

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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   | Christchurch Infant School |
| Number of pupils in school  | 351                        |
| Proportion (%) of pupil premium eligible pupils   | 14%                        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2021-22 to 2024/2025       |
| Date this statement was published   | November 2021              |
| Date on which it will be reviewed   | November 2022              |
| Statement authorised by   | Duncan Baxter              |
| Pupil premium lead  | Doreen Darch               |
| Governor / Trustee lead   |                            |

## Funding overview

| Detail   | Amount           |
|--|------------------|
| Pupil premium funding allocation this academic year                                    | £67,767.5        |
| Recovery premium funding allocation this academic year                                 | £1885            |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0               |
| <b>Total budget for this academic year</b>   | <b>£69,652.5</b> |

|   |  |
|---|--|
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |  |
|---|--|

## Part A: Pupil premium strategy plan

### Statement of intent

*Our intention is that all pupils, make good progress and achieve high attainment across all subject areas. This is irrespective of their background or barriers to learning. The focus of our pupil premium strategy is to ensure that all children reach their true potential regardless of their ability level this is to ensure that pupils who are already achieving greater depth maintain this level of progress.*

*First class teaching includes monitoring the progress of our disadvantaged pupils and providing support and interventions to help support their learning. Interventions in place are targeting all our pupils including non-disadvantaged pupils within our school. Our aim is to narrow the gap between our disadvantaged and non -disadvantaged pupils.*

*Our strategy will be a response to the needs identified by the school of both in school barriers and external barriers of all our disadvantaged pupils and how this will be addressed using targeted support and whole school strategies. This will include a chosen action and the rationale behind these approaches.*

*In order to achieve this goal the strategy*

- ensures that children are challenged to reach their true potential.*
- That barriers are identified early based on previous knowledge and current assessments.*
- Ensures that this is a whole school approach with staff taking responsibility for disadvantaged outcomes.*
- Has robust monitoring of disadvantaged pupils which are on going throughout the year and that the strategy is reviewed regularly to ensure that the needs of disadvantaged pupils are being met.*

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Discussions with parents, staff and pupils indicate that anxiety levels in pupils are rising and this impacting on self-esteem, behaviour and being ready to learn. Increasingly referrals are being made to the School Pastoral worker who receive small nurture group sessions and one to one work.  |
| 2                | On entry pupils are showing low level ability in maths and English. 66% of disadvantaged arrive below age-related expectations in maths and reading and 58% in writing. This is compared to 25% of non-disadvantaged pupils arriving in school below age related expectations and 22 % in maths and 28% in reading.  |
| 3                | Across the school there is low ability in maths  |
| 4                | Across the year groups low level progress in reading and English. Assessments and discussions with teachers and pupils are showing that disadvantaged pupils are having greater difficulty with phonics than their peers.  |
| 5                | Observations and discussions with staff indicate that school closures have impacted on children's ability to be independent in their learning.   |
| 6                | Our attendance data over the last year indicates that attendance and punctuality among disadvantage pupils has been lower than for non-disadvantaged pupils. This is impacting on both their social and academic learning.   |
| 7                | Our discussions with staff, pupils and families have identified mental health issues for many parents which has been increased due to the pandemic. Parents are currently needing support for addressing these needs and to engage with their children's learning. These barriers have particularly affected our disadvantaged pupils who are not accessing home learning opportunities. |
| 8                | Pupils have been identified as having additional needs or possible barriers related to special needs which need to be explored.  |

## 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 attainment and progress of individual pupils from their relative starting point in reading, writing, phonics and mathematics | A greater % of pupils achieve EXS in comparison to previous years at the end of the key stage 2024-25<br>A greater % of pupils make expected progress over the year in comparison to previous years. KS1 phonics testing show majority of pupils pass their phonics testing in year One or as a retest in Autumn Year 2.                      |
| To develop PSED skills and self-esteem for individuals (including independence) to impact on behaviour.                               | Pupils demonstrate more confidence, self-control, social awareness and self-esteem and this is reflected in more positive learning behaviours and attitudes to school from 2024-25 through behaviour logs showing a reduction in behaviour incidents.   |
| To improve the well-being by reducing anxiety levels for all our pupils within our school particularly disadvantaged                  | Data from pupil surveys.<br>Progression indicators from baseline to 2024-25 on THRIVE assessments indicate high levels of well-being. Teachers report more engagement from pupils.  |
| To improve attendance and punctuality of PP pupils  | Sustained high attendance from 2024-25 demonstrated by:<br>Attendance being maintained above 90% and for certain individuals' downward trends in attendance are stopped and attendance improves. No PP pupil is categorized as a Persistent Absentee.<br>Attendance to be more in line with that of other pupils (closing the gap).           |
| To support parents to develop engagement and understanding of how to support their children in both academic / social skills          | Parents engage in their child's education and support their learning. Pupils have the opportunity to access home learning activities at other times.<br>Parenting capacity to manage behaviour and develop their child's social skills improves.<br>Raised parental expectations for what their children can achieve given the right support. |
| To develop all pupils including disadvantaged pupils into independent learners through appropriate use of strategies.                 | Staff are confident in the strategies they use to create independent learners.  |

## 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: *estimated cost* £ 5,730

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed            |
|--|--|--|
| <p>Training opportunities for staff to target particular barriers including developing independence.</p> <p>Purchasing of appropriate assessment materials to help identify strengths and weaknesses.</p>                                    | <p>Knowledge of barriers and how to use the most appropriate strategies will ensure that the right approaches are used.</p> <p>Understanding the areas of development for pupils and identifying the gaps in knowledge and skills will ensure that the most appropriate support and interventions used will have the greatest impact.</p>  | <p>2,3,4,5</p> <p>TBC</p>                |
| <p>Training for new staff in the delivery of Read, Write Ink programme with follow up sessions and opportunities for staff to observe good practice.</p> <p>Continued streaming of RWI across classes and year groups to match to needs.</p> | <p>Small Group Tuition (EEF recommended strategy.) Identification of needs, focussed planning and clearer outcomes/timeframe support pupils' learning</p> <p>Some pre-school providers not proactive in responding to pupils with significant needs.</p> <p>Phonics programme (EEF recommended) whole school approach. <i>'the teaching of phonics should be matched to children's correct level of skill in terms of phonemic awareness.'</i></p> | <p>4</p> <p>£1250</p> <p>£2035</p>       |
| <p>Introduction of the THRIVE programme including training for relevant staff and the development of a dedicated space for larger groups to be able to access.</p>   | <p>By identifying needs early and liaising with early help groups already working with families ensure a more successful transition into school and better parent engagement. Also impacting on attendance.</p>  | <p>1,5,6, 7</p> <p>£2000 yearly cost</p> |
| <p>Use of Lego therapy-training for leader (PSW) and resources (Lego packs)</p>  | <p>Evidence that such an approach can improve social interaction.</p> <p><i>'Social and emotional learning approaches have a positive impact on aver-</i></p>  | <p>1,7</p> <p>£390</p>                   |

|                                 |  |     |      |
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|                                 | <i>age 4 months additional progress in academic outcomes over the course of an academic year.’ (EEF)</i> |     |      |
| Training for addressing anxiety | (as above)   | 1,7 | £ 55 |

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

Budgeted cost: £ *estimated cost* £22,582

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| One to one tutoring from qualified teacher (using recovery funding to top up catch up funding) | Recommended strategy (EEF) <i>‘evidence suggests that one to one tuition can be effective providing 5 additional months progress on average.’</i> | 2,3,4,<br>£1885               |
| Small group Interventions to specifically target sentence writing, maths                       | Evidence of previous success to target key pupils working below ARE, resulting in improvement by end of year.                                     | 2,3,4                         |

|  |  |                            |
|--|--|----------------------------|
| and phonics including target readers<br><br>Number Shark programme   | Digital technology to help engage pupils who have a specific learning difficulty e.g. dyscalculia.   | £17,712 (To be updated)    |
| Use of Target readers. Dorset reading partnership – one to one reading.<br><br>Bug club reading programme for home accessible to all and school providing additional help to complete home learning through – lunch time homework clubs. | Reading requires regular practice. The school needs to compensate for lack of reading support at home.<br><i>Digital Technology</i> encourages parents/pupils to engage in English and Maths ( <i>EEF recommended</i> )  | 2,3,4<br>£150<br><br>£2035 |
| SENSS assessment to support the identification of sensory needs and specific learning difficulties.  | Support from qualified outside professionals can provide reliable insights into the specific weaknesses for pupils as well as identifying strengths. This is to ensure pupils receive the appropriate interventions and strategies and increase staff knowledge on how to reduce barriers. | £800                       |

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

Budgeted cost: estimated costs £25,026

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Involvement of School pastoral worker through nurture groups and signposting parents to parenting courses. | <i>'Some pupils have behaviour which impacts on their ability to learn Impact is larger. targeted interventions matched to specific students with particular needs or behavioural issues (EEF toolkit) reducing challenging behaviour can have a direct and lasting effect on pupils learning'</i><br><br>Parents feel the school is working in partnership with them for the well-being of their child and respond accordingly.<br><br>Better parenting skills enabling parents to support their child, both academically and socially | 1,7<br><br>£18,084            |



|   |  |  |
|---|--|--|
| Additional support from Attachment lead for nurture groups and attachment group (held 6 times a year)                                     | By supporting the parents in the home environment and working towards a consistent approach between home and school to improve behaviour and motivation to learn.  | £3471<br><br>£471.78   |
| Support group for pupils to take part in writing competitions and applications for school roles which would normally be completed at home | Raising the self-esteem of pupils and enabling inclusion.  | £465   |
| Free school uniform, trips, additional activities and part funded extra - curricular activities<br><br>Clubs<br><br>Food bank vouchers    | By raising confidence and self-esteem of pupils and encouraging parents to engage with the school, pupil's confidence and parental engagement will improve. Any misconceptions about life at school will be addressed. | 1,6<br><br>£1012 (uniform)<br>£475 (additional activities based on last year)<br><br>£548 (based on last year)<br>£500 (based on last year). |
| Contingency fund for acute issues.  | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.                         |  |

**Total budgeted cost: £54,502 To be updated**

## 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 2020 to 2021 academic year.

Pupils demonstrate more confidence, self-control, social awareness and self-esteem and this is reflected in more positive learning behaviours and attitudes to school. Behaviour logs show a reduction in behaviour incidents.

The role of the Pastoral School worker became a valuable resource in addressing the well being of pupils during and following the lock down periods (through covid-19). The New room for the pastoral worker allowed for a more flexible timetable and more opportunities for one to one session with pupils when needed and opportunities to speak with parents privately. This will be built on further in developing this role within the school to address further well- being needs such as increasing anxiety levels in children. This was particularly useful for vulnerable parents in accessing support for behaviour and for help with the food bank which was a needed resource for our disadvantaged pupils.

During the lock down period RWI resources were available on the website and materials sent home for families who could not access information easily or print off materials. Learning walks for phonics have continued when restrictions were lifted. These have continued to be positive showing good impact.

Curriculum workshops could not take place during lockdown. Use of email systems were effective as this increased communication between vulnerable families and school and additional phone calls took place weekly to ensure that families were supported. Email system remained in place when children returned to school as restrictions prevented face to face contact. Tapestry also supported all families well during this lockdown period and also into the Summer term when children returned but restrictions prevented face to face contact with parents.

Team Around the School meetings continued to be held virtually with the TAS team however due to illness and professional staff being unable to follow up on children this had less impact last year. Observation dates were however planned for the return in September and review meetings have been able to take place.

Dorset partnership service was not available due to COVID restrictions. Lunchtime clubs were also restricted due to COVID.

All class TAs attended either virtual or face to face therapy sessions with all SALT pupils including PP where modelling of activities could take place. This has increased confidence in TAs to deliver programmes and led to more targets being achieved due to the impact of intervention provided.

The First-Class Number programme was discontinued due to the lack of availability to train staff on its use and due to it not linking with the White Rose materials used

throughout the school it lacked impact. This has been replaced with training videos for TAs on the White Rose materials to help with class interventions now being in class.

## 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*

| Programme | Provider |
|-----------|----------|
| NA        | NA       |
|           |          |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | NA      |
| What was the impact of that spending on service pupil premium eligible pupils? | NA      |

## Further information (optional)

For all our pupils we continue to involve outside professionals to give us recommendations to help us target progress effectively. This has included the Involvement of outreach services for behaviour and learning needs which has not relied on Pupil Premium funding.

Training opportunities have also been available through out the year which has been free to schools and provided valuable training on addressing learning barriers as well as strategies for specific behaviour traits. The impact on the pupils has been considerable as well as increasing the confidence of staff working with disadvantaged pupils who also have additional special needs.

Materials were also made available on the school website including links to appropriate training videos while curriculum workshops could not take place and support materials and activities were sent home by class teachers when required to support learning taking place at home during the lockdown period. Parental support was vital in building pupil self-esteem and consolidating learning during this period. Structured conversations have also been used to build a partnership approach with parents (based on AFA strategies)

Ensure pupils receive high quality marking, target setting and feedback. Feedback (recommended by EEF) is an effective way of ensuring pupils know what they need to improve.

We continue to use the EEF's implementation guidance to help identify the most effective interventions and approaches.