

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	271
Proportion (%) of pupil premium eligible pupils	12% (33 pupils - 32 FSM)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Janet Berry
Pupil premium lead	Jacqueline Heard
Governor / Trustee lead	Tim Sandford and Tom Glossop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,805 (financial year - Ap21 - March 22)
Recovery premium funding allocation this academic year	£4,060
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	£43,865* *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 intention at Coombe Hill Infants' is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas.

Our Pupil Premium Strategy plan shows how Coombe Hill Infants' School are planning to allocate Pupil Premium Grant funding in 2022-23, so as to raise attainment and progress for disadvantaged children, as well as to diminish the difference between these children and 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 2023, which will be conducted in preparation for the amended strategy, completed on an annual basis in December 2023. 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 never associate eligibility for PPG funding with low ability, ensuring we always aim for the highest levels. 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. We consider the whole child and the challenges that each child may have faced, such as those in care, those who have a social worker or those with SEND.

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.
- To ensure pupils eligible for PPG are supported to achieve the highest levels.
- Ensure a consistent approach to Quality first teaching.
- Deliver daily "keep up" and "catch up" interventions to encourage independence and improve reading skills - all interventions are monitored and the impact regularly assessed.
- Address the health, well-being and social and emotional needs of those pupils eligible for the pupil premium funding.
- Wider strategies help to address and support behaviour and attendance
- 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
1	<p>Academic achievement - Periods of school closures have resulted in significant knowledge gaps. 2021/2022 data shows that our disadvantaged pupils are below national average in regards to attainment.</p> <p>It is important to note that intersectionality affects over 79% of our PPG children, in both advantageous and disadvantageous ways.</p>
2	<p>Emotional wellbeing and safeguarding needs</p> <p>Over 48% of our PPG children are vulnerable and/ or have safeguarding needs</p> <p>Ongoing discussions with pupils and their families show that a significant number of families require additional support, including social, emotional and mental health signposting.</p>
3	<p>End of year attendance data 2021/ 2022 showed that 28% of our PPG children (8 children) were classed as persistent absentees and therefore missed out on core learning building blocks.</p> <p>This can have detrimental effects on their language, long term memory (knowing more and remembering more) and their positive mental health.</p>
4.	<p>Our current economic climate in the UK means that more and more children are disadvantaged. We have seen a significant increase in food bank voucher requests. Going from 2 requests in three years (2019-2021), to 5 requests in just 5 months of 2022.</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>All PPG children will achieve age related expectations and above in all subjects</p> <p>QFT, adaptive practices and AFI continues to be a priority</p> <p>Focus on developing strong teaching, learning and assessment for early reading and writing, with a focus ensuring good progress and improved outcomes for pupils who are eligible for the pupil premium grant.</p>	All EYFS children will achieve GLD
	SLT to attend Spark(ed) QFT project 2-focus on subject leaders
	Regular CPD for all staff on QFT - planned alongside AFL and adaptive practices - using Rosenshine principles.
	Reading progress is good/ better for all
	Exceed 2019 outcomes in Reading, Writing and Maths in KS1
	PPG children attend targeted academic support - where it is needed

Subject leaders thinking of their subject through the lens of a disadvantaged child.	All PPG children to have a PLP (personal learning plan) - focus on the child's voice and targets related to their comments
	Enhance staff PPD - to ensure SDP priorities are monitored and discussed - helping to maintain a high standard for all children
Identified PPG children and families with SEMH difficulties will access EWP support and in house ELSA support	Children are resilient, positive and take pride in their achievements and relationships
	Parental support is consented to and accessed through the EWP and family links course.
	Relationship policy and attachment training - is regularly reviewed with an annual focus through staff CPD
	Cpoms is introduced and used by all staff
To improve the wider life experiences - Continue the high level provision with regard to school trips and enrichment activities and acceptance of diversity. To support families during the current economic crisis	All pupil premium pupils are provided with full access to school trips and enrichment activities.
	Opportunities for building cultural capital are planned for and arranged, both for the whole school and also for targeted disadvantaged groups.
	Regular audits are made to determine who is accessing our clubs
	Weekly reminders about being a foodbank voucher distributor are sent out to parents in every weekly newsletter
	Free places to clubs are offered on a termly basis - disadvantaged children are given priority
Maximise opportunities for effective parental and community engagement to help build relationships with families and gain trust. Reduce the amount of PPG children classed as persistent absentees	Parents of PPG children attend school meetings - curriculum, welcome, EP workshops etc
	PPG attendance is in line with the national average. Persistent Absence is decreasing over time for disadvantaged pupils.
	Offering volunteer opportunities for parents, to encourage working in school and building relationships.
	Allowing reasonable adjustments to be made. Supporting children depending on their needs with separating from parents and transitioning into school - ERSA (emotionally related school avoidance)
	Relationship policy to include references to attachment and trauma informed language and practices - which can be used with both

	children, parents and staff. To help build and maintain positive relationships.
	CPD surrounding the relationship policy - with aims to reduce absences by supporting those children with behavioural difficulties in school, leading to more positive relationships throughout - all staff to read and sign
	Revisiting our attendance policy to ensure it has robust escalation procedures and step by step guidance including meetings with outside agencies and medical staff if applicable.

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: £27,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all staff on QFT</p> <p>QFT project 2</p> <p>AFL and adaptive practice</p> <p>AFC costs</p> <p>Staff time to complete training - Head, deputy head and SENCO</p>	<p>EEF - Effective professional development report</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>EEF - Metacognition and self regulation +7</p> <p>Sutton Trust (2011) 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers'.</p>	1
<p>CPD for staff on relationship policy</p> <p>Ensure all staff understand and agree - all staff to sign.</p>	<p>EEF - Improving behaviour in schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	3 and 4
<p>CPD for all staff on Attachment and trauma informed language</p> <p>Helping to build relationships with children, parents and staff.</p>	<p>EEF - Improving social and emotional learning in primary schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>John Bowlby attachment theory</p>	3 and 4
<p>CPD to continue for all staff on the teaching of</p>	<p>EEF - putting evidence to work - implementation</p>	1 and 3

<p>phonics- Plan and implement revised guiding reading sessions to follow Little Wandle SSP using fully decodable books</p> <p>Introduce Little Wandle Systematic Synthetic Phonics Programme - monitor, review, ongoing CPD</p> <p>£925 annual membership Harper Collins resources £700 £5000 - books</p> <p>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.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>EEF - Improving literacy in KS1</p> <p>EEF Literacy toolkit - focus on Oral language interventions, phonics and comprehension</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>EEF - Reading comprehension strategies +6</p> <p>EEF - Phonics +5</p>	
<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 - Meet on an annual basis to discuss interventions and support needed - Completed SIMs data - SLT learning walks with PPG focus - PLP's target setting - reviews, evidence, impact - SENCo time - termly progress meetings with SLT, SENCO and Headteacher 	<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

<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>PPD revisited and focus shifted to incorporate both staff wellbeing, as well as a focus on SDP priorities - ensuring high standards are maintained for all children including those that are disadvantaged.</p>	<p>https://www.gov.uk/guidance/education-staff-wellbeing-charter</p>	

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

Budgeted cost: £ 7,200

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>To upskill support staff with appropriate approaches and pedagogy to teaching interventions - link experienced TA/ support staff with inexperienced staff - three new support staff 2 new teachers</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> <p>EEF - small group https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1 and 2</p>

<p>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 + £1,000 EP time</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,880

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>New staff to be trained to ensure these sessions continue.</p>	<p>EEF - social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Parental feedback and surveys</p>	1,2 and 3
<p>CPOMs is introduced and staff use to ensure all behaviour incidents are monitored closely.</p> <p>£685</p> <p>Time for staff training</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</p>	
<p>ELSA's and class teachers identify pupils as potentially vulnerable</p>	<p>EEF - social and emotional learning</p> <p>EEF: 'On average, Social and Emotional Learning interventions have an identifiable</p>	1, 2, 3 and 4

<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>More time allocated to reception - train staff in reception</p> <p>Attachment awareness training £477 ELSA training/ CPD + hours from EP time if needed. £90 x 32 weeks ELSA staff £3420</p>	<p>and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.'</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 Each term - £1000 = £3000</p> <p>PPG packs - £878</p> <p>To allow pupils and parents 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,</p>	<p>EEF Outdoor Adventure Learning evidence summary</p> <p>EEF: Overall, the average impact of arts participation on other areas of academic learning appears to be positive but 4,5,6</p> <p>exposed to broader experiences. moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science.</p> <p>EEF: Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</p>	<p>1,2, 3 and 4</p>

<p>drumming, theatre workshops etc</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> <p>Regular audits are made to decipher who is attending - Are PPG children accessing all of the clubs - if not...why not?</p>		
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Total budgeted cost: £43,865 - Any additional costs spent are taken from our school budget.

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 2021 to 2022 academic year.

Our evaluation of the impact of our activities has been based upon sources of evidence such as summative assessment data, staff voice, pupil voice and attendance data.

- 1. 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.**

11% of our PPG children achieved GLD - we would like to see an increase in this percentage.

At the end of 2021/22 we saw a rise in the amount of PPG children who received GLD at the end of their reception year.

Overall 74% of children in reception received a GLD, which is above the national average compared to 64% of PPG children, which was 1% (65%) below national average for PPG children.

The impact of adopting the Little Wandle phonics scheme so far seems positive. Teachers' and pupil voice, learning walks and phonics trackers suggest that the programme is now well embedded. Teachers and support staff are now more confident in teaching and delivering interventions. Reading outcomes have also started to improve.

Our Year 1 phonic results show that 84% met the Phonic Screen threshold in June.

Out of 9 PPG children 57% passed in comparison 87% of non PPG children passed.

As decoding is fundamental to children's attainment in all areas, CHI will continue to closely support and monitor phonics provision.

2. Emotional wellbeing and safeguarding needs

Over 40% of our PPG children are vulnerable and/ or have safeguarding needs

Attachment and trauma informed approach

This year we have continued our focus on being an attachment and trauma informed school. We received the attachment aware schools award as a recognition of a commitment to the steps the school has taken, to further develop a culture of compassion and nurture. This plays a pivotal role in getting our children and young people into a state of 'learning readiness'. The award recognises and celebrates best practice in attachment and trauma aware schools and settings.

Our main aims were to

- Improve staff knowledge and competence around attachment and trauma informed approaches
- Ensure that the language used in PLP's and around children is attachment aware and trauma informed

- Ensure that the behaviour management policy is relationship focussed.

Mental health & Wellbeing

This has been an important part of our work this year, as we see more and more children and families needing support.

- Mental Health Support Team - our work within the Cluster continues
- Educational Wellbeing Practitioner in place (Shazia Yakoob-Ajmal) - every Thursday am - working with parents on self led help around a child's anxiety or challenging behaviour - with feedback to staff so as to be able to best support the child in school. 9 children and their families referred so far
- Shazia's prepared video, which aimed to introduce herself to parents and staff - has been shared with parents on a number of occasions through our weekly emails
- Successful EWP coffee morning for parents held in February with a follow up meeting planned.
- EWP attended our new parents meeting in June.
- Wellbeing Workshops Year 2 around transition have taken place
- online EWP meeting for parents - Preparing your child for change
- Dance Psychotherapist has been allocated to CHI for Sept 2022 - planning has started on this
- Wellbeing Policy in draft - includes audit and signposting for staff
- Wellbeing Governor Working Party and named Governor in place
- Head teacher and Deputy head teacher - school Mental Health Leads - training is ongoing
- Deputy head teacher and SENCO attending MHST half termly meetings
- Psychological Safety Audit with staff as part of our Personal and Professional Development (PPD)
- Our PPD has a strong focus on wellbeing and resilience
- Mental Health First Aid training has been completed by SLT
- Staff signposted to Education Support (only UK charity dedicated to supporting the mental health and wellbeing of teaching staff)

Pupil Voice:

We hold regular school council and prefect meetings where children have the opportunity to express opinions and take part in decision making. Children are regularly asked to vote on decisions. The RRS work has focused on pupil voice and we have recently signed up to Outright which enables children to learn about the importance of mental health and how it links to their rights. Children are regularly surveyed.

Every term PPG children's PLP's (Personal learning plans) are reviewed. We ask the children a series of questions and record their comments, these comments are then used to inform each child's targets.

3. Attendance and parental engagement

Over 38% of our PPG children are being monitored due to low attendance

Due to covid it has been difficult to reach all parents - parental engagement is a key focus this year.

By the end of the year in Summer 2022, our data shows that we have 30 children across the school with persistent absence (under 90%) at 06.06.22 and 8 of these are children who qualify for Free School Meals (PPG)

PA all- (30 pupils) 11%
PA PPG (8 pupils) -28%
PA non PPG- 9%

Our Attendance manager had a meeting with the Education Welfare Officer on 18/05/22 to discuss children whose absence % was below 95%. By comparison to other schools the EWO told us that following 13 of his school visits this half term our overall attendance is in the top 5 and our percentage is the highest compared with the infant schools that he has visited.
Attendance all- 95%

We would like to see the % of PA in all children decrease next year

Parental engagement

As a school we have prioritised this throughout the year. We now have a large number of parents coming in to work alongside us. We have held an open afternoon for current parents which was very well attended, over 200 people. Following this many parents have signed up to help. We have received great support to enable our swimming sessions to happen.

We held several workshops to support phonics and early reading at home, attendance was lower than expected. Much of the information is online. We are currently recruiting reading volunteers. We continue to encourage parents to support their child's learning with mathematics, reading eggs and e books.

We have an established Celebrating diversity group, run by parents. CHIPTA continues to develop. A very successful fair was held and enjoyed by many. The PTA has committed to pay for our Forest School and Drumming teaching this year.

Our SENCO invites all SEND parents to attend an extra meeting each term, where notes are taken, shared and action points are followed up on and highlighted.

Our SENCO has attended the AFC Developing leadership in engaging parents. The aims of this project were to look at how we currently communicate with parents and what steps we could take to improve this even further. As a result of this project, so far we have amended our transition procedures to include a 'stay and play' session for our new reception children, we have added questions to our annual parent survey related to the way we communicate and we have started to look at the statutory documents we produce - are they easy for all parents to read? etc

Parents are renewing their DBS and are now coming into school to help

Reception continues to use Tapestry as a communication tool, this is very popular and was highlighted as an asset to the school in our recent parent survey.

The adventure playground is now open to all families after school and this has had a positive impact in encouraging relationships and supporting families.

Children use e books, and online platforms for maths and spelling - this is being monitored to measure engagement - we will have a big push on this in Autumn 1 - we have noticed that parents are less reluctant to tell us about their child's reading at home - this will be a focus next

year.

Parental Engagement meeting March 24th to continue to build support for the school and CHIPTA.

Our EWP held a coffee morning in March - "How to support your child's emotional wellbeing" - very successful, however, it was difficult to get parents involved in the follow up session in Summer 1. Our EWP planned an online evening workshop for parents "Preparing your child for change" but had no responses. We are looking at how to involve more parents in the Autumn term - possibly by planning these events to coincide with parent meetings/visits to the classroom/opportunities to see the children's learning.

Friday 20th May - Visit your child's class (coffee and cake) meeting, was very successful, with over 200 parents attending. Also, raised over £150 for MindinKingston.

We continue to develop our rich curriculum. We have a range of enrichment opportunities and a strong focus on vocabulary. Our high quality texts and POR approach develop this area. The full range of enrichment activities listed above enhance the cultural capital of our children. Here are just a few of the enrichment opportunities we provided for all of our children.

- The Matrix theatre company workshops - History of Toys for year 1
- A visit from an England Rugby player
- An animation workshop-lead by an artist from Aardman
- A Health and Wellbeing week - Focus on physical health
- A skipping workshop
- An Olympic hopeful who held workshops and an inspiring assembly - "keep moving forward!"
- Sportsday
- Drumming - sessions delivered by Sean Quinn, a professional musician
- Forest school sessions - each child has at least one Forest School morning each term with the opportunity to achieve and develop confidence and self esteem through hands on learning in a natural environment
- The Daily Mile - each child runs for a set amount of time each day and tries to improve their own personal target. This is having a positive impact on health and wellbeing. We also completed a sponsored marathon
- Active school council and prefect meetings- a focus on the rights of a child.
- Class assemblies-Year 2
- Summer Concert
- Year 2 leavers event
- Trips to Coombe Conduit, Painshill Park, Garsons Farm and Wisley.
- Swimming for each year group
- Full range of clubs
- Spark book project

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