Pupil premium strategy statement – Kinsale Infant School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	18.9% (25 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	March 2023/July 2023
Statement authorised by	
Pupil premium lead	Emma Godwin
Governor / Trustee lead	James Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 31,855
Recovery premium funding allocation this academic year	£ 3335
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£ 4309 –PP £10,000 - RP
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*	£49,499

Part A: Pupil premium strategy plan

Statement of intent

Our objective is to use the pupil premium funding we receive to support all children's needs effectively; accelerating progress and raising attainment, with a particular focus on disadvantaged pupils, with the aim 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 ineffective 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 that receiving means tested benefits and tax credits, that entitle a child to free school meals, can raise the household income above some families that do not qualify for free school meals. Therefore interventions targeted only at pupil premium pupils could exclude other disadvantaged learners from additional support. The 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. The 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 more affluent peers. For these reason, we have chosen this as another 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 and accept that we accept that we may not always be able to reap the benefits of our efforts immediately, but anticipate that that pupils will 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	Our 2021/22 attainment data showed that the gap between disadvantaged and non-disadvantaged pupils reaching age related expectations at the end of KS1 exceeded 20% in reading and writing, and was 17% in Mathematics.
2	Some of our pupil premium children require support to develop good learning behaviours and to develop their self-confidence/self-esteem and therefore make less progress than their non-pupil premium peers.
3	Since the pandemic, it appears that there has been a reduction in positive parental engagement with school and learning. Parental engagement with learning has been shown to have a positive impact on attainment and progress of children (EEF, 2021). This is particularly true for some of our disadvantaged pupils. Also, recent historical attendance data in school suggests our disadvantaged pupil also have poorer attendance rates than their non-disadvantaged peers.
4	Limited enrichment opportunities, (in and out of school) during the pandemic and the current 'cost of living crisis', exacerbate children's already limited understanding of the wider world and a lack of cultural capital, which impacts adversely on the children's aspirations.
5	Through professional discussions and CPD, we have reflected that aspirations for our disadvantaged children need to be higher. These high aspirations not only need to be held by all school staff, but also families and the children themselves. We need to adopt the mind-set of "What can we do to get them there?" rather than "They might get there if…"

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 progress of disadvantaged pupil and reduce the gap between the percentage of disadvantaged and non-disadvantaged pupils reaching age related expectations at the end of EYFS and KS1	The end of year attainment data across all year groups compares favourably with the attainment of disadvantaged pupils nationally and is broadly in line with the attainment of non-disadvantaged pupils in our school.

Improve SEMH and readiness to learn, impact well-being and therefore progress and attainment.	Pupils will be offered a broad RSHE curriculum, teaching a range of strategies to support well-being. All pupils will have Forest Schools Lessons throughout the year, as well as having access to the Sensory Garden. Nurture, Sensory Room and other services are to be provided for children who require additional support.
Increase parental engagement and investment from disadvantaged families	Families are offered effective support and the school works to meet the needs of our pupils' families. We will see a greater number of parents, particularly those of disadvantaged pupils, attending family/learning workshops, attending parent's evenings and supporting children with home learning and reading. Attendance of disadvantaged pupils will be good and in line with their non-disadvantaged peers.
Increase enrichment opportunities (in-school and extra-curricular) to enhance children's understanding of the wider world and cultural experiences, raising pupil aspirations for themselves.	Pupil's cultural capital has been enhanced though having the opportunities to access a breadth of experiences both in and out of school. All pupils will have been supported to ensure children are able to access trips and extra-curricular clubs/activities.

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: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Upskilling staff through effective professional development to ensure teaching is effective and targeted as part of a first quality approach. (including VNET membership)	Well trained and highly skilled teachers are able to deliver 'high-quality teaching which narrows the attainment gap. (Slater et al. 2012)	1 2 5

Experienced and well trained support staff work alongside teachers to ensure high quality teaching can be delivered and that the learning is embedded.	When not delivering structured interventions, teaching assistants should be used most effectively by developing "effective teams of teachers and teaching assistant who understand their complementary roles" to have the greatest impact within the classroom. Source - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 2 3 4 5
All subject leads attend Schools8 meetings to share professional knowledge and develop their subject within school, and the progress that children make within it.	Teachers with various levels of experience that collectively focus on improving student learning are most effective in increasing student achievement (Williams, 2010)	1 5
Pupil Premium lead to read widely to explore recent research and findings to guide us in supporting our disadvantaged children.	"By collecting better evidence about what works best, and establishing a culture where this evidence is used as a matter of routine, we can improve outcomes for children." Source - Building Evidence Into Education, DFE (March 2013) Ben Goldacre.	1 2 3 5
To meet with teachers regularly to discuss the progress of disadvantaged children and what we can do to further meet their needs.	Children thrive within environments that support their individual and diverse development needs. Source – Early Education (2021) Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage	1 2 3 4 5
Invest in resources to support the planning, implementation and delivery of guided reading in KS1.Also, to invest in resources to ensure that individual readers are decodable.	Guided reading helps students develop greater control over the reading process through the development of reading strategies which assist decoding and construct meaning. The teacher guides or 'scaffolds' their students as they read, talk and think their way through a text (Department of Education, 1997)	1 5

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

Budgeted cost: *£16,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality, structured, targeted interventions delivered by skilled staff to meet he needs of pupils.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. Source - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 2 3 4 5
To ensure that children have the resources needed to meet their needs and create positive impact within Nurture Sessions.	Open-ended resources enable children to access and combine processes of development and learning. Children thrive within environments that support their individual and diverse development needs. Source – Early Education (2021) Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage.	3 4 5
To conduct termly learning walks and talk to Pupil Premium children to explore and evidence how they are being supported in class.	'Schools with a strong commitment to pupil voice have reported many positive outcomes. These include a reduction in exclusions, better behaviour, better relationships across the whole-school community, and improving attainment and attendance.' Source - https://mentallyhealthyschools.org.uk/whole-school-approach/pupil-voice/ Learning walks allow SLT "to get a clear picture of what's happening across the school in terms of quality of provision, to drill down into a particular aspect of provision and to identify training needs and areas for professional development." Source - https://schoolleaders.thekeysupport.com/staff/performance-management/lesson-observations/how-plan-learning-walk/	1 2 4
To provide access to online subscriptions and apps that support children's learning at home.	"There is emerging evidence to suggest that interactive apps may be useful and accessible tools for supporting early academic development." Source - Apps As Learning Tools: A Systematic Review (January 2020) Griffith et al. The use of high quality educational apps help 'to tackle the barriers some parents face in supporting their child's learning at home, including time, confidence and ideas of things to do.'	1 3 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Source - https://www.gov.uk/government/news/early-years-apps-approved-to-help-families-kick-start-learning-at-home	
All disadvantaged children are read with individually at school weekly.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Source - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 2 5
Speech and Language CPD for <u>all</u> staff. To research and buy into other speech and language programmes or resources e.g. Teddy Talk.	EEF study cites oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	1 2 5
Staff CPD on ELSA (Emotional Literacy Support Assistant) – to support children's emotional needs.	Evidence from EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.	2 5

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

Budgeted cost: £11,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest Schools to support SEMH and Speaking and listening Skills.	Children thrive within environments that support their individual and diverse development needs. Enabling Environments offer children security, comfort, choice, engagement and opportunity.	1 2 4 5

	Children's learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration. Time outdoors benefits children by offering unique opportunities. Source – Early Education (2021) Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage. A growing body of research evidence has demonstrated the benefits of Forest School including improvements in: Social and emotional development, academic attainment, school attendance and environmental attitude and knowledge. Source - Forest School for Wellbeing: Supporting children and young people with social and emotional needs. (2021) Harriet Menter and Lucy Tiplady	
Increase parental engagement by holding termly parental engagement workshops/videos/sessions	Parental engagement has a positive impact on average of 4 months additional progress. Parental engagement strategies are typically more effective with parents of very young children. Source - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1 2 3 5
To provide financial support to families to access breakfast/after school club, trips, school uniforms, extra-curricular clubs and milk	Schools can respond to the complexity of disadvantaged pupils' needs by employing strategies specifically targeted at supporting pupils from disadvantaged backgrounds. Source - Supporting the attainment of disadvantaged pupils Briefing for school leaders (2015) DFE.	2 3 4 5
To increase parental engagement and support effective communication through the use of Tapestry	Parental engagement has a positive impact on average of 4 months additional progress. Parental engagement strategies are typically more effective with parents of very young children. Source - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1 3
To further develop the Sensory Garden and Sensory Room to	Children thrive within environments that support their individual and diverse development needs. Enabling Environments offer children security, comfort, choice, engagement and opportunity.	1 2 4

support children's SEMH	Children's learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration. Time outdoors benefits children by offering unique opportunities. Open-ended resources enable children to access and combine processes of development and learning. Inclusive spaces are nurturing and supportive of all children. Within an enabling environment, knowledgeable practitioners optimise the development and learning potential of every child. Source – Early Education (2021) Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage	
To employ and develop the role of a 'Play Lead' to support children's SEMH and social skills.	Baines and Blatchford (2019) suggest that, given the importance of the quality of playtimes for children and schools, the supervision of playtimes should be given as much attention as the supervision of the classroom.	2 4
Teachers to record and publish "Phased " videos on to Tapestry to help parents support their child's reading in-line with KIS SSP Programme.	Parental engagement has a positive impact on average of 4 months additional progress. Parental engagement strategies are typically more effective with parents of very young children. Source - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1 2 3 5
To buy books/resources and to begin to develop a "Parent/Carer Self Help Library" to allow families access to material and support themselves, their families and their child.	Noticing when parents/carers are in distress and considering how it may be impacting on their child's learning. In a study, parents said that discussions with school staff on children and young people's wellbeing and progress had been a major prompt to getting help for themselves. Source - https://mentally-healthyschools.org.uk/whole-school-approach/parentcarer-engagement/	2 3 5
To purchase high quality books for the school library to enhance reading for enjoyment at school and home.	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011) Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).	2 3
To purchase resources to support children's wellbeing and enthusiasm towards learning.	EEF suggests that effective classroom management can recue challenging behaviour, pupil disengagement, bullying and aggression. Reinforcements programmes based on pupils	2

	gaining rewards can be effective when part of a broader classroom management strategy.	

Total budgeted cost: £ *£46,635*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- **To raise the attainment and rates of progress of disadvantaged pupils**
- Children achieving their GLD: Pupil Premium Pupils 67% vs Non-Pupil Premium Pupils 93%.
- Children passing their phonics screening in Year 1: Pupil Premium Pupils 75% vs Non-Pupil Premium Pupils 93%.
- Children working at the expected level and above in Year 2;
    Reading - Pupil Premium 56% vs Non-Pupil Premium 87.5%
  Writing – Pupil Premium 56% vs Non-Pupil Premium 80%
  Maths: - Pupil Premium 78% vs Non-Pupil Premium: 95%

- **To ensure all pupils attend school and are punctual.**
- Whole school attendance: 93.96% (There were still many cases of Covid -19 and   also multiple cases of Chicken Pox this year which have affected attendance).
- Pupil premium children's attendance: 93.92%.
- 5 pupils have been late more than 10 times during the year, 2 of these are Pupil Premium and 3 are Non-Pupil Premium.
- PA children: We have 15 children whose attendance was below 90% this academic year. 5 are Pupil Premium and 10 are Non-Pupil Premium.

- **To ensure all pupils have good wellbeing and know a range of strategies to support mental health**.
- All classes have focused on children's wellbeing this year through the RSHE curriculum. It is becoming more embedded and new story books have been purchased to teach about different emotions and how we should treat others. In all year groups, different strategies to support children's wellbeing have been taught and the importance of having good wellbeing to support learning. There has been a focus on the SMILE curriculum within each year group – 5 ways to support pupil wellbeing. Being active, mindfulness, learning something new, giving to others and being sociable.
- Forest schools which focuses on social and emotional needs and developing speech and language skills, supported children's wellbeing and gave many an opportunity to shine in a non academic setting. All children had half a term of Forest school sessions and then pupil premium children received an extra term of small group sessions in the forest school area. The impact on their confidence and wellbeing was noticeable in class, which in turn positively impacted on their progress and attainment.
- Nurture sessions – a member of staff was trained up to lead nurture sessions and create a nurture room- the butterfly room, Nurture sessions were successful and supported a group of children with identified SEMH needs. Unfortunately this member of staff left half way through the year and we were unable to replace her but not for the want of trying. The room was still used by other children when required and TAs supported particular children within their classes with any nurture needs. This is a focus for September and a new member of staff will lead nurture sessions.
- The new sensory area is being created in the court yard to support children's wellbeing. This has been designed by the children in the school and they have explained what they would like in there, to support their wellbeing. This is in development and should be completed during the Autumn term for children to access.

- The reading challenge was successful during the Spring term, allowing children to read for pleasure and share their successes within school. This encouraged more reluctant readers to read more frequently and engage parents too, through supporting their child with reading.

- **To ensure disadvantaged pupils have part funded access to a range of enrichment activities across the school.**
  - Year 2 residential trip was accessible to all through pupil premium parents having 50% of the cost funded by the school.
  - One pupil premium child a term has Rocksteady funded through pupil premium funding.
  - There was also the option to support PP children with part funding other school trips during the year.
  - Funds were also available for any PP pupils who needed uniform or other resources so that they could access all elements of school life.

- **To improve parental engagement and support.**
  - All year groups have tapestry so communication with parents has been made easier. All teachers and TA's speak regularly to pupil premium parents during pick up and drop offs, building good relationships and sharing as many positive as possible. They also speak to them about any events or things that may be needed in school to ensure they know what is happening.
  - A key worker scheme was set up this year but, due to more parents being nervous to come into school and a number of staff changes, this has not proved as successful as in previous years. In the past, parents have been invited into school to attend forest school sessions with their child and keyworker in school, so they could build good relationships from the Autumn term this has been more successful. They key workers have built good relationships with the children and have taken time to share their learning with them and check in on them weekly, so they feel they have an adult they can go to with any worries or concerns, so this side of the scheme has worked well.