



# Pupil premium strategy statement 2022-2023

## Our Vision

**Connected through the values of love, respect and compassion. Three separate schools, we journey together to grow physically, spiritually, emotionally and intellectually, so that everyone can fulfil their potential. We strive to preserve the wonder of childhood, whilst ensuring our children are future ready.**

*“Be strong and of good courage, do not be afraid nor be dismayed for the lord your God is with you wherever you go” Joshua 1:9*

## Definitions used in this strategy statement:

The Department for Education identifies disadvantaged pupils as:

- Eligible for Free School Meals or have been in the last six years;
- Looked After Children (LAC), or those who have previously looked after by the state but are now adopted or are subject to a special guardianship order, child arrangements order or a residence order;
- Children with parents in the armed forces.

It is assumed that these children are disadvantaged in comparison to others because of low family income, little or no family support (LAC) or lots of school moves all of which have been proven to have a negative impact on progress and attainment when compared to others. The Government provides funding, the Pupil Premium, to allow schools to put interventions into place to try to close the gap between disadvantaged pupils and their peers.

## School overview

Currently (September 2022) there are 8 children on the PP register (6 in Year 2 and 2 in Year 1 and 1 in yr R). Of these 8, In Year 1- 1 child is Post LAC. In Year R 1 child is Post LAC.

Metric	Data
School name	Netley Marsh CE Infant School
Pupils in school	89 (September 2022)
Proportion of disadvantaged pupils	9%
Pupil premium allocation this academic year (until April 2023)	<b>£11,745</b>
Academic year or years covered by statement	September 2022-July 2023
Publish date	September 2022

Review date	July 2023
Statement authorised by	Mathew Bowen
Pupil premium lead	Jan Thomas
Governor lead	Jill Cairns

### Disadvantaged pupil progress scores for last academic year

Measure for EYFS from baseline	Score
Reading	100% made expected progress
Writing	100% made expected progress
Maths - number	100% made expected progress
GLD	50% achieved GLD

Measure for KS1 – No PP in Yr 2 cohort.	Score
Reading	Yr1 – 60% achieved ARE and above, 20%GDS 100% made expected progress
Writing	Yr1 – 60% achieved ARE 100% made expected progress
Maths	Yr 1 – 100% achieved ARE 100% made expected progress

## Rationale

### **Emotional Growth**

*As part of our provision, we explicitly teach children the language to converse, negotiate and communicate how they are feeling. This is done through subjects such as relationship education, through worship and as opportunity occurs throughout each day. As part of our behaviour policy, we advocate emotional coaching to support children in understanding the impact of actions and knowing how to make things better. There are opportunities for children to win and lose and grow emotionally from the experience of both.*

### **Intellectual Growth**

*In the Oaks CE Learning Federation, we ensure children are taught basic skills and given opportunities to apply these across the curriculum. When new concepts are taught and understood by children, we seek to extend children through application, questioning and deepening knowledge and not through rapidly moving through new content, to ensure deep routed intellectual growth. We ensure that as well as teacher directed leaning, all*

children have the opportunity to choose aspects of their learning to extend i.e. through discovery time etc.

### **Everyone can fulfil their potential**

We regularly assess children to celebrate successes and to ensure that next steps in learning are appropriate for every individual child. We recognise effort and attitudes towards learning and seek to teach through a broad range of topics, to allow every children find interest in what they are learning. We regularly review children's progress and alter provision where needed to support every child to reach their potential.

### **Strategy aims for disadvantaged pupils (for 2021-22)**

This document sets out the steps Netley Marsh CE Infant school will undertake to ensure the promotion of the Federation's vision and actions to accelerate the progress of all Pupil Premium children.

This will include;

- Raising staff's and parents' expectations about PP children's achievement with a continued focus on reading and writing this year.
- Provide children with the emotional support to ensure they can achieve their full potential.
- To ensure all children have equitable access to an extended curriculum.

### **Teaching priorities for current academic year**

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Staff understanding of PP strategy and purpose	Ensure all new staff and TAs have up to date training and understanding of PP and the intended outcomes.	July 2023
Progress in Reading	All staff have the necessary up to date skills to teach phonics and reading more widely to deliver the Federation's approach to reading effectively. For all PP pupils to make accelerated progress from their last assessment point – or maintain GDS where this applies.	July 2023
Progress in Writing	For all PP pupils to make accelerated progress from their last assessment point – or maintain GDS where this applies.	July 2023
Progress in Mathematics	For all PP pupils to make accelerated progress from their last assessment point – or maintain GDS where this applies.	July 2023
Phonics	All 2 PP children in Year 1 to pass the Year 1 phonic test.	June 2023

Other	Attendance is monitored and maintained for all PP children.  ELSA support or emotion coaching used across the school with Post LAC/ special guardianship children and families starting in yr R to address social and emotional impact of pre -school disruption and improve readiness to learn.	July 2023
Projected spending		
	ELSA training costs	£298.00
	Phonics CPD -New programme training	£2057
	TA (5 hours per week) – per annum to work with PP children on additional reading interventions	£448.89
	<b>TOTAL</b>	<b>£2803.89</b>

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Year 1.**

### Targeted academic support for current academic year

Measure (What we are going to do)	Activity	
Raising staff's and parents' expectations about PP children's achievement with a particular focus on reading this year.	Buy and restock the current book stock across the school to increase reading for pleasure. Reading Eggs subscription for all PP children  Cover Supervisor (3 hours per week) - per annum (to release teachers to target PP pupils with 1:1/small group tutoring).to accelerate reading progress	
Prepare all children to meet the required standard to pass the phonics screening check	Children in yr R and yr 1 to receive additional support in phonics every afternoon. TA (2 hours per week) - per annum to work with PP children on additional phonics interventions	
Barriers to learning these priorities address	Improving parental support around writing and giving them the tools to best support writing at home  Cover supervisor -3 hours to release English lead/class teachers	

Projected spending	Reading Eggs subscription (8 x £5.40)	£43.20
	Teacher release time to run parent workshops (3 days Supply £191 per day)	£600
	Subscription to Little Wandle -phonics programme	£2000
	Cover Supervisor (3 hours per week) - per annum (to release teachers to target PP pupils with 1:1/small group tutoring).	£1368.9
	Cover Supervisor (3 hours per week) - per annum to release English lead to support Phonics teaching	£1368.9
	<b>TOTAL</b>	<b>£5381</b>

### Wider strategies for current academic year

Measure	Activity	
To ensure all children have equitable access to an extended curriculum	Continue After School club provision (Team Spirit) where PP are giving priority places Children have access to bike riding and planned opportunities to be taught how to ride a bike (PE premium offer)	
Provide children with the emotional support to ensure they can achieve their full potential	Supporting families financially to take part in outdoor learning activities (i.e. Testwood Lakes/Explorers and with the right equipment). Meet regularly with parents (extra time at parents meetings for PP and 3 additional meetings for post LAC families to complete and review EPAC). Work with Youth and Family matters (supporting families and facilitating a post lac support group)	
Barriers to learning these priorities address	Social and emotional barriers including financial hardship due to current economic climate –(uniform vouchers, trip contributions)	
Projected spending	Uniform vouchers	£175
	Teacher time for PP parent meetings and Post LAC	£1,146.00

6 days (4 days for Year 1 and 2 days for Year R @ £191 per day)	
Youth and Family Matters subscription	£1,500.00
Funding for wider extra curricula opportunities (£50 x 7)	£400.00
Contribution towards school funding for school trips	£339.11
<b>TOTAL</b>	<b>£3560.11</b>
<b>Final Total</b>	<b>£11,745</b>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring time is given (and protected) for staff professional development	Use of INSET days and PDM and additional cover being provided by HLTAs.
Targeted support	Ensuring enough time is given for teachers to support interventions with PP children and work with families	Cover supervisor used to work in class (3x per week) to allow teacher to work with targeted children.
Wider strategies	Encourage families to attend writing workshops and support at home	Build on successful parental engagement strategies used in the past (i.e. summer born project) and plan bespoke interactions with each family.

## Review: last year's aims and outcomes

Aim	Outcome
Progress in reading and writing	All PP children made expected progress or above
Progress in Mathematics	All PP children made expected progress
Phonics	70% passed –(1 child didn't pass)