

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	126
Proportion (%) of pupil premium eligible pupils	18.2% (22 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	March 2024/July 2024
Statement authorised by	Stacey Coleman
Pupil premium lead	Emma Godwin
Governor / Trustee lead	James Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33,465
Recovery premium funding allocation this academic year	£ 3300
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 1394
.	
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£38,159

Part A: Pupil premium strategy plStatement of intent

Our intent for the pupil premium funding we receive, is to support children's needs effectively; accelerating progress and raising attainment for disadvantaged pupils, with the aim that their average progress performance is comparable to non-disadvantaged pupils in school and nationally. We intend for all our children to develop a love of learning, equipped with skills that enable them to always be ready to learn. To achieve this, we have carefully devised a pupil premium strategy that will help us achieve our intent, which is underpinned by a sound rationale based on research and the context of our school and its learners.

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 being 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.

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 reasons, we have chosen this as another focus ensuring that all children are able to become successful learners.

This year we have noted that a significant proportion of our Pupil Premium children are also EAL learners (27%). This has led us to the decision to invest in greater support for our EAL learners and their families. We appreciate that closing the attainment gap is a long-term process and accept that we may not always be able to reap the benefits of our efforts immediately but anticipate that pupils will make accelerated progress at KS2 or KS3 as a result of the intervention and support they first received in EYFS or KS1.

In Summary, at Kinsale Infant School, we strive to ensure all children are happy learners who love coming to school. We strive for all our disadvantaged pupils to access educational opportunities at the same level as their non-disadvantaged peers and are

supported in such a way that a love of learning is fostered for all, and that all children are equipped with the skills and learning behaviours required to always be ready to learn.

Challenges

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

Challenge number	Detail of challenge
1	Our 2022/23 attainment data showed that the gap between disadvantaged and non-disadvantaged pupils reaching age related expectations at the end of KS1 was minimal (6% in reading and 1% in writing and Mathematics. However, the gap between PP and non-PP children achieving GLD in EYFS was 32%. This suggests that this cohort of children will need to be supported carefully as they move into KS1 and that children in the current EYFS cohort should be monitored and supported to reduce the attainment gap for GLD in July 2024.
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	Parental engagement with learning has been shown to have a positive impact on attainment and progress of children (EEF, 2021). We have been working hard as a school to increase parental engagement for all children, particularly our disadvantaged children. As 27% of our PP children are also EAL, this increases our need to ensure that these families are supported in their efforts to engage with learning, particularly where communication and language barriers may be apparent. Also, recent historical attendance data in school suggests our disadvantaged pupils also have poorer attendance rates than their non-disadvantaged peers.
4	Communication and language skills have been noted by teachers as an area that our disadvantaged pupils do not attain as highly as their non-disadvantaged peers. With a significant proportion of our EAL coming from EAL households and with a recent OFSTED focus being on developing vocabulary, developing speech, language and communication provision within our school will positively impact many of our disadvantaged learners.
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..." The attainment gap between PP and non PP pupils in KS1 was minimal in the academic year 2022/23, however this still remains a focus to ensure that good practise persists and we continue to strive for PP pupils to achieve. The gap between PP and non PP children in

	EYFS was greater, therefore these children may require a greater focus to minimise the gap in attainment.
--	---

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, with a particular focus on EYFS and Year 1.	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. The gap in attainment in Year 1 (YR 22/23) will decrease.
Improve SEMH and readiness to learn, impact well-being and therefore progress and attainment. This includes signposting and supporting carers in need, to ensure children are less vulnerable to SEMH needs of family members.	Pupils will be offered a broad RSHE curriculum, teaching a range of strategies to support well-being. The JIGSAW scheme will be well embedded throughout the school. 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. Families will confidently use our pastoral worker to seek support if needed.
Increase parental engagement and investment from disadvantaged families, with a greater focus on EAL 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: £ 15,500

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 £1000)	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 4
Experienced and well trained support staff work alongside teachers to ensure high quality teaching can be delivered and that the learning is embedded. (£12500 Half a TA)	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 regularly share professional knowledge and develop their subject within school, and the progress that children make within it. Staff meeting time used for staff to disseminate information from CPD training.	Teachers with various levels of experience that collectively focus on improving student learning are most effective in increasing student achievement (Williams, 2010)	1 5 4
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

Contribute to the employment of an apprentice teaching assistant. £2000	Extra teaching assistants in class means that more time can be spent meeting the needs of our most disadvantaged pupil, both academically and socially and emotionally.	1 2 4
---	---	-------

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

Budgeted cost: £14,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality, structured, targeted interventions delivered by skilled staff to meet the needs of pupils. £12,500 (Half TA)	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. (£200)	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 5
To conduct termly learning walks and talk to Pupil Premium children to explore and evidence how they are being supported in class (and during Forest School).	'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."	1 4

	Source - https://schoolleaders.thekeysupport.com/staff/performance-management/lesson-observations/how-plan-learning-walk/	
To provide access to online subscriptions and apps that support children's learning at home. (£750)	<p>"There is emerging evidence to suggest that interactive apps may be useful and accessible tools for supporting early academic development."</p> <p>Source - Apps As Learning Tools: A Systematic Review (January 2020) Griffith et al.</p> <p>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.'</p> <p>Source - https://www.gov.uk/government/news/early-years-apps-approved-to-help-families-kick-start-learning-at-home</p>	1 3 4 5
All disadvantaged children are read with individually at school weekly.	<p>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.</p> <p>Source - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1 2 4 5
Teaching assistants to be trained to deliver interventions that support the development of language and communication. (£300)	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 4 5
Staff CPD contribution (possibly ELSA (Emotional Literacy Support Assistant) – to support children's emotional needs. (£1000)	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
Staff training to develop skills to support EAL children.	The Bell Foundation (2015) found that "the odds of achieving a GLD are 0.67 (or 33%) lower for EAL children compared to FLE children...perhaps not surprisingly, at the end of their first year of full-time education children from homes where they may have had less	1 3 4 5

	exposure to English on average achieve lower results.	
--	---	--

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

Budgeted cost: £7900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest Schools to support SEMH and Speaking and listening Skills. (£5300)	<p>Children thrive within environments that support their individual and diverse development needs.</p> <p>Enabling Environments offer children security, comfort, choice, engagement and opportunity. Children's learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration.</p> <p>Time outdoors benefits children by offering unique opportunities.</p> <p>Source – Early Education (2021) Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage.</p> <p>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.</p> <p>Source - Forest School for Wellbeing: Supporting children and young people with social and emotional needs. (2021) Harriet Menter and Lucy Tiplady</p>	1 2 4 5
Increase parental engagement by holding termly parental engagement workshops/videos/sessions £200	<p>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.</p> <p>Source - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1 2 3 5
To provide financial support to families to	Schools can respond to the complexity of disadvantaged pupils' needs by employing	2 3 4 5

access breakfast/after school club, trips, school uniforms, extra-curricular clubs and milk £1500	strategies specifically targeted at supporting pupils from disadvantaged backgrounds. Source - Supporting the attainment of disadvantaged pupils Briefing for school leaders (2015) DFE.	
To increase parental engagement and support effective communication using Tapestry £300	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 maintain and further develop the Sensory Garden and Sensory Room to support children's SEMH £300	Children thrive within environments that support their individual and diverse development needs. Enabling Environments offer children security, comfort, choice, engagement and opportunity. 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	1 2 4
To 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
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 4 5
To effectively signpost parents and carers that need support and to develop the use of the	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	2 3 5

<p>“Parent Self-Help Library”.</p> <p>£100</p>	<p>had been a major prompt to getting help for themselves.</p> <p>Source - https://mentally-healthyschools.org.uk/whole-school-approach/parentcarer-engagement/</p>	
<p>To purchase high quality books for the school library to enhance reading for enjoyment at school and home.</p>	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011)</p> <p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).</p>	2 3
<p>To purchase resources to support children’s wellbeing and enthusiasm towards learning.</p> <p>£150 class budgets</p> <p>Hot chocolate Monday</p> <p>£50</p>	<p>EEF suggests that effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression. Reinforcements programmes based on pupils gaining rewards can be effective when part of a broader classroom management strategy.</p>	2

Total budgeted cost: £ £38,150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- **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.**
 - Children achieving their GLD: Pupil Premium Pupils 60% vs Non-Pupil Premium Pupils 92%.
 - Children passing their phonics screening in Year 1: Pupil Premium Pupils 100% vs Non-Pupil Premium Pupils 93%.
 - Children working at the expected level and above in Year 2;
 - Reading - Pupil Premium 77% vs Non-Pupil Premium 83%
 - Writing – Pupil Premium 77% vs Non-Pupil Premium 78%
 - Maths: - Pupil Premium 85% vs Non-Pupil Premium: 86%
- **To improve SEMH and readiness to learn, impact well-being and therefore progress and attainment.**
 - The school has adopted a new RSHE scheme of work, called “Jigsaw.” It is a whole-school approach programme with weekly lesson plans, providing all teaching resources to help teachers confidently teach a well-being curriculum. The programme teaches children and young people emotional literacy, social skills, lifelong skills, RSE/RSHE and resilience in an age-appropriate manner.
 - 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 run regularly for targeted children. Each session is tailored to the individual child’s needs, with a view to raising self-esteem and developing skills that they are able to apply independently to support and maintain good levels of well-being. This has been reported to have had a positive impact upon academic performance within the classroom, as well as upon the whole child. Our Nurture lead and Senco have worked collaboratively to develop the sensory “Rainbow Room” which children can access during nurture sessions, but also at other times of the day as required.
 - The Sensory Garden has been designed by the children in the school and they have explained what they would like to have in there to support their wellbeing. This opened in the spring term and is used by individuals and small groups throughout the day to support well-being and readiness to learn.
 - We have employed a Pastoral Lead this year who has supported children that may be struggling emotionally, but also supports families to provide help and guidance with any difficulties they may be facing. The Pastoral Lead offers drop-in sessions for parents throughout the week and is also sign-posted to by teachers. She has worked hard to build relationships with families and has had a positive impact throughout the school. Our Pastoral Lead also works as a Play Lead at lunchtimes, helping to develop children’s social skills and supporting them through this less-structured time of the day.

- All teaching assistants have received Sensory Processing training to allow them to support any children throughout the school with sensory needs that impact their readiness to learn.
- **Increase parental engagement and investment from disadvantaged families.**
 - 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 positives 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.
 - We have held 2 family learning events this year, exclusively for Pupil Premium families. These have been linked to engagement with reading and the use of ICT to support learning. Both sessions had brilliant attendance and very positive feedback from parents and children that attended. Feedback has suggested that Maths Workshops would be useful, so these will be planned for in the near future.
 - We have held 2 open classroom evenings this year to allow parents the opportunity to spend time in school and for the children to show their parents where they learn. Children have loved having the opportunity to be able to show their parents where they do their learning. Both sessions received very positive feedback from those that attended.
 - All year groups have held learning workshops, in which parents have watched a taught sessions and then had the chance to work with their child for the follow up.
 - "Parent Friendly" Maths Calculation Handbooks have been sent out to all parents, with videos added to Tapestry to explain processes in greater detail. Phased phonics videos have also been added to Tapestry to allow parents to support children with their reading.
- **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.**
 - 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. All year groups participated in at least one trip this academic 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, including discos etc.
 - Volunteers within school have been utilised to listen to pupil premium children read weekly. This has had a positive impact on their reading confidence, fluency and comprehension.
 - The Pupil Premium Lead has conducted regular learning walk and met with teacher to ensure that the needs of pupil premium children are being met. The minimal gap between PP and Non-PP children's attainment in Writing and Maths at the end of KS1, and in Year 1 Phonics Screening, suggests that their educational needs are being met.
 - 'All About Me' and 'Wishes and Feelings' sheets are completed by every Pupil Premium child to help us learn more about individual children.