

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	East Preston Infant School
Number of pupils in school	265
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022 2022 - 2023 2023 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Claire New
Pupil premium lead	Lucy Owens
Governor / Trustee lead	Mrs Sue Nelson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 41,815.00
Recovery premium funding allocation this academic year	£3,195.00
National Tutoring Programme	£3,402.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 49,132.00

# Part A: Pupil premium strategy plan

## Statement of intent

*At East Preston Infant School we strive to create an inclusive practice that supports every child in developing their potential 'to be the best that they can be'.*

*Throughout the three years that the children are with us we immerse them in our Rights Respecting and Therapeutic Thinking ethos, so that they develop pro-social behaviours that will benefit themselves, our school and the local community.*

*We aim to nurture the whole child and develop every aspect of themselves through our child-centred approach to learning. We have created a rich, broad and balanced curriculum that excites and inspires children to be learners.*

*We pride ourselves on developing good relationships with our families in order to support the children to achieve the best outcomes possible and to develop a life-long love of learning.*

*Through knowing our families and children we are able to personalise learning and ensure that children make good progress from their starting points and have high aspirations for their futures.*

- ❖ *What are your ultimate objectives for your disadvantaged pupils?*
  - To narrow the attainment gap between disadvantaged and non-disadvantaged children within internal school data and nationally.
  - To develop their engagement in learning and promote high aspirations
  - For children to value school and education
  - For children to recognise their achievements, developing a high self-esteem
  
- ❖ *How does your current pupil premium strategy plan work towards achieving those objectives?*
  - *We have adopted a tiered approach to pupil premium spending focusing on*
    - *Whole school approaches*
    - *Specific support for year group cohorts*
    - *Targeting identified children*
  - *CPD opportunities for staff at every level*
  - *Strong links with preschool providers and a robust transition programme in place to support children joining us in Reception*
  - *Employing specialist staff to deliver specific programmes*
    - *Learning mentor*
    - *ELSA*
    - *Yoga teacher*
    - *Play therapist*
    - *Music therapist*

- ❖ *What are the key principles of your strategy plan?*
  - *We ensure that there is a high focus on day-to-day quality first teaching*
  - *We have a good understanding and implementation of assessment to accurately identify children, knowing their strengths and areas for development.*
  - *We draw on the research outlined in the Teaching and Learning Toolkit from the Education Endowment Foundation*
  - *We recognise that not all children who receive free school meals are socially disadvantaged.*
  - *We recognise that not all children who are socially disadvantaged are registered or qualify for free school meals.*
  - *We reserve the right to allocate the pupil premium funding to support any child/children we have identified as being socially disadvantaged.*

## Challenges

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

Challenge number	Detail of challenge
1	Readiness for school Many of the children who are socially disadvantaged when they start school in EYFS demonstrate that their school readiness is poor and lower than the age-expected range.
2	Attainment on entry Low attainment on entry to school in EYFS especially in communication and language development but also in reading, writing and mathematics. This low attainment also continues to have an impact as children move into Key Stage 1.
3	Emotional literacy and the ability to self-regulate Many of the children who are socially disadvantaged, are post looked after/ looked after children or they have safeguarding needs and therefore are developmentally lower than their peers in their emotional development and need additional support to regulate their emotions.
4	Limited access to a rich vocabulary Many of our children who are socially disadvantaged do not have an expansive, rich vocabulary or the linguistic skills to access learning
5	Experiences Many of our children who are socially disadvantaged do not have the rich and varied experiences that our non-disadvantaged children have.

## 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
<p><i>To support children in their transition from pre-school to starting Reception through working with their carers and pre-school providers to develop their 'readiness for school'.</i></p>	<ul style="list-style-type: none"> <li>• There will be a higher % of children at the age appropriate level for PSED on entry</li> <li>• Parents will be well informed of what 'ready to start school' looks like for their child.</li> <li>• Mouse Club will have been introduced to all families in preparation for starting school.</li> <li>• School Staff will have already begun to build relationships with parents prior to their child starting school in September and will support parents to help their child 'be ready for school'</li> <li>• Pre-schools will have been provided with opportunities to visit our EYFS and know our expectations for school readiness.</li> </ul>
<p>To ensure that socially disadvantaged children (who do not have SEND) have additional barriers to learning addressed so that they can make expected progress from their starting points in reading writing and maths and meet the requirements of the Year 1 Phonics Screening Check.</p>	<ul style="list-style-type: none"> <li>• The gap between disadvantaged and non-disadvantaged pupils will reduce.</li> <li>• The attendance of disadvantaged children will be in line with the attendance of non-disadvantaged children.</li> <li>• All staff will have continued regular CPD sessions around barriers to learning and how to support these.</li> <li>• Teachers will work closely with parents to ensure support at home is effective. (Taking Time for Talk sessions)</li> <li>• Teachers will meet termly with all pupils in receipt of Pupil premium funding to develop their relationships with and knowledge of their children. Pupils will feel supported in their learning journey.</li> <li>• The reading scheme across the school will be rich and well organised to support early reading skills.</li> <li>• All staff will have CPD sessions to support the development of early writing skills. 'The Write Stuff' approach will be rolled out across the school.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children will be accurately assessed and on the correct reading band to support their reading development.</li> <li>• All teachers will have taken part in comparative marking activities for writing for both Year 1 and Year 2.</li> <li>• Children identified through ½ termly pupil progress meetings will have access to working with the learning mentor to support phonics and reading.</li> <li>• Children identified through ½ termly pupil progress meetings will have access to working with the learning mentor to support maths.</li> <li>• Children identified through ½ termly pupil progress meetings will have access to working with the learning mentor to support writing.</li> <li>• Children identified in Year R will have access to additional home reading packs to support early phonics and reading (The Bear Can Read)</li> <li>• Year 1 children who are identified as disengaged will attend Letterbox club. This will improve engagement in learning.</li> <li>• There will be appropriate intervention in place to support identified children. This could include interventions that support developing emotional literacy and resilience, language and communication, or sensory and physical.</li> </ul>
<p>To enrich children’s oral vocabulary in order to develop their communication skills to meet age related expectations.</p>	<ul style="list-style-type: none"> <li>• Children identified through baseline assessment will have access to the language intervention programme ‘School Start’ in YR. This will indicate improved oral language (Tier 1 words) amongst disadvantaged children.</li> <li>• Children in KS1 identified through teacher assessment will have access to interventions that support language development – Narrative therapy, School Start Year 1. This will indicate improved oral language (tier 1 words) amongst disadvantaged children.</li> <li>• Teachers will be including Tier 2 words in medium &amp; short-term planning to ensure that children are exposed to and understand ‘academic/instructional’ language.</li> <li>• Understanding Tier 2 words will support children to access their learning more effectively.</li> </ul>

To ensure the school is a calm, safe space for all children. That children are emotionally regulated and ready for learning.

- All staff will have attended Therapeutic Thinking CPD sessions.
- The Therapeutic Thinking approach will have been adopted and implemented by all staff.
- Classroom environments will have a variety of houseplants in them to create a calm, mood enhancing environment.
- All classrooms will have an 'emotions corner' in their classroom with appropriate resources to support emotional regulation.
- All classes will have a word of the week to explore in order to develop their emotional vocabulary.
- PSHE sessions will have a high focus on emotional regulation using storybooks that focus on different emotions.
- The Nest, The Reef and The Oasis will be well resourced and in use for identified children who need access to a 'small garden' whilst developing their emotional regulation skills.
- Interventions for identified children will support the development of emotional regulation where children are below the age appropriate level. These will include:
  - Colour Monster
  - Zones of Regulation
  - Nurture intervention
  - ELSA mentoring sessions
  - Therapeutic Story-writing
  - Behaviour/ nurture support at lunchtimes
  - Yoga
  - Playtherapy
  - Music therapy
- Therapeutic plans will be in place for identified children in order to support them with managing their difficult and dangerous behaviour.
- Key staff will have up to date training in de-escalation and Team Teach methods for restraint.
- There will be a reduction in incidents of disruptive behaviour.
- There will be a reduction in the number of restraints recorded.
- There will be a reduction in the number of fixed term suspensions.

<p>To ensure that our socially disadvantaged children have the rich and varied experiences that our non-disadvantaged children have.</p>	<ul style="list-style-type: none"> <li>• Full payment will apply to FSM pupil premium families for all enrichment opportunities, including trips, visits, music/art experiences and uniform.</li> <li>• A wide range of extra-curricular activities will be offered.</li> <li>• Letterbox Club will provide rich reading, writing and maths resources for children to keep and have at home.</li> </ul>
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## 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: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET Training for all staff on the Therapeutic Thinking Approach	<ul style="list-style-type: none"> <li>❖ EEF – Social and Emotional Learning: impact +4 months</li> <li>❖ EEF – Metacognition and Self-regulation: impact +7months</li> <li>❖ Therapeutic Thinking Approach</li> </ul>	2
TLA staff training to refresh skills on de-escalating behaviour and Team Teach	<ul style="list-style-type: none"> <li>❖ EEF – Social and Emotional Learning: impact +4 months</li> <li>❖ EEF – Metacognition and Self-regulation: impact +7months</li> </ul>	2
Staff training to implement ‘The Write Stuff’ writing system across the school.	<ul style="list-style-type: none"> <li>❖ EEF - Improving Literacy in Key stage 1 Recommendation 5 &amp; 6</li> </ul>	2&4
Employ full-time Learning mentor	<ul style="list-style-type: none"> <li>❖ EEF Guide to Pupil Premium – targeted academic support</li> <li>❖ EEF Toolkit – Teaching Assistant Interventions: impact +4months</li> </ul>	2
Employ an ELSA one day a week	<ul style="list-style-type: none"> <li>❖ EEF – Social and Emotional Learning: impact +4 months</li> <li>❖ EEF – Metacognition and Self-regulation: impact +7months</li> </ul>	3
Staff CPD on comparative assessment (No more Marking)	<ul style="list-style-type: none"> <li>❖ EEF – Teacher feedback to improve pupil learning</li> </ul>	2

Staff CPD on developing rich language and tier 2 words within quality first teaching	<ul style="list-style-type: none"> <li>❖ EEF – Communication and Language approach: impact +6months</li> <li>❖</li> </ul>	4
Subscribe to an accredited Phonics programme and complete training in preparation to start in September 2023	<ul style="list-style-type: none"> <li>❖ EEF - Improving Literacy in Key stage 1 Recommendation 3</li> </ul>	2

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

Budgeted cost: £ 27,132

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Half-Termly Pupil progress meetings for all year groups</i>	<ul style="list-style-type: none"> <li>❖ EEF Guide to Pupil Premium</li> </ul>	2
<i>Targeted Interventions for identified children with Learning mentor (reading, writing and maths booster groups)</i>	<ul style="list-style-type: none"> <li>❖ EEF – phonics: impact +5months</li> <li>❖ EEF – Improving literacy in Key stage 1 recommendation 8</li> <li>❖ EEF – Improving mathematics in the Early Years &amp; Key stage 1</li> <li>❖ EEF Toolkit – Teaching Assistant Interventions: impact +4months</li> </ul>	2
<i>Support for parents with home learning from Learning mentor</i>	<ul style="list-style-type: none"> <li>❖ EEF Working with parents to support children’s learning guidance report Recommendation 2</li> </ul>	2
<i>School Start language programme for Year R</i>	<ul style="list-style-type: none"> <li>❖ EEF – Communication and Language approach: impact +6months</li> <li>❖ EEF – Early Years Toolkit</li> <li>❖ National Literacy Trust</li> </ul>	2 & 4
<i>Develop our reading scheme further to incorporate a phonics led approach to support</i>	<ul style="list-style-type: none"> <li>❖ EEF – Improving literacy in Key stage 1</li> </ul>	2

<i>children's development to decode.</i>		
<i>Mouse Club – developing school readiness skills during transition from pre-school to starting school.</i>	❖ Early Years toolkit – parental engagement: impact +4months	1 & 6
<i>Taking Time for Talk – parental engagement</i>	❖ EEF – Parental Engagement: impact +4 months ❖ EEF – working with parents to support children's learning – Guidance report recommendation 2 ❖	6
<i>Termly pupil conferencing</i>	❖ EEF Guide to Pupil Premium	2 & 3
<i>Letterbox club Y1</i>	❖ EEF – Parental Engagement: impact +4 months ❖ EEF – working with parents to support children's learning – Guidance report	2 & 6
<i>Developing a home reading pack for YR as a boost for readers who are struggling with early reading skills</i>	❖ EEF – Parental Engagement: impact +4 months ❖ EEF – working with parents to support children's learning – Guidance report	2& 6

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

Budgeted cost: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Monitoring attendance and supporting families where attendance is low</i>	❖ EEF – Parental Engagement: impact +4 months ❖ Attendance data	6
<i>ELSA</i>	❖ EEF – Social and Emotional Learning: impact +4 months ❖ EEF – Metacognition and Self-regulation: impact +7months ❖ <a href="https://www.elsanetwork.org/elsa-network/">https://www.elsanetwork.org/elsa-network/</a>	3
<i>playtherapy</i>	❖ EEF – Social and Emotional Learning: impact +4 months	3

	❖ <a href="https://operationdiversityacademy.co.uk/wp-content/uploads/2019/01/Operation-Diversity-Play-Therapy-Information-for-Schools.pdf">https://operationdiversityacademy.co.uk/wp-content/uploads/2019/01/Operation-Diversity-Play-Therapy-Information-for-Schools.pdf</a>	
<i>yoga</i>	❖ EEF – Social and Emotional Learning: impact +4 months ❖ EEF – Metacognition and Self-regulation: impact +7months	3
<i>Interventions to develop emotional regulation: Therapeutic storywriting Drawing &amp; Talking therapy</i>	❖ EEF – Social and Emotional Learning: impact +4 months ❖ EEF – Metacognition and Self-regulation: impact +7months ❖ EEF toolkit – Behaviour interventions: Impact +4months ❖ <a href="#"><u><i>The Use of Therapeutic Storywriting to support Pupils with Behavioural, Emotional and Social Difficulties</i></u></a> ❖ <i>Research relating to Zones of Regulation</i> <a href="#"><u>downloadable spreadsheet</u></a> ❖ <a href="https://www.primarytimes.co.uk/news/2016/09/drawing-and-talking-helps-teachers-tackle-children-s-mental-health-issues">https://www.primarytimes.co.uk/news/2016/09/drawing-and-talking-helps-teachers-tackle-children-s-mental-health-issues</a>	3
<i>Music therapy</i>	❖ EEF – Social and Emotional Learning: impact +4 months ❖ EEF – Metacognition and Self-regulation: impact +7months	3
<i>Clubs/trips/Cultural capital experiences</i>	❖ Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged children.	5

**Total budgeted cost: £ 49,132.00**

## 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 2021 to 2022 academic year.

#### **Teaching (CPD, recruitment and retention)**

##### Training for staff – Therapeutic Thinking

All school staff attended training to implement Therapeutic Thinking practices as a whole school approach. This has empowered staff in dealing successfully with low level behaviours and incidents where behaviour has become difficult or dangerous. Our behaviour policy has been revised and information about our approach has been shared with parents..

##### Training for Teaching & Learning Assistants – De-escalating Behaviour & Team Teach

This has supported staff in creating small gardens/ adaptations to our curriculum for those children who have needed a more therapeutic approach.

There has been a reduction in the number of restraints/ Team Teach strategies employed from the Autumn to the Summer terms

##### No More Marking – training for teachers

This has supported teachers in developing their skills in comparative marking and given us a benchmark against how other primary schools are performing in writing tasks in Year 1 and Year 2.

#### **Targeted Academic Support for Pupil Premium Children**

##### Interventions with Learning mentor

In the Autumn and Spring terms the Learning mentor worked with children to support phonics and reading in Y1 and Y2.

- 75.9% of the whole cohort passed the Phonics screening Check
- 69.2% of children in receipt of PP passed the Phonics Screening Check

The learning mentor worked with 8 children to implement the School Start sound awareness and language programme in order to develop children's oral communication

skills. All children made progress from their starting points and 86% met ELG for COM:Speaking and 83% met ELG for COM: listening and attention

In the Summer Term 6 children attended an intensive daily reading intervention with the learning mentor. All children made progress from their starting points. 83% made significant progress and are now meeting the expected standard for their age.

#### Letterbox Club

8 children attended the intervention. An increased level of engagement was observed in reading and writing. 3 children moved up 3 or more book bands.

#### Home reading packs for YR

73% of children met ELG for reading

#### Developing School Readiness

The parent school readiness workshops and Mouse club supported parents in recognising the expectations for children with their independence, personal and self-care skills. Feedback during home visits from parents document how the parents found the workshops and the resources helpful in preparing their child for starting school.

Children's engagement in their Learning mentor sessions was positive and the Learning mentor was able to work 1:1 with all children in receipt of PP.

EYFS results for this year's cohort

89% met ELG for PSED: self-regulation

88% met ELG for PSED: managing self

88% met ELG for PSED: building relationships

62% met GLD

#### Parental Engagement

*Taking Time For Talk* sessions were very well attended by parents. Feedback from staff was very positive. The sessions

- helped them understand the lived experience for the child, and the family
- allowed them to personalise learning further to support them in class
- built positive strong relationships with the parents
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## Pupil Conferencing

All teachers met one to one with each child in receipt of pupil premium and completed a one page profile in the autumn term. This was then updated in the spring and summer terms. Feedback gathered from teachers demonstrate the sessions:

- Helped them gather information about the children's interests, which in turn helped them plan provision in the classroom to hook them into learning that they found more challenging.
- Gave children the chance to open up and share their lived experiences. Teachers felt that children shared more as they were away from the classroom.
- Gave them a greater insight into the children's aspirations, which were higher than was expected. Again, this then helped teachers to show relevance of learning to the children and help them be more engaged in their education.

## Developing reading scheme

By expanding our selection of reading books to be more in line with being phonetically decodable – children now have a larger choice of books that they can easily decode and match with their level of phonics. The impact of this is in the initial stages but our reading for 2022 for KS1 was 73.3%. This is above West Sussex data -65.6%% and above NCER National 66.9%.

## **Wider Strategies (attendance, behaviour, wellbeing)**

### Attendance

Attendance was monitored and intervention was put in place when individual attendance percentages dropped.

- Attendance for PP children was 93.50%
- Attendance for non PP was 93.78%

PP attendance was slightly below 0.28%

### Trained ELSAs

All children who attended ELSA sessions this year met the outcomes that had been planned for them. Children were very keen to attend sessions and engaged very positively through-out the process. 12 children accessed this in Year 2.

In Year 1 ELSA sessions began in the second half of the summer term. These sessions focused on supporting children through transition to Year 2. All children engaged well in these group sessions. They had been identified as being anxious/worried about transition. They expressed they were excited to be moving to Year 2 after the sessions.

### Emotional regulation Interventions

These interventions had mixed outcomes for children who attended. For most outcomes were met and children successfully developed a better understanding of emotional literacy. For a small percentage (16%) children made better than expected progress. For a small percentage (8%) of the cohort that attended the intervention outcomes were not completely met and additional support/or changes to support was put in place.

### Clubs/trips/ Cultural capital experiences

Where the school have asked for voluntary contributions for visits/visitors/experiences, children in receipt of PP have had their contribution met by the funding. All children have participated in the learning experiences.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Playtherapy	Your Space
Music Therapy	Waves
Yoga sessions	Let's Breathe