do not impact on the children's education or emotional wellbeing. We aim for every children to make at least expected progress whatever their starting point. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

This three year plan follows the structure suggested by the Education Endowment Framework (EEF) and the targets for spending are set around three areas:

- High quality teaching
- Targeted academic support
- Wider strategies

Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make strong progress in reading, writing, maths and the wider curriculum. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We have identified a link between our pupil premium children and those with SEND needs. Language limitations on entry for some of our pupil premium children impacts on their progress. We will enhance oral language skills, offer increased reading opportunities via reading books matched to phonic levels and reading for pleasure, and ensure children have access to high quality adult support through targeted intervention programmes.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected by COVID, including non-disadvantaged pupils.

Our school approach means that we are able to:

- act early to intervene at the point need is identified
- ensure a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Delayed language on entry, speech difficulties
2	Gaps in attainment between PP/Non PP children in reading, writing and maths. Greater difficulties with phonics and reading fluency than their peers. This negatively impacts their development as readers and writers. Greater difficulty with the understanding and application of mathematical concepts.
3	Lower parental engagement and support at home
4	Reduced attendance
5	Social, emotional, behavioral needs impacting on access to learning.
6	Inequitable access to rich and varied out of school experiences having a negative impact on their knowledge of the world and vocabulary acquisition
7	Staff's SEMH needs are in some cases a barrier to classroom practice

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
For all children to make at least expected progress in reading, writing and maths	All PP children make at least expected progress (1/+ milestone) in reading, writing and maths. All PP children make at least expected progress on half termly phonic screening.
For attendance of our PP children to be comparable with attendance of non PP children. For attendance to be in line with national attendance for all pupils.	Attendance of all pupils is 96% or higher.
PP children are able to attend school clubs	All PP children attend at least one extra-curricular club each term.
PP children with SEMH needs show increased confidence, engagement and control over their own emotions.	Improved scores on profile tools e.g. Broxall over 6 month period(s).

For all children to have the opportunity and support to complete home learning activities.	<p>All PP children read regularly outside of school curriculum time.</p> <p>All PP children complete home learning projects.</p>
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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: £13,309

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attend Mastering reading training (via English Hub).	The course/training has proven impact on reading outcomes at end of Year 2. EEF- reading comprehension strategies have very high impact for low cost.	2, 3
Supplement Read Write Inc reading scheme and provide training for new staff members.	Best practise and DFE guidance report that phonics is the basis for reading and we want to ensure that our PP children are being given the best opportunity to progress in their reading. EEF- high impact for low cost.	2, 3
Additional LSA hours in class to support teaching staff wellbeing/ target vocabulary/ provide instruction/metacognition	EEF evidence- Metacognition and self-regulation have very high impact for very low cost. Oral language interventions have very high impact for low cost.	1, 2, 5, 7
Provide increased opportunities to promote reading for pleasure.	Children who enjoy reading are motivated to read more frequently, make better progress and enhance their understanding of the world and vocabulary acquisition.	2, 3, 6
HLTA to train as ELSA.	ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are addressed.	5
SENDCo/HT/HLTA to attend Attachment and Trauma Aware Schools (ATAS) Programme.	The government Green Paper 'Transforming Children and Young People's Mental Health Provision' (December 2017) states there is evidence that appropriately-trained and supported staff can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems.	5
Peer observations and/or case study approach for all staff.	Research e.g. CAIE, shows that peer observation can improve the quality of	1, 2, 6

	teaching and learning for an individual and a whole school.	
To continue to use pedagogic theory to ensure pupils master a body of knowledge or key skill involving clearly laid out steps, which the children are expected to apply later. Understanding and application of Rosenshine's principles of instruction.	Rosenshine's Principles of Instruction are widely recognised for their potential to support teachers in developing pedagogy based on cognitive science.	1, 2, 5

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

Budgeted cost: £12,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring in groups of 1-3 for reading/writing/math. Use of feedback about the learner's performance relative to learning goals or outcomes.	EEF evidence- use of tutors maximum of 3 pupils per group for maximum progress rates to be achieved/high impact for moderate cost. Use of feedback has very high impact for very low cost.	1, 2
Additional LSA hours- vocabulary instructions, metacognition	EEF evidence- Metacognition and self-regulation have very high impact for very low cost. Oral language interventions have very high impact for low cost.	1, 2, 5, 7
Provision of therapeutic learning experiences.	A therapeutic approach to learning is proven by a wide range of sources, to reduce school exclusions and provide disaffected and anxious pupils with a more positive attitude towards school and themselves as learners.	5, 6

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Analyse school club attendance for PP children. Ensure attend	Children who are able to follow their hobbies and interests and learn new passions have the opportunity to raise their	6

1/+ school clubs each term.	self-esteem and increase their cultural capital.	
Training staff in use of/time to implement and review screening tools (Boxall, to identify key targets for SEMH pupils.	School analysis shows that the use of diagnostic tools to support target setting and implementation has a positive impact on the progress for SEMN pupils.	1, 2, 5
Analyse school attendance data. Provide support for families below 96%. Use of HLTA.	DfE guidance shows direct correlation between low attendance and attainment.	4
Provide equipment/materials as required to enable all children to complete home learning activities.	EEF recognises that this wider strategy is effective in creating equal opportunities for this group of children.	3,6
Review RED data half termly. Support families below school minimum for RED.	Our school data shows that those children who read regularly at home make at least expected progress in reading.	3,6

Total budgeted cost: £32,159

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 2021 to 2022 academic year.

Final review of 2021/22:

Target 1: To improve the quality of pupil dialogue through the explicit teaching of speaking and listening skills

Outcomes:

YR- outcome data for key concepts show good acquisition of conceptual knowledge and application to situations across the curriculum. 100% of pupils targeted for support, made progress against conceptual targets.

Y1 and 2- key focus in mathematics. Children's articulation of mathematical concepts shows improvement over the year. Mathematical talk is essential to develop children's understanding of mathematics. Teachers are clear that purposeful talk clarifies, refines and extends understanding of mathematical language and concepts. Evidence clearly show that teachers use this in mathematical teaching to provide children with regular opportunities to engage in purposeful mathematical dialogue/discussions. The quality of children's use of mathematical language has improved. Effective teacher modelling and purposeful repetition have been highly effective.

Target 2: To ensure all pupils recover, catch up and move on from their missed learning through excellent teaching, highly effective pupil feedback and assessment, highly effective transitions and targeted support

Outcomes:

Teachers have provided, analysed and acted upon gap information for all pupils throughout the year. This information has been used to ensure all pupils' specific needs are met. As a result a very high majority of pupils made very good progress in English and mathematics, as well as other National Curriculum subjects:

End of Year 2 reading fluency % increase:

Non pupil premium pupils- 68%

Pupil premium pupils- 72%

End of Year 2 writing progress:

Non pupil premium pupils: +3.2

Pupil premium pupils: +3

End of Year 2 mathematics progress:

Non pupil premium pupils:+3.3

Pupil premium pupils:+3.1

Target 3:

To ensure staff have a clear understanding of key strategies to support pupils' emotional and social health and development.

Outcomes:

Staff training and discussions at pupil progress meetings, have increased staff confidence to support pupils in these areas. Staff have a very good knowledge of individual pupils' needs and

barriers. This has ensured purposeful actions have been taken and have had impact on pupils' progress.

Target 4:

To ensure pupils are in an emotionally safe environment.

Outcomes:

Pupils with high levels of SEMH have received significant support using a therapeutic approach.

Use of Thrive assessments and related targets alongside other diagnostic tools, have ensured individual targets relate to individual barriers and significant progress is recorded in SEMH areas.

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
Clicker	Cricksoft.com
Read Write Inc.	Ruth Miskin
Thrive assessment	Thrive

