

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 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	Kempshott Infant School
Number of pupils in school	271
Proportion (%) of pupil premium eligible pupils	10.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 to 2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022 and July 2023
Statement authorised by	Nicola Potter Head Teacher
Pupil premium lead	Michelle Baker Deputy Head
Governor / Trustee lead	Jamie Mackay, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38940
Recovery premium funding allocation this academic year	£3770
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	£42710

## Part A: Pupil premium strategy plan

### Statement of intent

At Kempshott Infant School, our Pupil Premium strategy is intended to:

- Close or narrow the achievement gap between the Pupil Premium children and all children, both in school and nationally.
- Support early identification of need for intervention.
- Provide high-quality interventions delivered by trained and experienced staff.
- Monitor and analyse progress of Pupil Premium children to ensure that barriers to learning can be overcome and accelerated progress is maintained.
- Monitor and promote parental engagement, developing positive relationships in order to offer effective and timely support.
- Ensure Pupil Premium children are equally able to access all curriculum and extra-curricular opportunities.

### Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental well-being.
2	Poor communication and language skills affecting confidence, social skills and learning in all areas.
3	Poor phonics knowledge and skills, impacting on reading and writing.
4	Gaps and misconceptions in Maths.
5	Listening, attention and concentration.
6	Financial hardship

### 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
ELSA sessions will offer opportunities to talk and improve well-being.	Teacher observation of child's confidence, well-being and enthusiasm for learning.
Improved language and communication skills.	Teacher observation of improved language in both social and learning situations.
Secure phonic knowledge and confidently blending sounds.	Confident use of phonics in reading and writing. Enjoyment of reading. Improved assessment scores.
Gaps filled and misconceptions explained.	Improved confidence with number. Enjoyment in lessons. Improved assessment scores.
More focused during input. Improved concentration.	Improved engagement during lessons. More willing to contribute and answer questions. Finds tasks easier.
All Pupil Premium children's attendance in line with non-PP children.	Children in school and not missing interventions, lessons etc. Social benefits, friendships maintained.
Positive relationships with families.	Greater parental engagement, parents valuing education. Parents more confident so more home learning taking place.

## 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: **£13500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention (for EYFS)	EEF evidence shows that quality language intervention has a high impact on children's learning.	1, 2, 3
Two daily phonics sessions to accelerate learning.	Additional sessions to consolidate learning. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3

Developing Maths planning to include NCETM Mastering Number programme in all year groups.	Mastering Maths focuses on developing a secure understanding of number and developing confidence.	4
Language Link listening groups and concept groups.	Improved listening skills will impact across the curriculum.	2 5

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

Budgeted cost: **£22500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI and Language Link to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. NELI and Language Link. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2 3
NESSY Programme and additional 1: targeted sessions.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Engaging with the National Tutoring Program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2 3 4

be disadvantaged, including those who are high attainers.		
<p>ELSA sessions to support children to develop social and emotional skills.</p> <p>Supported playtimes.</p> <p>Lunchtime Club.</p> <p>Social Skills groups.</p> <p>Lego therapy.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1

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

Budgeted cost: **£4500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA sessions to support children to develop social and emotional skills.</p> <p>Supported playtimes.</p> <p>Lunchtime Club.</p> <p>Social Skills groups.</p> <p>Lego therapy.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1
<p>Family financial assistance to ensure equity of opportunity in school.</p> <p>Two school uniform sweatshirts or cardigans per year.</p> <p>Funded school trips.</p> <p>Funded daily milk.</p> <p>1 funded term per year at a Sports Extra Club.</p> <p>Funded week at Summer holiday club.</p> <p>Funded place on the Mini-Dukes scheme.</p>	To ease financial burden on families.	6

**Total budgeted cost: £40500**

## Part B: Review of outcomes in the academic year 2021 - 2022

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Last year's end of KS1 results were as follows:			
Year 2 Summer Assessment			
Pupils achieving ARE or above			
(This cohort included 7 Pupil Premium children)			
	Reading	Writing	Maths
All pupils	95%	93%	95%
Boys	96%	92%	98%
Girls	93%	95%	93%
PP	86% (6 chn)	86% (6 chn)	57% (4 chn)
Non PP	95%	94%	97%

### Externally provided programmes

Programme	Provider
Mastering Number	NCETM (National Centre for Excellence in the Teaching of Mathematics)
Nessy	Nessy Learning

### Service pupil premium funding (optional)

Measure	Details
	N/A

