

## Pupil premium strategy statement

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	Crofton Hammond Infant School
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	10.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	7.12.21
Date on which it will be reviewed	July 2022
Statement authorised by	Jacky Halton
Pupil premium lead	Ruth Halbauer
Governor / Trustee lead	Philip Hodges

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,360
Recovery premium funding allocation this academic year	£500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£33,860

## Part A: Pupil premium strategy plan

### Statement of intent

At Crofton Hammond Infant School we have high expectations for all of our children; regardless of their socio-economic background, race, religion or educational need. Our strategy is designed to ensure that all of our children are able to make this progress, including by providing challenge for our higher attaining children. We recognise that some children will need specific, targeted support to help them to make the expected progress. This can be due to a range of factors, but our most common barriers to progress are around emotional wellbeing, safeguarding and parental engagement. All children will be closely monitored by teachers and the Senior Leadership team; with an in-depth focus on our children who are eligible for pupil premium and statistically more likely to be at a disadvantage during their education. We also recognise the specific barriers to learning for our Service Family children and this statement sets out our provision for them separately; though they also benefit from all of the support detailed below.

High quality teaching for all is at the heart of our approach and our strategy promotes continued teacher CPD to enable all children to make progress. Having highly skilled teachers and support staff benefits all of our children. Further areas of need will be individual to all children and support will be specifically targeted to each child.

Numbers of pupils eligible for Free School Meals has significantly increased over the last few years, from 2.8% in 2018, 5% in 2019, 5.5% in 2020 to 10% in 2021. Part of our journey over the term of this strategy plan is monitoring this increase and what it means for our school community.

This strategy also supports other groups of children who we have identified as being potentially disadvantaged; such as children who are young carers or have English as an additional language.

Our strategy is a whole school approach and ensures that all children are provided with work that is challenging and offers them opportunities to excel. All children will receive the love and care that they need within our school.

### Challenges

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

Challenge number	Detail of challenge
1	A high proportion of our disadvantaged pupils have been identified through teacher assessment and parental input as needing support with their emotional wellbeing. Compared to the rest of the children a disproportionate amount of our disadvantaged families have also been the subject of safeguarding concerns which impact on their emotional wellbeing.
2	The school has a high correlation between children who are eligible for Free School Meals and also identified as having SEND or needing additional SEN support

3	Through scrutiny of reading data, teacher views, attendance at parents' evenings we have identified that parental engagement, specifically in reading, is low for our Free School Meal eligible children.
4	Teacher assessments have indicated that after the lockdowns - where parental engagement was often low, a significant proportion of our most disadvantaged pupils have gaps in their phonics, reading and writing skills. Diagnostic tests have been carried out which confirm the areas of need for individual children who have not made expected progress.

### 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 support and improve the emotional well-being of our children, with sustained results.	The impact of improved and sustained wellbeing will be evident in: <ul style="list-style-type: none"> <li>• Teacher judgements and ELSA evaluations</li> <li>• Boxall profiling at the start and end of an intervention</li> <li>• The voice of the child and their parents</li> </ul>
Improved outcomes in reading for our most vulnerable children	The percentage of our disadvantaged children achieving expected standard in reading will match that of their peers.
Improved parental engagement for our most vulnerable children	Parents reading with their child at least twice a week. The percentage of our disadvantaged children achieving expected standard in reading will match that of their peers.
Our disadvantaged pupils who also have SEND will make measurable progress and high expectations will be had for their progress	Children with SEND will make measurable progress each term, assessed using the most appropriate assessment tool for each child, decided by SENco and class teacher. Small steps targets will have been regularly set, reviewed and achieved.
Improved outcomes in phonics for our most vulnerable children	The percentage of children passing the phonics screening will match that of their peers for those not on SEN register.
Improved outcomes in writing for our most vulnerable children	The percentage of children achieving the expected level in writing will be comparable to their peers for those not on SEN register.

## 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: £1,185.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training for our support staff to ensure that they can provide the highest quality interventions for all children, including those receiving the Pupil Premium and the Young Carers Group.	Prior evidence shows that morning interventions have had a significant impact on achievement – with children making accelerated progress. This is evidenced through assessments done at the start and then again at the end of the intervention.	2,4
Ongoing CPD for all staff around supporting our most disadvantaged children.	Specific training in areas that children need support in (based on diagnostic assessment) enables staff to support children's progress in specific areas	1,2,3,4
Teacher CPD on Attachment and Trauma	Research conducted by the University of Northampton clearly shows the positive benefits of staff being able to support children who have experienced trauma.	1
ELSA CPD to ensure continuing best practice – Potentially through FEIPS training	There is extensive research around the importance of children being able to articulate their feelings and learn to process traumatic events that have happened to them. ELSA supervision sessions with an Educational Psychologist have emphasised the importance of this.	1
CPD for SENCO	A high proportion of our disadvantaged children also have SEND. CPD for SENCO allows SENCO and Designated Teacher to work together with class teachers to support the needs of children who fall into both categories.	2,4
CPD for new Designated Teacher	As there is a new Designated Teacher in place it is essential to ensure training is thorough and the Designated Teacher is ready to support any looked after children who may come to our school, often at short notice.	1
Release time for SENCO to support the CPD of teachers and support staff, as	SENCO has extensive knowledge of different strategies to support children in their learning and teaching staff on a	2,4

well as delivering high quality teaching for targeted groups of children	1:1 basis allows interventions to be personalised to the needs of individual children.	
Release time for standard diagnostic tests to be delivered by trained support staff and teachers	Diagnostic tests enable specific areas of need to be identified and a plan put into place to support these areas. They are also a way to measure progress in these areas.	2,4
Ongoing training for Designated Safeguarding Leads and whole school Safeguarding training delivered regularly. Including safeguarding monitoring from governors.	Safeguarding is the responsibility of all staff and it is essential all staff are able to recognise and report concerns in the correct manner so they can be dealt with accordingly.	1

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

Budgeted cost: £21,433.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A qualified teacher to provide one-to-one support in reading for our most disadvantaged children who do not read at home, ensuring they have the opportunity to read 4 times a week.</p> <p>Continued subscription to Bug Club to enable children to access books that provide appropriate phonics challenge both at home and in school</p>	<p>PISA 2009 finds that children who read out of school are significantly more likely to achieve higher in reading assessments. Regular reading out of school is also a significant indicator of future success, regardless of the socio-economic background of the child.</p>	2,3,4
<p>Targeted interventions based on diagnostic assessments – ie 5 minute box for literacy and numeracy. Including morning interventions for 30 mins 4 times a week</p>	<p>Early use of Five Minute Box interventions helps identify children with potential specific learning difficulties such as dyslexia or dyscalculia and supports them accordingly. This has been used in our school for several years with good success.</p>	2,4
<p>Train staff and provide release time to conduct Nuffield Early Language Intervention Programme to support early identification and support for literacy skills</p>	<p>The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. Robust evaluations found NELI children made on average 3 months of additional progress in language.</p>	2,4

ELSA programmes including running a nurture group	Nurture UK have summarised 62 studies of nurture groups that have shown children and young people attending nurture groups are more likely to improve in social and emotional functioning than their peers that remain in the mainstream class	1
---	--	---

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

Budgeted cost: £ 11,242.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To have a full time ELSA who:</p> <ul style="list-style-type: none"> <li>• Works with teachers and support staff to support within class to promote wellbeing</li> <li>• Completes diagnostic assessments and referrals alongside teachers and creates targeted support programmes for individual children</li> <li>• Works with individual children on their ELSA programmes and provides support to parents and teachers</li> <li>• Runs groups to support the development of friendships, resilience, positive learning behaviours and respect</li> <li>• Runs a service group which supports the emotional wellbeing of our children and families in the services</li> <li>• Runs a Young Carers group</li> </ul>	<p>Evaluations after ELSA support show a significant impact on wellbeing and learning behaviours back in the classroom</p> <p>Feedback evidence from families about the support from the ELSA indicates it has a significant impact on the wellbeing of the child and their family</p> <p>It is well known that children who feel happy, safe and secure make better progress academically. This is supported by Maslow's Hierarchy of Needs.</p>	1,2
Support the emotional development of all children, including those most disadvantaged, through the use of the BOUNCE Programme. Train staff, develop and embed within our school.	It is well known that children who feel happy, safe and secure make better progress academically. This is supported by Maslow's Hierarchy of Needs.	1,4
<p>Parents of Pupil Premium children who have an entitlement to receive Free School Meals are exempt from paying for school trips and after school clubs. These are funded directly from the Pupil Premium. They are also entitled to free attendance at our breakfast and after school club and free school milk.</p> <p>Free places are available in the extra curricular clubs which are provided by external agencies.</p>	<p>Enrichment activities are essential to support the wellbeing and academic progress of children. By funding these activities no child is disadvantaged and is able to have equality of access to all of the opportunities available.</p> <p>Children in receipt of Free School Meals have the opportunity to make the same rate of progress as their peers.</p>	1,3,4

<p>Staff to run an Enrichment Club for our most disadvantaged pupils during the school day.</p>	<p>Children who have had a good breakfast and a calm transition into school are ready to learn.</p>	
<p>Staff release time to foster relationships with the parents of our most vulnerable children who are difficult to engage. Staff also to use the time to develop individual reading targets/strategies to engage our most vulnerable children who do not read at home.</p>	<p>Parents are more likely to engage if this is at a time that is more convenient for them.</p> <p>Parental engagement is key to a relationship with the school where staff know of any potential issues that could cause disruption to learning and parents feel they can ask for help.</p> <p>Reading at home increases confidence and helps children make accelerated progress (PISA 2009)</p>	<p>1,2,3,4</p>
<p>Support of a fully trained Family Liaison Officer to support with parental engagement, parenting issues and family well-being</p>	<p>Supports the whole family so that there is a consistency of approach at home and at school.</p> <p>Specific parenting programmes can be either signposted or carried out alongside the parent, which in turn supports the child.</p> <p>Parent workshops are carried out which provide a support network for parents</p>	<p>1</p>

**Total budgeted cost: £ 33,860**

## 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.

Formative assessment from 2019/2020 showed that our most disadvantaged children initially had made steady progress during the academic year. The biggest impact initially in 2020/2021 were on our new Early Years cohort who had missed a large chunk of their preschool education and had large gaps in their PSED development. This was addressed through high quality teaching and support from the ELSA. We also began using the Bounce programme with targeted children which had a marked impact on the self-regulation skills of the children. However having the next Covid lockdown not long after starting slowed this progress.

Parents reported that the lockdowns were particularly hard for some children and resulted in changes in behaviour and increased anxiety. A large number of our disadvantaged children accessed support from our ELSA in school and virtually during lockdowns. Support from the ELSA and our Family Liaison Officer helped families retain a sense of normality, support their children through difficult times and prepare children for the return to school.

A full subscription to SeeSaw was purchased so that children in KS1 could have access to high quality teaching each day. Staff time was used to make direct 1:1 contact with all children who were falling behind and struggling during lockdown.

Our most disadvantaged children were all given the opportunity to attend school on a full time basis during the lockdowns but not all families felt comfortable with this. We were able to use our pupil premium funding to loan technology to families and purchase Wi-Fi hubs for families who had no internet access. We also printed work for our most disadvantaged families who had chosen not to send their children to school. All children were able to access the key taught sessions by their teachers.

As soon as children returned to school targeted interventions started in phonics and maths, both during the school day and after school. Our disadvantaged children in Early Years made accelerated progress but a large proportion still did not meet the expected level for literacy in our internal assessments at the end of the school year. This has informed our current pupil premium strategy.

### Externally provided programmes

This includes the names of any non-DFE programmes that were purchased in the previous academic year.

Programme	Provider
n/a	n/a



### Service pupil premium funding (optional)

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Employment of ELSA to run weekly support groups for our service children to support them at all times in their school journey with us, including deployments. The ELSA also supports children on a 1:1 basis where appropriate and works closely with families.</p> <p>We also employ a Family Liaison Officer who works closely with our ELSA and service families.</p> <p>We run events for families to attend where they are able to socially meet other families in a similar situation and form support networks.</p> <p>Children who have a non-serving family member that also works away (i.e. on an oil rig) are also invited to our service groups as we recognise that the struggles they face as a family are the same.</p> <p>Release time for staff to attend training and develop our provision for Service children.</p> <p>Knitted dolls are provided for children who have a parent deploying, along with books to support them.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Feedback from parents indicates that they feel well supported and understood as a family. They feel their child’s emotional wellbeing is directly improved by attending the service groups and events. They also feel well supported when it comes to dealing with emotions and behaviours during the cycle of deployment. Our children show us daily how much they value the support they receive in school and class teachers see a positive impact on the wellbeing and learning of our service children.</p>