

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	Green Lane Infant School
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	Termly, full review July 2022
Statement authorised by	
Pupil premium lead	Rebecca Conway
Governor / Trustee lead	Keerti Chauhan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,900
Recovery premium funding allocation this academic year	£ 2,900 Actual
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 29,800

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Green Lane Infant School our mission is to improve the life chances for all of our children and to ensure they make progress and achieve outcomes appropriate for their age. We are a 3 form infant school with 316 children currently on roll. Our school is in a ward that has an Index of deprivation decile 2 meaning we are located within the lowest 10-20% levels of deprivation nationally. Our school serves a high EAL community with 20 languages spoken within the school and 89% of children in our 2021-2022 cohort identified as having English as an Additional Language. Many of our families are experiencing increasing socio-economic challenges including overcrowded housing.

Our objectives are to:

Improve the life chances of every child through the pursuit of knowledge

Ensure a high-quality provision that enables children to flourish.

Close gaps in learning through targeted work to accelerate progress.

Implement and evaluate whole school approaches to ensure that all children, regardless of starting points, are championed to achieve their potential.

Ensure our disadvantaged pupils receive an education which is academically aspirational but also suits their individual needs.

Our pupil premium plan:

- Offer a curriculum rich in language development, where oracy is the golden thread permeating through our curriculum to allow children to express and articulate their ideas and opinions.*
- Provide personalised interventions to accelerate the learning of disadvantaged children to close learning gaps.*
- Develop, implement and embed an ambitious, coherent and well-sequenced curriculum which takes into account children's cultural capital and progressively builds upon knowledge from early years through to year two.*
- Ensure all children have access to enrichment opportunities to provide additional opportunities and breadth of learning outside of the classroom.*
- Develop strategies to support families to ensure that attendance at school is high priority and that missed learning opportunities are limited.*

Our data shows that our outcomes for pupil premium children, in terms of progress and attainment, fluctuates according to different cohorts and individual children's needs. In

the 2021/2022 academic year our year two pupil premium reading and maths is a priority as well as the attainment of our early years pupil premium children in all areas, this is predominately due to language acquisition. In year one, pupil premium children are outperforming their peers.

Some children have multiple needs such as SEND and EAL as well as being classed as pupil premium.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low baseline data on entry</p> <p>Children who attend our reception class usually begin with us with a low baseline assessment. The 2020-2021 cohort achieved 17% expected at baseline and none of these children were classed as PP. This means that all PP children were below expected level on entry to reception.</p>
2	<p>EAL children with under developed English language skills</p> <p>At Green Lane Infant School, we have many children who speak English as an additional language and some who are New to English. In terms of Pupil Premium children 15 children (68% of PP) are classed as EAL.</p>
3	<p>Low attendance and persistent absence</p> <p>Attendance for children classed as Pupil Premium in the year 2020-2021 was 88.6% which is below national expectations of 96% or above and below our non-disadvantaged children (95.4%). In terms of persistent absence (90% or below) 32% of our pupil premium children are persistent absentees.</p>
4	<p>Reduced exposure to enrichment opportunities outside of school</p> <p>Parents have limited funds to engage children in opportunities outside of school. Many parents do not have access to a car so cannot look outside of the immediate area to take their children to clubs/activities.</p>
5	<p>Supporting families with home learning</p> <p>Engagement during lockdown was a challenge for the school and we still have families who are struggling with either having no device, or devices that are shared across multiple siblings. Our parents are extremely willing and want to be able to support their children, therefore we are looking at ways of facilitating this through additional training opportunities and connection with the school.</p>

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 improve oral language skills	Pupils are more confident in their oral language and members of staff are trained in other methods of communication for pupils with additional needs. Nursery and Reception children make accelerated progress in speaking and listening and attention.
To improve attendance	Systems identify children who are falling below 95% attendance. The attendance of pupil premium children is in line with their peers with a target of meeting National attendance at 96%.
To support parents with home learning	Parents are more able to support their children at home and school helps them to do this effectively. Online learning platforms and apps are in place to support the parent/school partnership and disadvantaged children have access to digital devices and wifi.
To improve attainment in reading, writing and maths.	Pupil progress is used to identify targeted groups for additional intervention. Attainment gaps are closed between pupil premium and non-pupil premium children.

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: £3109.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work with Maths Hub to take part in ‘Mastering Number Fluency programme’ across EY’s and Key Stage 1</p> <p>-maths lead released from class to undertake effective monitoring and evaluation - CPD opportunities for staff</p>	<p>See EEF research guidance report: ‘Improving Mathematics in the Early Years and Key Stage 1’ published January 2020</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Data Analysis shows progress in maths for pupils in receipt of pupil premium is widening in comparison to their peers.</p>	1
Oracy Project- voice 21	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion are inexpensive to implement with high impacts on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2

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

Budgeted cost: £49,199

Activity	Evidence that supports this approach	Challenge number(s) addressed
To establish small group speaking, phonic and reading intervention for disadvantaged pupils falling behind age related expectations	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’</p> <p>Small group tuition has an average impact of four months additional progress over the course of a year.</p> <p>The following interventions are to be implemented: Phonic intervention following ALS phonics scheme Time for talk Fun time Colourful Semantics Additional Guided reading opportunities</p>	1,2
Additional Reception teacher	This strategy relates back to the EEF research. Great teaching is the most important lever schools have to improve outcomes for their pupils. (EEF) And focusses on utilising and further developing the expertise of the teaching and learning staff working with our pupils everyday.	1,2
Tutoring Grant	Targeted after school intervention to close learning gaps.	

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

Budgeted cost: £7890

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Parental Engagement to support home learning</p>	<p>Parental Engagement has a positive impact on average of 4 months additional progress. We have invested in the app seesaw to enable home learning to be shared with families and this also allows workshops, training videos and links to be shared with families. We are also investing in weduc so that news and updates about children's learning involves all parents.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>5</p>
<p>Enrichment offer -increased focus on the arts/music/sport</p>	<p>We are looking to increase the enrichment available to our children after school as there is extensive evidence associating childhood social and emotional skills with improved outcomes both in school and in later life.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4</p>
<p>Improving attendance</p>	<p>Our attendance has dipped following covid and our disadvantaged attendance is below that of their peers. A dedicated attendance officer and attendance incentives are a key part of our strategy to improve attendance.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>3</p>

Total budgeted cost: £60,198.90

£20,980.00 of pupil premium and catch up funding

£39,218.90 of school budget additionally allocated

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.

Children attended an e-safety and additional drama workshop this academic year.

No data was submitted at the end of 2021 due to the impact of Covid, however internal tracking shown:

- Pupil premium reception children often outperformed their peers however within reading, writing and maths although Non pupil premium children outperformed Pupil Premium, the gap has diminished since the beginning of the year.
- In year One pupil premium were mainly in line with their peers except for maths where 7% of non pupil premium attained age related expectations compared to non-pupil premium children.
- Progress of pupil premium children was accelerated within year two.
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Recovery premium was used to employ additional staff to run BRWP sessions to support closing the gaps in reading. Intervention data shown these children making accelerated.

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

Service pupil premium funding (optional)

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.