

## 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	Wyke Regis Infant School and Nursery
Number of pupils in school	261 [plus 39 in Nursery]
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024
Date this statement was published	Nov 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Duncan Kirwin
Governor / Trustee lead	Dave Blackburn

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69940
Recovery premium funding allocation this academic year	£7,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£77,915</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*At Wyke Regis Infant School and Nursery our intention is that disadvantaged pupils leave our school well equipped for the next stage of their school career. We want them to achieve at least in line with their peers and to have high aspirations for their futures. We want them to be in school regularly so that they can receive the support and encouragement they need as well as learning strategies to help them to control their emotions. We want to support parents in creating nurturing homes where the children are able to thrive and where education is valued.*

*Our strategy works towards this by highlighting specific barriers and challenges to learning which many of our disadvantaged children and families face. It targets groups of children with carefully considered interventions based on thorough analysis of their needs. We will evaluate our provision on a regular basis and will make adjustments as necessary.*

*Our key principles are raising attainment, securing good progress, improving attendance and behaviour as well as supporting families to create better futures.*

## Challenges

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

Challenge number	Detail of challenge
1	Language and communication skills, including reading are low on entry to the Federation from Nursery to Reception (FS1 & FS2)
2	Reading, writing and maths attainment for disadvantaged pupils is lower than for non-disadvantaged
3	Attendance
4	Complex emotional and behavioural needs
5	Family circumstances – multi agency involvement

## 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
<p><i>Children's language and communication needs will be addressed and appropriate and effective intervention will be put in place.</i></p>	<ul style="list-style-type: none"> <li>• Focus on children's language skills – teachers to model standard English at all times – Quality First Teaching</li> <li>• RWI Phonics used from FS1 to Y2</li> <li>• Reading used effectively to support children's grasp of vocabulary</li> <li>• Reading support put in place as required, including specific phonics interventions.</li> <li>• Children's oracy will improve which will impact on their attainment, confidence, and ability to read and access the curriculum.</li> <li>• Children will leave KS1 with the phonic knowledge and key reading skills need to access the curriculum</li> <li>• Key language and how to use it is a focus in all lessons for all subjects.</li> </ul>
<p><i>Increased % of disadvantaged pupils reaching the expected standards in reading, writing and maths</i></p>	<ul style="list-style-type: none"> <li>• Children who are not making the expected progress are identified and adaptations are made to teaching to ensure their needs are met</li> <li>• Focus on Quality First Teaching based on accurate formative and summative assessment with gaps analysis</li> <li>• If necessary, effective interventions are planned and reviewed regularly for impact</li> <li>• The percentage of disadvantaged pupils reaching the expected standard will increase to be in line with national expectations.</li> </ul>
<p><i>Attendance of disadvantaged pupils will improve – attendance will be at least 97% and the number of persistent absentees will reduce</i></p>	<ul style="list-style-type: none"> <li>• Children at risk of not attending school regularly will be identified</li> <li>• Strategies will be put in place to improve attendance such as phone calls from AHT, door knocks</li> <li>• The County attendance process will be used if other measures are unsuccessful</li> <li>• Attendance of disadvantaged pupils will improve and will be in line with non-disadvantaged pupils</li> </ul>
<p><i>Reduction in fixed term exclusions for disadvantaged pupils</i></p>	<ul style="list-style-type: none"> <li>• Children at risk of exclusion are identified and appropriate and effective support is put into place</li> <li>• Positive relationships policy is used effectively by all adults in the school</li> <li>• Staff will foster positive relationships with families to ensure support is in place from home.</li> <li>• Due to improved support, fewer disadvantaged pupils will receive fixed term exclusions</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 (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The National College subscription for CPD</i>	EEF concluded that <i>'teaching is the most important lever schools have to improve outcomes for their pupils'</i>	1, 2 and 4
<i>Additional support staff in every year group</i>	Small group tuition (EEF toolkit) – Moderate impact for low cost +4 months progress Teaching Assistant Interventions (EEF toolkit) – Moderate impact for moderate cost + 4 months progress	1 and 2
<i>Revised Feedback Policy and CPD for staff</i>	EEF Teacher Feedback to Improve Pupil Learning <i>'design a school feedback policy that prioritises and exemplifies the principles of effective feedback'</i>	1 and 2
<i>Whole School Circle Time Training</i>	Social and Emotional Learning – moderate impact, moderate cost +4 months progress Teaching SEL strategies explicitly – EEF "Improving Social and Emotional Learning in Primary Schools" guide	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics Teaching (whole class and interventions)</i>	Phonics teaching (EEF Toolkit) – high impact, low cost +5 months' progress	1 and 2
<i>Precision Teaching (small group work)</i>	Small group tuition (EEF toolkit) – Moderate impact for low cost +4 month progress Adopting evidence based interventions has been highlighted in EEF "Making Best Use of Teaching Assistants" summary	1 and 2

<i>Resilience Building</i>	<p>Social and Emotional Learning – moderate impact, moderate cost +4 months progress</p> <p>Teaching SEL strategies explicitly – EEF “Improving Social and Emotional Learning in Primary Schools” guide</p> <p>Metacognition and Self-Regulation (EEF Toolkit) – very high impact for very low cost +7 months progress</p>	4 and 5
<i>Targeted ELSA/TIS support</i>	Metacognition and Self-Regulation (EEF Toolkit) – very high impact for very low cost +7 months progress	4 and 5

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Targeted ELSA/TIS support</i>	Metacognition and Self Regulation (EEF Toolkit) – very high impact for very low cost +7 months progress	4 and 5
<i>MHST Support</i>	Metacognition and Self Regulation (EEF Toolkit) – very high impact for very low cost +7 months progress	4 and 5
<i>Attendance monitoring (identifying families at risk and offer breakfast club if appropriate)</i>	Maslow’s Hierarchy of Needs; Marc Rowland – The Pupil Premium; EEF – using the Pupil Premium	3
<i>Reduced rate for trips, breakfast club, after school club [support with Nursery Fees in conjunction with CS where appropriate]</i>	As above	5

## 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.

Year	Cohort % +Progress					% progress of PP				
Group										
Prime Areas	CL	PSE	Phy	Lit	M	CL	PSE	Phy	Lit	M
Nursery [FS 1]	93%	90%	85%	71%	78%	100%	100%	86%	71%	71%
	PSE	R	W	M		PSE	R	W	M	
Reception [FS2]	94%	91%	87%	97%		86%	90%	84%	95%	
	R	W	M			R	W	M		
Year 1 Prog from Aut 20	90%	93%	87%			71%	83%	71%		
	R	W	M			R	W	M		
Year 2	97%	97%	94%			100%	96%	92%		

*As you can see from the above grid there was a mixed progress picture for our disadvantaged pupils during what was a very difficult and turbulent year.*

*Nursery progress was accelerated in several areas as was Reading in Year 2. Most progress was in line with peers which was equally high – mostly 90%+*

*The key progress concern area was in Year 1. This has led to a particular ‘Lift Off’ Learning Focus in Y2 this year to support these children leaving Year 1.*

## 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
How did you spend your service pupil premium allocation last academic year?	The service premium applies to 4 children currently in Y2. The funding was spent on emotional support as required as well as small group intervention to ensure children were making at least expected progress.
What was the impact of that spending on service pupil premium eligible pupils?	3 out of the 4 children in Y2 are working at GDS or ARE across all subjects. 1 child is working at WTS in reading and writing. Attendance is 99.5% for this group of children with 3 out of 4 having 100% attendance.

This is our strategy statement; a 3-year plan outlines specific spending plans and detail of strategies deployed.