

# Honeywell Infant School Pupil Premium Strategy Statement 21-22

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	Honeywell Infant School
Number of pupils in school	325
Proportion (%) of pupil premium eligible pupils	12/325 (4%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Jane Neal & Fiona Arnold Headteachers
Pupil premium lead	Kathryn Jessett Assistant Headteacher
Governor / Trustee lead	Katie Price lead governor for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,850
Recovery premium funding allocation this academic year	£1,132
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	£17,982

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school based tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- combine academic support with support for wellbeing and mental health

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This affects their development and progress as readers.

2	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils
3	A number of our disadvantaged pupils are working below their age related expectations or not on track to achieve their target for the year so are in need of intervention support in order to ensure they reach their full academic potential.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in knowledge gaps, leading to pupils falling further behind age-related expectations.
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect the most disadvantaged pupils, including their attainment. There are currently 25 pupils identified as having SEMH needs, of these 9 pupils (36%) are disadvantaged. Many of these pupils have required referrals to other agencies: Place2Be, EWP services and the EP service.
6	A number of our PPG children have very complex family situations, are dealing with early childhood trauma or have mental health needs for a number of reasons. Out of the 1:1 counselling session slots we have via our Place2Be service, half of them are accessed by PPG children
7	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils and is below the 95% attendance rate expected by the DfE.  From 1/9/21 until 1/12/21 attendance for PPG pupils was 89% compared to non-PPG pupils, which was 95%.
8	Our observations and interactions with families indicate that many of our disadvantaged pupils lack enrichment at home and extra-curricular activities.

## 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
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>KS1 reading outcomes in 2021/22 will show that more than 67% of disadvantaged pupils are at the age related expectation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Termly teacher assessment and data analysis.</li> </ul>
Improved maths attainment for disadvantaged pupils at the end of KS1.	<ul style="list-style-type: none"> <li>• KS1 maths outcomes in 2021/22 will show that more than 50% of disadvantaged pupils met the expected standard.</li> <li>• Termly teacher assessment and data analysis.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Our disadvantaged pupils feel happy and well supported	<p>Sustained high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>• During 'well-being' walks, PPG pupils are able to feel proud of their achievements in school and share this with staff.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 3% lower than their peers</li> </ul>
All children are given equal opportunities, therefore money is no barrier to any child attending an after school club of their choice each term	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils, achieved by:</p> <ul style="list-style-type: none"> <li>• All PPG children being offered 1 free club each term.</li> <li>• Uptake is monitored and followed up if parents choose not to take up the offer.</li> </ul>

## 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

Budgeted cost: **£3000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The purchase of Little Wandle Letters and Sounds (revised) to secure stronger phonics teaching for all pupils.</p>	<ul style="list-style-type: none"> <li>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for the most disadvantaged pupils:</li> </ul>	<p>1 &amp; 3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <ul style="list-style-type: none"> <li>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</li> </ul>	<ul style="list-style-type: none"> <li>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</li> </ul>	<p>2 &amp; 3</p>
<p>To train all teachers and staff to use the Zones of regulation to support pupils in their daily emotional regulation.</p> <ul style="list-style-type: none"> <li>We will fund an outside training provider for all staff and purchase Zones of regulation resources.</li> </ul>	<ul style="list-style-type: none"> <li>There is extensive evidence associating emotional self-regulation with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</li> </ul>	<p>4, 5 &amp; 6</p>

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

Budgeted cost: **£7000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further catch up phonics support.</p> <p>This will be delivered using Little Wandle Letters and Sounds Revised 'Keep up' materials.</p>	<ul style="list-style-type: none"> <li>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:</li> </ul>	1 & 3
<p>School led 'Early Bird' tutoring offered to KS1 PPG pupils, who will receive 1 hour of tutoring per week (x2 30 minutes sessions)</p>	<ul style="list-style-type: none"> <li>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. The tutoring will also support pre learning work, both one-to-one and in small groups:</li> </ul>	2 & 3
<p>To enhance all disadvantaged pupils literacy skills by giving them additional reading materials take home.</p> <ul style="list-style-type: none"> <li>Reading packs of key texts for to be given to all PPG children.</li> <li>Starter Packs for Nursery, including vocabulary word mats and creative resources.</li> </ul>	<ul style="list-style-type: none"> <li>Access to high quality reading material is paramount to develop literacy skills. Children to receive all key texts for the year so children have access to pre learning and review of materials.</li> </ul>	1 & 3

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

Budgeted cost: **£7000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.</p> <ul style="list-style-type: none"> <li>Review of the whole school Behaviour policy and principles.</li> </ul>	<p>Research by the EEF shows that both targeted interventions and universal approaches can have positive overall effects:</p>	5
<p>Embedding principles of good practice</p> <p>This will involve further training for a support officer to improve attendance.</p> <ul style="list-style-type: none"> <li>Attendance meetings with families.</li> <li>SLT monitor attendance weekly.</li> </ul>	<ul style="list-style-type: none"> <li>Significantly reduced levels of absence and persistent absence leads to better attainment (DFE)</li> </ul>	7
<p>Continuation of a Place2Be service at Honeywell to offer emotional and therapeutic services building children's resilience through talking, creative work and play.</p> <ul style="list-style-type: none"> <li>50% of all PPG pupils will receive a therapeutic intervention: 1:1 counselling slots, Place2Talk support or 'Journey of Hope' group. SDQ data is collected pre and post intervention.</li> </ul>	<ul style="list-style-type: none"> <li>There is extensive evidence associating emotional resilience with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</li> </ul>	4, 5 & 6
<p>ELSA training and support for further emotional support.</p> <ul style="list-style-type: none"> <li>The team will extend to 3 trained ELSAs to support the emotional well-being of disadvantaged pupils.</li> <li>Supporting in house Play Therapist through Play therapy UK</li> </ul>	<ul style="list-style-type: none"> <li>Research by the EEF shows that social and emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</li> </ul>	4, 5 & 6.
<p>Subsidies for clubs and trips for all PPG pupils.</p>	<ul style="list-style-type: none"> <li>This will provide equal opportunities for all PPG</li> </ul>	8

	children. New skills learnt in clubs will potentially boost self-esteem and confidence.	
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**Total budgeted cost: £17,000**

## 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.

Due to very small numbers of children it is difficult to make year on year comparisons of cohorts. However, our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was affected by school closure despite the measures put in place by the school.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of bespoke online resources designed by the relevant class teachers.

The majority of children made good progress. Overall children entitled to disadvantaged subsidy in Reception matched the progress of all children in reading, writing and Maths. In Year 1 they exceeded the progress in maths, but were slightly below in reading and writing. In Year 2 they exceeded the progress of all children in reading, made the same progress as children in writing but slightly less progress in maths. There appears to be no particular pattern so we have continued to support disadvantaged children individually in all core areas next year in order to make up for any gaps sustained over the last two years.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. Although additional provision was made for these pupils in school, the impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils through our PSHE curriculum and targeted interventions where required through Place2Be and ELSA. We are building on that approach with the activities detailed in this plan.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.