

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	Coombe Hill Infants' school
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Janet Berry
Pupil premium lead	Jacqueline Heard
Governor / Trustee lead	Naim Moukarzel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,315 (financial year - Ap21 - March 22)
Recovery premium funding allocation this academic year	£3,915
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	£41,230* * Please note the PPG funding is for our financial year rather than academic. The Recovery premium is academic.

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium Strategy plan shows how Coombe Hill Infants' School are planning to allocate Pupil Premium Grant funding in 2021-22, so as to raise attainment and progress for disadvantaged children, as well as to diminish the difference between these children and the others in their cohort. This Strategy was written by the SENCO (Inclusion Manager), in consultation with SLT and shared with governors and is updated annually. The next review will be in June 2022, which will be conducted in preparation for the amended strategy, completed on an annual basis in December 2022. This Strategy is available to view on the School Website, together with previous PPG Strategy/Information reports, in line with legal requirements. Coombe Hill Infants' school has high expectations, a broad curriculum and aspirations for all children. We recognise that the PPG, LAC and young carers group is diverse, but that many children in this group face barriers to learning. These needs vary individually between children and in each cohort, and this influences our individual and flexible approach to working with PPG children and their families. We reflect on what has worked well, lessons learnt from previous years and use evidence and research (e.g. the Education Endowment Foundation) to choose actions with evidence of raising attainment.

Our main aims are to;

- Improve and enhance the life chances of pupils eligible for pupil premium funding by delivering appropriately targeted support to ensure that they make good progress from their starting points and that they achieve in all areas to the best of their ability.*
- Address the health, well-being and social and emotional needs of those pupils eligible for the pupil premium funding.*
- Ensure all work carried out through the Pupil Premium funding is aimed at accelerating progress and moving children forward to achieve at least age related expectations and to narrow the achievement and attainment gap (where it exists) between disadvantaged pupils and their non-disadvantaged peers.*

Challenges

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

Challenge number	Detail of challenge
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1	<p>Academic achievement - data from July 2019 (no other comparison data due to covid) indicate that there is a gap between PPG children and the whole cohort in terms of attainment.</p> <p>11% of our PPG children achieved GLD - we would like to see an increase in this percentage.</p>
2	<p>Emotional wellbeing and safeguarding needs</p> <p>Over 40% of our PPG children are vulnerable and/ or have safeguarding needs</p>
3	<p>Attendance and parental engagement</p> <p>Over 38% of our PPG children are being monitored due to low attendance</p> <p>Due to covid it has been difficult to reach all parents - parental engagement is a key focus this year.</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
<p>Pupil Premium (PP) to achieve age related expectations and above</p> <p>Gaps are identified and narrowed throughout the year.</p> <p>QFT continues to be a priority</p>	All EYFS children will achieve GLD
	SLT to attend Spark(ed) QFT project
	Regular CPD for all staff on QFT
	Reading progress is good/ better for all
	Exceed 2019 outcomes in Reading, Writing and Maths in KS1
	PPG children attend targeted academic support
	All PPG children to have a PLP - focus on the child's voice and targets related to their comments
<p>Identified PP children with SEMH difficulties will access EWP support and in house ELSA and family links support</p>	Children are resilient, positive and take pride in their achievements and relationships
	Parental support through the EWP and family links course encourages parental engagement
	Regularly revisit behaviour policy, attachment training - ongoing CPD
	Enhance staff PPD - focusing on staff well being
<p>To improve the wider life experiences - Continue the high level provision with regard to school trips and enrichment activities.</p>	All pupil premium pupils are provided with full access to school trips and enrichment activities.

	Whole school curriculum audit to maximise opportunities for experiences which build cultural capital
Maximise opportunities for effective parental and community engagement	Parents of PPG children attend school meetings - curriculum, welcome, EP workshops etc
	Post covid parental engagement recovery plan is devised
	SLT to attend parental engagement training with AFC

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: £26,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff on QFT AFC costs	EEF - Effective professional development report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development EEF - Metacognition and self regulation +7	1
CPD for all staff on the teaching of phonics- Plan and implement revised guiding reading sessions to follow Little Wandle SSP using fully decodable books Introduce Little Wandle Systematic Synthetic Phonics Programme - monitor, review, ongoing CPD £925 annual membership Harper Collins resources £700 £5000 - books New reading books (including wordless books) to be purchased for all Reception classes/ whole school, therefore ensuring all pupils have an accessible text to take home, hence promoting the importance and love of reading for pupils and their families.	EEF - putting evidence to work - implementation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation EEF - Improving literacy in KS1 EEF Literacy toolkit - focus on Oral language interventions, phonics and comprehension https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy EEF - Reading comprehension strategies +6 EEF - Phonics +5	1 and 3

<p>Close monitoring of PPG progress and attainment</p> <ul style="list-style-type: none"> - PPG lead and PPG champions working closely across all year groups - Completed SIMs data - SLT learning walks with PPG focus - PLP's target setting - reviews, evidence, impact - SENCo time <p>£15,720 - time for PPG champions and staff to meet to discuss progress, cost of literacy specialist teacher, cost of support staff to run interventions, PPG lead time, SLT time etc (£35*3*38) £3990 - SENCO time</p>	<p>EEF - Assessment and feedback report https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> <p>Impact +6</p> <p>Internal data - Sims, Edukey</p>	1
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure staff are skilled and trained to deliver targeted academic interventions and effective feedback time is allocated. - focus on reading and literacy - oral skills and comprehension</p> <p>INCLO to Investigate the use of Nuffield early language intervention -</p>	<p>EEF making best use of Teaching assistants report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Previous success and outcomes - evaluations of impact - Edukey provision mapping</p> <p>EEF - 1:1 tuition +5 EEF - Oral language interventions +6</p>	1 and 2

<p>is this suitable for CHI and the needs of the cohort?</p> <p>To upskill support staff with appropriate approaches and pedagogy to teaching interventions - link experienced TA/ support staff with inexperienced staff</p> <p>Literacy specialist and LSA's will provide weekly 1:1 support for identified children</p> <p>Class teachers and TA's will provide daily 1:1 support and targeted intervention - PLP targets, Keep up sessions, EP timeetc</p> <p>£6,200 + £500 EP time</p>	<p>EEF - small group</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EWP in position and able to provide 1-1 sessions for identified children.</p> <p>EWP to meet with families to identify relevant next steps for relevant children and family members</p> <p>Family links parenting course (7 sessions, 2 hours each = £420)</p>	<p>EEF - social and emotional learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,2 and 3</p>

<p>ELSA's and class teachers identify pupils as potentially vulnerable</p> <p>Small group or one to one time ELSA intervention planned by ELSAs with support from SENCo and class teachers in response to individual needs to start</p> <p>Attachment awareness training</p> <p>£477 ELSA training/ CPD + hours from EP time if needed.</p> <p>£90 x 32 weeks ELSA staff £3420</p>	<p>EEF - social and emotional learning</p>	<p>1 and 2</p>
<p>To ensure the curriculum is balanced and carefully sequenced, and allows opportunities for cultural development</p> <p>To allow all disadvantaged children free trips, clubs and experiences</p> <p>Each term - £1000 = £3000</p> <p>PPG packs - £878</p> <p>To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from our curriculum</p> <p>To provide greater enrichment opportunities for disadvantaged pupils - forest school, drumming, theatre workshops etc</p>	<p>EEF Outdoor Adventure Learning evidence summary</p>	<p>1,2 and 3</p>

<p>Paid for by parental donations/ CHIPTA</p> <p>To have themed curriculum days/weeks to deepen children's understanding of specific topic areas</p>		
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Total budgeted cost: £41,230

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, Coombe Hill Infants' closed for most pupils in January 2021 and continued to operate for Key Worker and Vulnerable children until the end of Spring 1. Our current year 2 and year 1 children have missed a considerable amount of school due to covid 19. Year 2 has missed 25 weeks and year 1 has missed 12 weeks. This is not including the time both year 1 and reception have missed whilst at nursery. Despite this and the difficulties covid brought, we continued to communicate closely with our school community throughout lockdown via on-line surveys, phone calls and regular emails. During Lockdown, staff provided daily 1:1 online sessions, 1:1 targeted interventions, pre-recorded lessons, uploaded work, projects and regular feedback. We added a new area to the website and Google classroom to help support those children who might struggle to access the curriculum. PPG children with SEN were given personalised timetables and activities. We provided packs of resources (including Ipad and Google chromebooks) for PPG pupils or any pupils in need. We contacted each family on a weekly/ bi-weekly basis (especially those who were not in regular contact via our online learning platforms) and kept a record of all conversations. Teachers called each family in their class, recorded each conversation and made a note of any actions that were needed. We provided a weekly email to all parents, a weekly assembly, parent questionnaires regarding support needed and staff learning videos. Our EYFS and year 1 teams used Tapestry to communicate with their children and parents. Google classroom was used for our year 2 children and families. Of the 26 pupils in receipt of FSM, six were in school, and 9 were receiving 1:1 daily support at home. The rest of the PPG children were able to access our remote learning platforms, with regular feedback from their teachers. All 4 children on the child protection register or with a child in need plan, were in school.

Please refer to 2020/ 21 PPG strategy for an evaluation of each proposed action.

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
Little Wandle systematic phonics programme	The Wandle English hub
Decodable books - online reading books	Oxford owl ebook library & Big Cat ebook library
Provision mapping	Edukey
PSHE teaching plans	Jigsaw
Online learning journal	Tapestry
Focused SALT activities and assessment	Speechlinks
Power of Reading teaching sequences	CLPE

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A