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	St Mary's Infants School, Baldock
Number of pupils in school	133
Proportion (%) of pupil premium eligible pupils	35 pupils (26 %)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	29/9/2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Verity Edey, Headteacher
Pupil premium lead	Mr Stephen Smith
Governor / Trustee lead	Mr Ben Hodson, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34856
Recovery premium funding allocation this academic year	£19140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£0

Part A: Pupil premium strategy plan

Statement of intent

The school uses Pupil Premium funds for additional provision which aims to support raising of attainment for the most vulnerable pupils as well as providing opportunities for these children that they might not otherwise benefit from.

Our Pupil Premium Strategy Plan is intended to help us to clarify our intentions in how that provision is planned and how funding is allocated to those plans. It also serves to communicate our intentions, and how they are implemented to stakeholders of the school

The Statement is based on the key principles of our vision statement :

> **'We aspire to be a community living life in all its fullness. We share, care, learn and love with God,**
> **valuing the dignity and respect of all humanity and creation. Through the power of the Holy Spirit**
> **Jesus' Kingdom comes and everyone can flourish together.'**

and incorporates our values and key ideals which seek to provide the best possible outcomes for all of our children, regardless of vulnerability, disadvantage or any other barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	- Many children attending the school have experienced Adverse Childhood Experiences (ACE's) which impact on their emotional wellbeing and ability to access learning. - The school recognises that less desirable pupil behaviour is linked to anxiety and attachment difficulties. - The school recognises that low/inconsistent attendance patterns impact on progress and retention of prior learning. - The school values partnership with parents, recognising the potential of effective parental support for children's emotional wellbeing.
2	- A significant number of children enter school with speech and language skills below age-related expectations. - The school recognises that communication skills are central to effective thinking, problem solving and learning. - The school strives to enrich the language experience of children through extending vocabulary and providing opportunities for children topresent their learning orally. (Talk for writing)

3	- Lockdown has affected children's attainment and progress in reading so that it is not inline with their phonics attainment. - The school is committed to ensuring that all children learn to read confidently by the end of Year 2 - The school is committed to empowering children to read widely for pleasure
4	- Writing has been identified as an area where attainment and progress need accelerating across the school. - The school have been working with a Local Authority English advisor to identify the barriers to progress in writing. - The school is committed to inspiring and motivating children to write for purpose.

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
1. To continue to develop and embed the therapeutic support offered to individuals and their families	• Improvement in Boxall Scores for allchildren receiving targeted support • Improved attendance for all vulnerable groups. Reduction in persistent absentees. • Reduction in attendance gap forPPG. • The number of behavioural incidents reported on CPOMs reduces over time.
2. To develop effective language and communication skills for all pupils	• There will be an increase in the % of children with language skills at ARE or above. • Children will make accelerated progress in the CL area • There will be a systematic approach to the teaching of vocabulary. • Vocabulary teaching will be accurately pitched to the needs of the cohort, ensuring all learners are supported and extended as appropriate.
3. To improve the % of disadvantaged pupils meeting the expected standard in reading across the school	• Half termly assessments will show pupils making rapid progress in reading.
4. To improve the % of disadvantage pupils meeting the expected standard in writing across the school	• All pupils will make at least expected progress from starting points.
5. To continue to develop the curriculum to provide children with enrichment experiences.	• Pupil voice to evidence development of children's aspirations. • New vocabulary acquired will be embedded through use in spoken and written work in the classroom.

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: £17600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics scheme and reading books including training (£15,000)	RWI is government approved progressive phonics scheme with a strong research basis for supporting effective progress and attainment. This is recorded by the EEF as a high impact/low cost measure	3
Collins ebooks MyMaths Subscriptions Word Aware (£2000)	Access to the effective teaching tools to enable interactive lessons and engage the pupils in home learning is seen as a high impact/low cost measure on the EEF toolkit	2,3, 4

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

Budgeted cost: £18550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language TA (£13,004)	Oral language interventions are seen as a very high impact/low cost measure by the EEF toolkit. The teaching assistant has been trained to deliver the Nuffield Early Language Intervention f[programme (NELI) which has a strong research evidence base.	2
Interventions led by TA on basic skills (£5546)	Internal interventions have been assessed as a moderate impact/moderate cost measure to support progress. Teaching assistants are receiving training to ensure this is targeted to the correct gaps in children's knowledge to help reinforce positive progress.	2, 3, 4

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

Budgeted cost: £ 17949

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing a pastoral support HLTA (£15 249)	Behaviour interventions are peer reviewed by the EEF as having a +4 months (moderate) impact for relatviely low cost. Parental engagement has also been peer reviewed as having a +4 months (moderate) impact for very low cost	1
Admin time to set up attendance £700	The DfE have published data which clearly shows the correlation between low attendance and low attainment and therefore it is important to tackle this particuluarly given the overall percentage of attendance in the school.	1
Therapy £2000	Children with unmet emotional needs are less able to access the curriculum. There is a large evidence base from NICE with regards to evidence based practise within art therapy	1

Total budgeted cost: £ 53,996

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 COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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?	
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.