

Chandag Infant School

Pupil premium strategy statement 2021-2022

This statement details Chandag Infant 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	Chandag Infant School
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	2021-2022 funding for 10 pupils 6% Including 2 services premium children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	March 2022 (6 month review)
Statement authorised by	
Pupil premium lead	Kitty Eve
Governor / Trustee lead	Vicky Bowery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,345
Recovery premium funding allocation this academic year	£2000 (provisional)
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	£13,345

Part A: Pupil premium strategy plan

Statement of intent

All activities funded by the pupil premium grants are aimed at every area of the children's development, and are targeted to accelerate progress over time, swiftly move children's attainment to their age related expectation or beyond, and rapidly reduce the possibility of those children falling behind their peers. It is also used for targeting children who may need social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	<i>The writing of pupil premium children is not meeting the ARE for Year 2 at the start of the year</i>
2	<i>Phonological understanding and use in reading and spelling for EYFS, Year 1 and Year 2</i>
3	<i>A language deficit means that concepts in all areas of learning become a barrier to attainment</i>
4	<i>Pupil premium children are not always 'ready to learn' – pastoral support to enable children to feel safe at school. They may also experience anxiety and worries whilst at school.</i>

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 Year 2 PP children to demonstrate breadth (vocabulary rich) and depth (understanding and use in context) in their writing	Achievement of EXS or better in writing in end of year assessments.
PP children to improve reading age by the end of the year. Efficient decoding and comprehension skills explicitly taught	Children to have reading ages that are greater than their chronological age or to have made accelerated progress by moving 3 PM levels. (EOY assessments and VIPERS). Expected 100% of PP to pass phonics check by EOY2
For oracy/speech and language to improve in all areas of the curriculum including maths vocabulary	Disadvantaged children demonstrate improved problem solving skills in maths and comprehension tasks (KS1 SATS and VIPERS). EYFS maths GLD.

	Speech and language intervention demonstrates improvement in expressive language and writing.
Children to have access to Thrive sessions and pastoral support in class that is effective. Use of Growth Mindset explicitly every day.	Children's individual Thrive scores increase. In-class profile analysis will also reflect this. Disadvantaged children to have opportunities to develop a more positive self-esteem and confidence.

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: £900

Activity	Evidence that supports this approach	Challenge number(s) addressed
VIPERS explicit high quality teaching delivered by teachers	EEF Reading Comprehension strategies +6 months	1,2
CPD for staff to focus on writing, including challenge/greater depth	CPD is the foundation of teaching and allows staff to remain up-to-date with current practices including those that are the most effective.	1
Intensive phonic teaching for Year 2 group.	Read write Inc is a proven intervention.	1,2,3
Growth Mindset – assemblies, displays, explicit teaching by all and reinforced through school values	EEF metacognition and self-regulation strategies +7 months	4
CPD Thrive practitioner refresher training	EEF social and emotional learning +4 months Thrive is an effective intervention	4
Colourful Semantics	EEF oral language interventions +6 months	2,3
Embed new handwriting policy		1

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

Budgeted cost: £9,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase speech and language therapy visits	Specific intervention and support in this area to support children with SEND who are also in receipt of pupil premium	2, 3
Explicit teaching of strategies to extend vocabulary e.g Cookie Monster words, word of the week etc	EEF Reading Comprehension strategies +6 months	3
Use of Wellcom in EYFS A profile is drawn up for each child and The Big Book of Ideas provides focused teaching and intervention activities to meet individual needs.	EEF oral language interventions +6 months The assessment quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.	2, 3
Better Reading Partners intervention. Monitor progress of intervention.	EEF Reading Comprehension strategies +6 months e.g rate of progress 3/6 moved one level and 3/6 pupils moved 2 levels over a 10 week period.	1,2,3
Deploy support staff to maximise progress gains in phonics and spelling	Children grouped according to baseline assessment and taught in either small group or larger classes for maximum impact. Fixed term appointment of TA to support individual needs.	1,2,3

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

Budgeted cost: £2,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identification of pupils who need improved welfare, attitudes, esteem and outcomes for children who are experiencing difficulties in their home lives and find emotional regulation difficult. Thrive assessments and follow-up interventions 1:1	EEF social and emotional learning +4 months	4
Identification of pupils requiring a boost in literacy and maths post pandemic to support them reaching EXS.	Recovery premium to be used on specialist teacher (maths and English) and EYFS lead to boost phonics.	1,2,3
Enrichment/experience opportunities to match interests and boost esteem. Payment for clubs/visits/music lessons	Children don't like to feel different and attending a club shouldn't be exclusive to advantaged children.	4
Provision of kit – uniform, sports and swimming kit and anything else children need to access school and wider opportunities	Children don't like to feel different and uniform shouldn't be exclusive to advantaged children.	4

Total budgeted cost: £13,100

£200 contingency

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. Please see Pupil Premium Strategy 2020-2021