

## Pupil Premium Strategy Statement

This statement details Kinsale Infant School's use of pupil premium funding (and recovery premium for 2021-2022) 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	Kinsale Infant School
Number of pupils	144
Proportion of pupil premium eligible pupils	18% (26 pupils)
Academic year it covers	2021/2022
Date published	November 2021
Dates to be reviewed	March 2022 and July 2022
Pupil Premium Lead	Lisa Hazard
Governor lead	James Collins

### Funding Overview

Detail	Amount
Pupil premium funding allocation	£32,130
Recovery premium funding allocation	£3335
Total Budget	£32,130

## Part A: Pupil premium strategy plan

### Statement of Intent:

Our ultimate objective is to use the additional pupil premium funding we achieve to support our children's needs effectively and raise the attainment of all children, including disadvantaged pupils, so that their average progress performance is comparable to non-disadvantaged pupils in school and nationally.

To achieve our objective of improving outcomes for all pupils we have carefully devised a pupil premium strategy that will help us achieve our key objectives.

The key principles that underpin our strategy are based on an understanding that a one size fits all approach to pupil premium spending and intervention can be ineffective. Pupils within our pupil premium cohort do not all have the same needs. Targeting this group with a blanket approach to intervention would be inappropriate and an unproductive use of funding.

Research by Hobbs and Vignoles showed that a large proportion of free school meal eligible children were not in the lowest income households. One reason for this is the act of receiving means tested benefits and tax credits, that entitle a child to free school meals, can raise the household income above the working poor. Therefore interventions targeted only at pupil premium pupils could exclude other disadvantaged learners from additional support.

EEF Attainment gap report 2017 identified that prioritising teacher development, with the aim of improving teaching in the classroom has proven to have the greatest impact on attainment of all pupils, including pupil premium pupils. Therefore implementing effective whole school strategies that develop the quality of teaching is the foundation of our approach to spending pupil premium funding.

EEF Improving Social and Emotional Learning in Primary Schools 2017 stresses that social and emotional learning can increase positive pupil behaviour, mental health and well-being which have a positive impact on academic performance. This is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Therefore this is our other main focus so that all children are able to be successful learners.

We appreciate that closing the attainment gap is a long term process rather than a quick fix.

Therefore we accept that we may not always be able to reap the benefits of the work we do straight away, but that is not to say that pupils won't make accelerated progress at KS2 or KS3 as a consequence of the intervention and support they first received in EYFS or KS1.

## Challenges

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

Challenge number	Detail of Challenge
1	Some of our Pupil Premium pupils do not have the correct behaviours for learning or lack self-confidence and self-esteem so are making less progress than 'other' pupils in reading, writing and maths.
2	Some pupil premium pupils' needs will link to oral language skills and social skills. Many which have been exacerbated by the National lockdowns due to COVID-19. Some of our PP cohort's needs also include a high SEND need, as well as a large proportion of family needs and some deprivation factors which may make accelerated progress challenging.
3	Some pupil premium children are more likely to have been adversely affected by the COVID-19 lockdown and school closures, having been less likely to engage with home learning or not returning to school when eligible. Certain families have little access to technology to support at home; so access to Tapestry and supporting Home Learning can be more difficult.
4	Limited enrichment opportunities (in and out of school) for an extended period, exacerbate an already limited understanding of the wider world and cultural experiences which impacts adversely on pupil aspirations.
5	Attendance for our PP cohort in 2020/2021 was lower than our target of 97%, this may have been due to parental anxieties around COVID-19.

## 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
To raise the attainment and rates of progress of disadvantaged pupils	Attainment of disadvantaged pupils compares favourably with the attainment of disadvantaged pupils nationally and is broadly in line with the attainment of non-disadvantaged pupils in school.
To ensure all pupils attend school and are punctual	Attendance of disadvantaged pupils is above 96%
To ensure all pupils have good wellbeing and know a range of strategies to support positive mental health	Pupils offered a broad RSHE curriculum teaching a range of strategies to support positive mental health. All pupils to access Forest Schools during the year. Nurture and other services to be provided for children who require additional support.

To ensure disadvantaged pupils have part funded access to a range of enrichment activities across the school year	Pupils' cultural capital has been enhanced by them being able to access a breadth of experiences both in and out of school. All pupils supported to access trips and extra-curricular clubs/ activities.
To improve parental engagement and support	Families are offered effective support and the school works reactively to meet the needs of all of our families. Many parents to attend parent meetings, workshops and events.

### 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 and Targeted academic support

Budgeted cost: 10,500

Activity towards intended outcomes	Challenge number(s) addressed
Upskilling all staff through effective professional development to ensure teaching is effective and targeted as part of a quality first approach. (Including VNET membership)	1, 3
Support for Early Career Teacher (ECT)	1, 3
Structured, targeted interventions to match pupil needs	1, 2, 3
Phonics training and new decodable books	1, 3
Online subscriptions – to support using phonics in writing at home	1, 2, 3

#### Wider strategies

Budgeted cost: £21,630

Activity towards intended outcomes	Challenge number(s) addressed
Keyworker scheme	1
Forest Schools to support Social Emotional and Mental Health (SEMH) and Speaking and Listening skills	3, 4
Nurture sessions to support SEMH	1, 3
Subsidised breakfast club	2
Financial support for trips, uniforms and extra- curricular clubs	4
Lunchtime quiet area resources	2, 3
Reading challenge promotion and creating a welcoming and positive reading environment	1

Access to hardship funds, foodbank vouchers etc	2
Increasing parental engagement through workshops and communication via Tapestry	1, 3
Sensory garden to support SEMH	1, 4

Total budgeted cost: £32 130

This is not an exhaustive list but shows that we invest beyond our pupil premium to support our disadvantaged children and their peers.

#### Evidence that supports these approaches

- EEF pupil premium guide 2019
- EEF summary of Recommendations 2019
- EEF Teaching and Learning toolkit
- EEF Improving Social and Emotional learning in Primary Schools
- EEF Attainment Gap Report
- EEF Guidance Reports
- Teacher Standards, Gov.UK 2012
- Sutton Trust Report – Potential for Success: Fulfilling the promise of highly able students
- Get outside, Taking Learning Beyond the Classroom in Support of the Recovery Curriculum, M Smith et al, 2021
- A marvellous opportunity to children to learn, Forestry commission.

#### **Part B: Review of outcomes in the previous academic year**

This details the impact that our pupil premium activity had on pupils in 2020 to 2021.

Our intended outcomes from our previous plan:

- Improve behaviours for learning so that all pupils, including those on PP, have higher academic aspirations
- Higher rates of progress and attainment across EYFS and KS1
- PP parents and carers will be well supported to encourage support at home and issues around family challenges. PP pupils will be supported in school for any SEMH (social, emotional, mental health) needs.
- Increased attendance rates for pupils eligible for PP
- All PP children to be able to access the same provision and broad curriculum as others

#### Behaviours for Learning

Children's wellbeing and their behaviours for learning (JONK) were a huge focus for all teachers, especially after returning to school after the last school closure (spring term 2021). It was a challenging year, teaching in bubbles and following COVID-19 safety guidance, in line with the schools risk assessment. Through discussions with teachers and looking at work produced through Tapestry or in books, all children were enthusiastic to learn and return to school during the summer

term. The keyworker scheme supported pupil premium children and through the online learning it was easier to engage parents and involve them in their child's learning.

#### Higher rates of progress

This is hard to measure due to the school closures during the Spring Term. All children made progress during the year (based on teacher assessment) but those higher rates of progress may have been higher, had the children been in school learning for the whole of the academic year.

#### Parental engagement

Parent attendance at school events was discouraged due to school/LA safety controls in line with the schools risk assessment. Parent evening moved on line through zoom meetings. Any parents unable to meet remotely with their child's class teacher had follow up phone calls. Tapestry was used successfully to provide remote learning for pupils working from home. All families who had limited access to technology were offered laptops. Therefore every family had access to a device if they needed one.

Engagement with remote learning was mixed and varied from family to family. Where children were not engaging, phone calls were made regularly by school staff to enquire why and what support could be offered to facilitate work being completed satisfactorily. Many disadvantaged and vulnerable pupils were offered a school place, as with the previous lockdown/ school closure.

Home learning material was made available on the school website and our approach to remote learning was shared with parents in a variety of formats.

#### Attendance

Attendance percentages for the school year 20-21 were % for disadvantaged pupils, compared to % for non-disadvantaged.