

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	Jackfield Infant School
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 21
Date on which it will be reviewed	July 2022
Statement authorised by	Rachel Davies
Pupil premium lead	Paula Holmes
Governor / Trustee lead	John Lovatt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,220
Recovery premium funding allocation this academic year	£11,165
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,238
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	£116,623

Part A: Pupil premium strategy plan

Statement of intent

Jackfield Infant School

Right From the Start



Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have experienced adverse childhood experiences and reduced life chances through deprivation and home contexts. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery that has been affected by disruptions to their education. This includes all pupils within our school including children who are from non-disadvantaged backgrounds. As our pupil premium children form nearly half of our school this plan is an integral part of the school improvement plan ensuring all children make accelerated progress and attain well throughout their education.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and educational research. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Have positive relationships with all pupils and families.
- To use pupil premium funding to achieve academic excellence for all pupils who are disadvantaged.
- The learning environment is supportive of disadvantaged pupils' needs ensuring disadvantaged pupils have access to the resources they need regardless of their socio- economic background.
- Have access to a range of opportunities including cultural capital and enrichment opportunities to complement and enhance their educational experience.
- Governance is supportive of a whole school culture of addressing disadvantage.
- Research evidence informs approaches to addressing disadvantage.
- Excellent pastoral care for all disadvantaged pupils.

Key principles of the strategy plan

- To embed the teaching of language across the school ensuring this is effective through quality teaching and learning and robust assessment.
- To address any gaps in prior learning associated with school closures during COVID 19.
- Difficulties with metacognition, social and emotional learning are explicitly addressed in class teaching across the curriculum.
- Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy.
- Targeted academic support for disadvantaged students.
- Provision of strategies to support disadvantaged students with their attendance, and wellbeing including a breakfast club.
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Challenges

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

Challenge number	Detail of challenge
1	Baseline data and assessments indicate that children enter school well below age related expectations and school readiness. Children have poor understanding and underdeveloped oral language skills and vocabulary gaps and there is a higher proportion of disadvantaged children that this affects.
2	Assessment and monitoring outcomes indicate under developed, speech, language and vocabulary gaps.
3	Some children need to catch up in reading and writing(spellings) in order to access the full curriculum including disadvantaged pupils who also have SEND needs.
4	As a consequence, to the extremes deprivation within our school locality poor home learning environment and limited life experiences beyond the home. High number of families or pupils require social, emotional or mental health support. Children from disadvantaged backgrounds have been affected by the school closure due to COVID-19 and need more support to be ready for learning.
5	Pupils from disadvantaged are more than twice as likely to be identified as SEND. This has been evident in previous cohort data.
6	Monitoring evidence indicates difficulties with Metacognition, self-regulation and self-regulated learning since children returned fully to school and some children have become over reliant on adult support due to periods of lockdown over the past 18 months
7	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3-6% lower than for non-disadvantaged pupils.

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
<p>1.To address the identified difficulties disadvantaged students have with language development / comprehension</p>	<p>Ensure all staff have received training to model and deliver effective teaching in this area including:</p> <ul style="list-style-type: none"> • Consistent whole school approach for explicit vocabulary teaching. • Blended teaching approaches to pre-teaching curriculum vocabulary. • Consistent whole school approach to guided reading. <p>Evidence informed CPD for teachers and support staff across the school is delivered</p>
<p>2.Effective High-Quality teaching in Reading, Writing and Maths (including a changed pedagogy enabled by technology) is firmly embedded across the whole school and is evidenced through monitoring.</p>	<p>Ensure a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impacts upon learning. Ensure:</p> <ul style="list-style-type: none"> • effective teaching, such as explicit teaching (clear explanations) • scaffolding • flexible grouping • Blended learning strategies • cognitive and metacognitive strategies <p>Subject leaders' coach and mentor staff in their area of expertise. Evidence informed CPD for teachers and support staff across the school. Develop increased independence of disadvantaged pupils using technology.</p>
<p>3.Targeted academic support is embedded across the school and effectively addresses any learning and use of basic skills which has been lost and closes the gaps where identified. (This includes the gaps in prior learning associated with home learning situations /lack of technology for remote learning /inconsistent attendance/SEND pupils who are also PP)</p>	<p>Same-day in-class intervention-Sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled and staff are trained so that delivery is consistent.</p> <p>Structured interventions</p> <p>One to one support</p> <p>Effective deployment of Teaching Assistants</p> <p>Daily reading</p> <p>Early helps lead by FSW target PP pupils to support readiness for learning.</p>
<p>4.Wider strategies are in place across the school which address any barriers to ensure success. Social and emotional learning is embedded throughout the school, impacting on children's outcomes.</p>	<p>Improving behaviour in school EEF - a tailored approach to support an individual's behaviour should complement the school's behaviour policy</p> <p>Essential life skills such as confidence, motivation, raised aspirations, resilience and communication are associated with better academic outcomes.</p>

<p>Attendance remains above the national for PP children.</p> <p>To counterbalance effects of social deprivation, enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts.</p>	<p>Trauma friendly schools practice is evidenced across school life.</p> <p>Continue to use the BOXALL profile to monitor children's SEMH.</p> <p>Use of key adults to support children's well-being.</p> <p>The EEF guidance report for improving attendance is implemented.</p> <p>School attendance policy is followed in order to target pupils</p> <p>Increased numbers of Pupil Premium accessing clubs and attendance is in line with Non-PP pupils so they have access to experiences that they wouldn't otherwise have access to.</p> <p>Support to encourage reading for pleasure, educational trips and out of school study opportunities should be provided to promote attainment for disadvantaged pupils.</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: £68,791

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Outcome 1</i></p> <p>Pupils in EYFS are baselined on entry using the Stoke Speaks Out speech screening tool. The identified gaps are then planned into quality first teaching experiences.</p> <p>Language training will be accessed by EYFS staff (Launchpad for Literacy)</p> <p>Whole school strategy for the explicit teaching of vocabulary will be implemented.</p> <p>CPD for staff on the different types of vocabulary(Tier 1, 2, 3)</p> <p>PSHE resources 1 decision will be consistently used to expose children to the vocabulary needed to access the PSHE curriculum.</p> <p>Vocabulary related quiz to be developed by subject leaders. This will ensure children retain vocabulary as these will be reviewed as a starter to the related curriculum subject.</p> <p>Subject leaders to monitor that the vocabulary taught matches the identified vocabulary within the progression of skills document within their subject is taught and will evaluate the impact of this.</p> <p>Develop the use knowledge organisers ensuring these are consistently used within class and as children move throughout the school.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>EEF- Metacognition and Self-Regulated Toolkit</p> <p>EEF – EYFS Toolkit Self-regulation strategies</p> <p>EEF- Improving Literacy KS1</p>	<p>1,2,3,5,6</p>

<p><i>Outcome 2</i></p> <p>Use of group reading approaches to read aloud and discuss books, extending children’s spoken vocabulary by introducing new words in context.</p> <p>Embed a rigorous and sequential approach to reading across the school, this consists of successful reading squads delivered daily KS1 and will progress throughout the year in Reception (October half term).</p> <p>Reading books connect to the phonics knowledge pupils are taught. Resourcing of books in EYFS and KS1 will be a priority. This will include discussion books and high-quality texts.</p> <p>Consistency document for reading and phonics will be used to ensure the consistent practice across the school.</p> <p>Children have a wide range of language and literacy experiences. Focus on the learning and understanding of new vocabulary through the use of the progression of skills document.</p> <p>Active engagement with different genres of texts and a wide range of content topics are planned. Introduction of Pie Corbett Reading Spine and Love to Read sessions.</p> <p>Development of the library area ensuring children are given the time to read for pleasure in a comfortable reading area that is well stocked with high quality texts.</p> <p>Readdress the home reading system ensuring the monitoring of this so teachers can quickly address concerns.</p> <p>Online reading intervention to be sourced and implemented.</p> <p>Regular formative assessment of reading attainment at all stages to ensure gaps are addressed quickly and effectively.</p>	<p>EEF- Metacognition and Self-Regulated Toolkit</p> <p>EEF – EYFS Toolkit Self-regulation strategies</p> <p>EEF- Improving Literacy KS1</p> <p>Reading squad approaches ensures small group teaching for pupils who are early readers.</p> <p>EEF-Small Group Tuition Strategies</p> <p>EEF-Reading comprehension Strategies</p> <p>Validated systematic synthetic phonics programme(+4)</p> <p>EEF - Phonics</p> <p>EEF-Digital technology to improve learning</p>	<p>1,2,3,5,6</p>
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<p><i>Outcome 2</i> Quality first effective teaching including explicit input, modelling and scaffolding is in place to ensure pupil development in writing.</p> <p>Basic skills are addressed – spelling and punctuation lessons develop pupils understanding of patterns and grammar rules.</p> <p>Regular formative assessment is used to move pupil progress forward clearly identifying next steps in mobile marking.</p> <p>Staff have access to appropriate CPD to develop their teaching of writing. Literacy lead to support by ensuring long term plan for skills is followed.</p> <p>Work sampling demonstrates that disadvantaged progress is in line or better than non-disadvantaged pupils.</p>	<p>EEF- Metacognition and Self-Regulated Toolkit</p> <p>EEF – EYFS Toolkit Self-regulation strategies</p> <p>EEF- Improving Literacy KS1</p>	<p>1,2,3,5,6</p>
<p><i>Outcome 2</i> Quality first effective teaching including explicit input, modelling and scaffolding is in place to ensure mastery of concepts and strategies development in maths.</p> <p>Clear whole school plan in place from maths lead.</p> <p>Ensure that EYFS staff have access to CPD linked to the early adopter framework.</p> <p>Specific focus on understanding and using related vocabulary (stem sentences).</p> <p>Daily mental maths sessions for fluency and recall of number facts.</p> <p>CPA approach is used to support pupil progress.</p> <p>Regular formative assessment is used to move pupil progress forward clearly identifying next steps in live and post task marking.</p> <p>Regular standardised tests used for summative assessments in KS1 to ensure gaps are addressed quickly and effectively.</p>	<p>EEF mastery learning report on maths suggests where this method of teaching is used alongside high expectations and children take responsibility for supporting each other's progress, progress can be improved up to 5 months.</p> <p>EEF-Improving Mathematics in the Early Years and KS1</p> <p>EEF-Digital technology to improve learning</p> <p>EEF- Metacognition and Self-Regulated Toolkit</p> <p>EEF – EYFS Toolkit Self-regulation strategies</p>	<p>1,2,3,5,6</p>

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

Budgeted cost: £ 18,330.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Outcome 3</i> Same day in class interventions are established with lessons explicitly linked to daily lessons e.g. pre-teach maths and phonics</p> <p>Established structured interventions such as small group, one to one support, effective deployment of TA's and teachers.</p> <p>Additional small group phonics sessions targeted at disadvantaged pupils who require additional support.</p> <p>Impact of interventions are rigorously monitored – work completed to ensure consistency in record keeping (baselines/End data) and recording (DCPRO)</p> <p>CPD for identified staff.</p> <p>CPD for staff to ensure effective feedback.</p> <p>Use of consistent marking policy within school.</p>	<p>The EEF guide to supporting school planning 2020 evidence indicates that small group and one to one intervention can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification</p> <p>EEF-1:1 Tuition</p> <p>EEF-Small Group Tuition These Toolkits suggests that high quality feedback is an effective way to improve achievement by up to 8 months.</p> <p>EEF -Making the Most of Teaching Assistants</p> <p>This includes the use of the following researched strategies- -interventions such as 1:1 and small group work. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	1,2,3,4,5,6

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

Budgeted cost: £29,501.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Outcome 4</i> To address the additional SEMHD pupils face due to COVID related school closures by implementing taught metacognition, self-regulation, self-regulated learning strategies (EEF SEL) and growth mindset.</p>	<p>Evidence “a tailored approach to support an individual’s behaviour should complement the school’s behaviour policy” Improving behaviour in school.</p> <p>EEF-Improving Social and Emotional Learning in School</p>	1,2,3,4,5,6

<p>To embed attachment and trauma friendly schools' practice across school life.</p> <p>To train a member of staff in 'ELSA'- Emotional Literacy Support and begin this practice in school for vulnerable children.</p> <p>To implement PSHE scheme and 1Decision resources consistently whole school.</p> <p>To timetable a range of assemblies that teach and promote the words associated with the school's behaviour ethos(3B's)</p>	<p>Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects in the workplace." Life lessons. Sutton Trust</p>	
<p><i>Outcome 4</i></p> <p>Monitor attendance and punctuality regularly. FSW and attendance lead to support identified families.</p> <p>Early help set up as required.</p> <p>Letter sent home to parents for identified children.</p> <p>FSW and attendance lead to monitor attendance. PP lead aware of any attendance issues. Weekly attendance reports analysed and acted on. Free breakfast club to support PP children's punctuality and school readiness.</p>	<p>Evidence "the findings suggest that schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour, setting high expectations, focusing on the quality of teaching and developing the role of TAs). Supporting the attainment of disadvantaged pupils: articulating success and good practice. DfE.</p>	<p>1,2,3,4,5,6,7</p>
<p><i>Outcome 4</i></p> <p>Targeting PP children to attend extra-curricular activities.</p> <p>PP pupil voice is captures in comparison to Non-PP pupil voice.</p> <p>Wide variety of activities available, including non-academic clubs delivered by staff with specific skills in those areas.</p> <p>Monitoring of registers for the uptake of PP children to the extra-curricular activities.</p> <p>Planned enrichment activities to enhance the curriculum through aspirational visitors and educational visits</p>	<p>Evidence "Support to encourage reading for pleasure, educational trips and out-of school study opportunities should be provided to promote attainment for disadvantaged students at all ages." The Sutton Trust report</p>	<p>1,2,3,4,5,6,7</p>

Total budgeted cost: £ 116,623

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.

Desired Outcomes

100% pupils eligible for PP (Non SEND) make strong progress during their time in school (for any pupil entering school below or well-below ARE).

Pupils eligible for PP attain in line with national pupils eligible for PP at all statutory assessment points

All PP children identified make accelerated progress enabling them to make strong progress in core subjects.

FS pupils eligible for PP make accelerated progress on the Early Communication Screening to be at age-related expectation.

Outcome

Interventions show impact in children's progress through Reading, Writing and Maths.

EYFS:R-75%/W-69%/N-79% at least Good Progress

KS1: R 72%/ W-64%/ N-79% at least Good progress

Early Talk Boost-Accelerated progress made in EYFS aspects LA/U/MFB/SCA

Nuffield-100% at least good progress in Communication and language

Speech Programs-Accessibility to curriculum increased – measured through individual observations and curriculum areas.

Target Reading- 87% good progress.

Desired Outcomes

All pupils have attendance at least 97% (unless affected by exceptional circumstances, such as serious illness)

Lateness of pupils reduced as a result of interventions put in place.

Outcome

Attendance monitored weekly. Letters sent to target parents and attendance clinic attended.

School Attendance- 94.8% in line with 2018/2019 attendance

Parents in need of parenting support through targeted support e.g. Family Links, SPARKLES Programme

Pupils eligible for PP receive necessary support and become to be more self-supporting, without external interventions.

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
White Rose Premium	Pearson
Power Maths	Pearson
Reading Wise	Reading Wise
Jolly Phonics	Jolly Learning