

Feltham Hill Infant and Nursery School

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 | Feltham Hill Infant and Nursery School |
| Number of pupils in school | 335 (YrR-Yr2) |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | April 2022 |
| Statement authorised by | |
| Pupil premium lead | Claire Whitney |
| Governor / Trustee lead | Vicki Ellis |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £100,027 |
| Recovery premium funding allocation this academic year | £10,750 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | N/A |
| 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 | £110,777 |

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is for our disadvantaged pupils to be well prepared for their journey of life-long learning, have high and broad aspirations and to strive for social mobility.

For this to become a reality, our PP pupils must be working in-line or above national expectations in Reading, Writing and Maths and make good or better progress from their starting points.

The COVID 19 pandemic and missed education appears to have had a significant impact on our PP pupils. Currently, many of our PP pupils are working below national expectations (2019) and our previous school data. The gap between 'all pupils' and 'PP pupils' has increased significantly. This means we must support them to make accelerated progress to enable them to catch up with their peers.

The key principle of our strategy plan is High Quality Teaching input from class teachers so that all pupils are taught effectively in the first instance. This incorporates the teachers understanding the individual starting points of PP pupils and appropriately supporting them with their learning to enable them to progress.

We are providing an additional teacher in KS1 for 2 days and an EYP in EYFS for 1.5 days to release class teachers so that they can spend concentrated time working with the PP pupils. The DH is working with some PP pupils in small groups in the afternoons.

The teaching assistants in our school are effective and will work with pupils in small groups and work 1 to 1 with pupils who need additional support.

Additionally, our school has a broad and exciting curriculum and an enriching and enabling learning environment where pupils can embed the literacy and maths skills they have been taught as well as develop other important skills such as physical, speaking and social skills.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | In KS1 the gap between all pupils and PPG pupils in Reading, Writing and Maths has increased since lockdown. |
| 2 | In Writing and Maths the gap between all pupils and PPG pupils has increased for those working above. |
| 3 | In EYFS, the gap in speaking and writing for all pupils and PPG pupils has increased to 16% and the gap has increased to 10% in Reading (at the end of Nursery 2020-2021). |
| 4 | Attendance of PPG pupils is less than that of their peers. |

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 - Reduced gap in KS1 in Reading, Writing and Maths for all pupils and PPG pupils. | <ul style="list-style-type: none"> • Strategic catch up plan in place to support all KS1 PPG pupils in Reading, Writing and Maths. • Effective CPD for all staff • High Quality teaching • Targeted TA support |
| 2 - Increased PPG pupils working above in Writing and Maths | |
| 3 - Reduced gap in EYFS in Writing, Reading and Speaking. | |
| 4 - Improved attendance of all PPG pupils | <ul style="list-style-type: none"> • All school staff have positive relationships with parents of PPG pupils. • Welfare officer to monitor absence and contact parents of PPG pupils on any day they are not in school, refer to EWO where necessary. |

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: £ 22,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>High Quality Teaching</p> <ul style="list-style-type: none"> -Attend regular CPD -Differentiated lessons -Effective feedback -Formative assessment -Ensuring teachers regularly work directly with PPG children in class. | <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them’. (Education Endowment Foundation)</p> | <p>1-3</p> |
| <p>KS1 1 additional teacher x2 days per week to release CT or with PPG children £15,000</p> <p>EYFS 1 additional TA/EYP 1.5 days per week to release CT so they can work with PPG children. £7,500</p> | <p>Allowing more opportunity for High Quality Teaching.</p> | <p>1-3</p> |
| <p>Reading Comprehension Strategies</p> | <p>‘The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge’. (EEF Toolkit)</p> | <p>1-3</p> |
| <p>Phonics</p> | <p>‘Phonics approaches have been consistently found to be effective in</p> | <p>1-3</p> |

| | | |
|------------------------------------|---|-----|
| | supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read'. (EEF Toolkit) | |
| Maths Mastery White Rose Scheme | 'The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year... More recent mastery approaches do not always have all these characteristics of mastery learning.' (EEF toolkit). | |
| Feedback | 'Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors'. (EEF Toolkit). | 1-3 |

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

Budgeted cost: £43,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Teaching Assistants to provide targeted support in Reading, Writing and Mathematics. £43,000 10% of overall costs for support staff (excluding SEN). | 'Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.... There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress'. (EEF toolkit) | 1-2 |
| Speaking and Listening Interventions | 'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language... Approaches | 1-3 |

| | | |
|--|--|--|
| | that focus on speaking, listening and a combination of the two all show positive impacts on attainment.’. (EEF toolkit). | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| School Lunches £33,200 | School lunch is critical to student health and well-being, especially for low-income students—and ensures that students have nutrition they need throughout the day to learn. (Food Research & Action Center) | 1-4 |
| Free after school club for PPG children £1,500 | ‘There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention’. (EEF toolkit) | 4 |
| Parental Engagement - All staff / leaders - Attendance officer who phones parents of children who are not present at school and refers to EWO when necessary. | ‘The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment’. (EEF Toolkit) | 4 |
| Physical Activity Daily run, busy learning, movement breaks, PE lessons. | ‘There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.’ (EEF Toolkit) | 1-4 |
| Additional Costs e.g. trips, uniform etc. £1000 | | |

Total budgeted cost: £101,200.00

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.