

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	Talavera Infant School
Number of pupils in school	268
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	16.9.21
Date on which it will be reviewed	Sept 22
Statement authorised by	Debbie Cook HT
Pupil premium lead	Debbie Cook
Governor / Trustee lead	Jo Stott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,900
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£29,800

Part A: Pupil premium strategy plan

Statement of intent

At Talavera Infant School, the allocation of funding via the Pupil Premium and Recovery Premium Grants supplements the main school funding and is used for the following specific purposes for children eligible as Free School Meal pupils (including Ever 6) and Post looked after pupils.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

The School and Governing Body are committed to supporting all pupils and families and recognise that there are children on roll who, whilst not necessarily eligible for free school meals, may also suffer financial hardship. It is also recognised that many of the opportunities put in place for children who are eligible for these grants may have an indirect positive impact on the progress and attainment of other groups.

For details of Service Premium please see a copy of the Service Premium strategy.

Challenges

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

Challenge number	Detail of challenge
1	Basic numeracy skills for children entering school are lower for those entitled to Pupil Premium

2	Some pupils entitled to Pupil Premium are also in the early stages of learning English, which affects their attainment across reading, writing and maths.
3	Some pupils entitled to Pupil Premium have additional Special Educational needs which impacts the progress in certain aspects of their learning.
4	Some pupils entering school have lower oral language skills which slows progress in reading and writing.
5	Attendance rates for children eligible for Pupil Premium can be an area of concern for some individuals, which affects attainment.
6	Some children with Pupil Premium require further support to develop their Emotional and Social skills so that they are ready to learn in the classroom environment.
7	Some pupils entitled to pupil premium do not receive the support with home learning.

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
Progress in Reading, Writing and Maths	Increase percentage of Pupil Premium children achieving expected outcomes and at greater depth in Reading, Writing and Maths at end of KS 1
Progress in EYFS curriculum towards a Good Level of Development	Increase % of Pupil Premium children achieving a Good Level of Development at the end of EYFS.
Improved attendance	Increased attendance and less unauthorised absences. 96% or better attendance for PP children.
Improved attitudes to learning	Ensure Pupil Premium children are happy, safe and have the resilience to be effective learners who are ready for the next stage of their education.
Children with additional special educational needs are making good progress	Pupil Premium children with additional SEN make good progress from their starting points and are achieving in line with National expectations
Increase the % of parental involvement in home learning	Increase the % of parents hearing children read and completing handwriting homework. Increase % of parents engaged with PSA

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: £1,700 (resources) £4,236

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school continuing professional development in a range of teaching strategies focussed on improving questioning, feedback, modelling and retrieval.	EEF toolkit prioritises the need for teaching and learning to be exemplary. CPD is focussed on improving teaching strategies relating to feedback, questioning, modelling and retrieval using the 'Walkthru' programme developed by Oliver Caviglioli and Tom Sherrington and coaching.	1,2,3,4,6
Improve reading outcomes for all children through the implementation of a SSP phonics programme	EEF teaching and learning toolkit identifies phonic instruction using a Systematic Synthetic Phonics programme as high impact for very low cost. Ensuring all adults in the school are trained.	2,3,4
Ensure development of vocabulary is prominent and taught across all aspects of the curriculum	EEF toolkit identifies developing oral language and extending pupils spoken vocabulary and interaction as a very high impact strategy which further develops their knowledge and understanding of the curriculum.	2,4

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

Budgeted cost: £14,114 + £1,819.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year leaders allocated time to monitor, review	EEF 'When it is most effective, the Pupil Premium will sit at the heart of a whole	1,2,3,4,6

and support the provision for Pupil Premium children across the school.	school effort, with all staff understanding the strategy and their role within it.' (EEF Pupil premium review- ensuring all leaders have PP at the heart.)	
Employ a learning support assistant to deliver the 'Boosting Reading Potential' programme, to boost reading progress for children in Year 1	Targeted academic support for children who are not making expected progress in Reading boosts their progress with this intervention. Children make on average% progress over 10 weeks.	4, 7
Using 'Language Link' for the screening of children in Speech and Language in Early Years, and planning for and monitoring interventions	Ensuring we screen children to identify children who may have speech and language needs is essential in ensuring we can target the children who need the support in school.	3, 4
Use Early Years Learning Support Assistants to deliver 'Early Talk Boost@ for our Early Years Children with language delay	EEF (+6) Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning (EEF Early Years Toolkit – Very High Impact.)	3, 4
Employ a learning support assistant to deliver language interventions , including pre teaching, for children New to English	EAL learners of all ages and at all stages of English language proficiency need additional support to increase their vocabulary and to learn the meanings of words and phrases in different curriculum contexts. Introducing vocabulary in advance can be a useful strategy to introduce key words and phrases before starting a new topic. (Bell Foundation)	2

Learning support assistants to deliver 'Leaps in Learning' a maths intervention and diagnostic assessments to identify and close gaps in children's maths	<p>EEF (+6)</p> <p>Diagnostic assessments are completed by the teacher to provide in depth knowledge about what the child has learnt and are essential for providing information for future planning and support. (EEF – Improving mathematics in Early Years and KS1) 'It is important to assess what children do, and do not, know in order to extend learning for all children. A variety of methods should be used to assess children's mathematical understanding, and practitioners should check what children know.</p> <p>'Leaps for Learning' is an evidence-based intervention linked to what the children are learning and used to pre teach groups of children.</p>	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adult support for children with social difficulties and sometimes behaviour concerns through ELSA (Emotional Learning Support Assistant) programmes, personalised intervention and 'bubble' time to promote children's social skills, wellbeing, and confidence.	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's 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 and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	6

<p>Funding towards cost of Education Welfare officer who works with 'target' families on issues linked to attendance and offers guidance and support (best practice) through regular meeting with the attendance lead in school. Education Welfare Plans put in place quickly where needed</p> <p>Funding towards a cluster Parent Support Worker, who works with 'target' families and offers advice and support in parenting.</p>	<p>EEF (+4)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. 	5, 7
<p>Additional and part funded extended opportunities for pupil premium children. Clubs (often more than one) are offered every day after school and some before school. These are at a nominal rate. Trips are part funded where needed so they can attend. Additional experiences are planned to enrich the curriculum such as Theatre visits.</p>	<p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</p> <p>Funding allows all Pupil Premium children the opportunities to access a range of activities.</p>	5, 6

Total budgeted cost: £ 29,869

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Please see 2020-21 Pupil Premium Strategy for outcomes.

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
'Leaps to Learning' Maths pre intervention	Hampshire County Council
Diagnostic Assessments Maths	Hampshire County Council
Better Reading Partnerships	Primary Support Team

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.