

# Feltham Hill Infant and Nursery School

## Pupil premium strategy statement Nov 2022 Version 2

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	Feltham Hill Infant and Nursery School
Number of pupils in school	368 (YrR-Yr2)
Proportion (%) of pupil premium eligible pupils	20% (74 children)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	April and July 2023
Statement authorised by	Angela White
Pupil premium lead	Claire Whitney
Governor / Trustee lead	Obby Alli-Balogun Tracey Tilling

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£104,900</b>
Recovery premium funding allocation this academic year	<b>NA</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£104,900</b>

## 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 reality, our pupil premium (PP) pupils must be working in line with 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 key stage (KS1) PP pupils.

These PP pupils missed a lot of schooling and continue to work below their peers. Almost all of these PP pupils made good or outstanding progress from their starting points, but they still need to catch up with All pupils.

However, we are delighted that our PP pupils' attainment is above National 2022.

We must also continue to support the PP pupils in Reception to attain in line with or above All pupils.

The key principle of our strategy plan is to ensure Quality First Teaching from class teachers, so that all PP pupils are taught effectively.

This includes the teachers understanding their starting points and appropriately supporting them with their learning to enable them to make progress.

We are providing an additional teacher in KS1 for 3 days per week and an early years practitioner (EYP) in early years foundation stage (EYFS) for 2 days. This is to release class teachers, so that they teach their PP pupils in their class.

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

Additionally, our school has a broad and exciting curriculum and an enriching and enabling learning environment where pupils can embed their English and Maths knowledge and skills. 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 current KS1, there is a gap between all pupils and PPG pupils in Reading, Writing and Maths attainment.
2	In current Year 2, the number of PP pupils working above is significantly lower than their peers.
3	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 between PP pupils and All pupils.	<ul style="list-style-type: none"> <li>• Strategic catch up plan in place to support all KS1 PP pupils in Reading, Writing and Maths.</li> <li>• Effective lesson plans to support PP pupils in KS1 to reach Greater Depth.</li> <li>• Protected, specific support for EYFS PP pupils in writing.</li> <li>• Effective CPD for all staff</li> <li>• High Quality teaching</li> <li>• Targeted TA support</li> </ul>
2 – Increased KS1 PP pupils working above (greater depth) in Reading Writing and Maths.	
3 - Improved attendance of all PPG pupils	<ul style="list-style-type: none"> <li>• All school staff have positive relationships with parents of PPG pupils.</li> <li>• Staff to informally ask parents why their child was absent at the classroom doors.</li> <li>• Welfare officer to monitor absence and contact parents of PPG pupils on any day they are not in school, refer to EWO where necessary.</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)

Budgeted cost: £ 58,290.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <ul style="list-style-type: none"> <li>-Attend regular CPD</li> <li>-Adapted lessons</li> <li>-Effective feedback</li> <li>-Formative assessment</li> <li>-Ensuring teachers regularly work directly with PPG children in class.</li> </ul>	<p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>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>	1-2
<p>KS1 1 additional teacher X4 days per week to release CT or with PPG children £38,506</p> <p>EYFS 1 EYP 3 afternoons per week to release CT to work with PPG children. £9,053.42</p>	<p>Allowing more opportunity for Quality First Teaching.</p>	1-2
<p>Phonics Little Wandle Revised Letters and Sounds scheme.</p>	<p>‘Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress.</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read’. (EEF Toolkit)</p>	1-2
<p>Maths Mastery White Rose Scheme</p>	<p>‘The impact of mastery learning approaches is an additional five months</p>	1-2

	<p>progress, on average, over the course of a year...</p> <p>More recent mastery approaches do not always have all these characteristics of mastery learning.' (EEF toolkit).</p>	
Feedback	<p>'Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p> <p>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.</p> <p>It is particularly important to provide feedback when work is correct, rather than just using it to identify errors'. (EEF Toolkit).</p>	1-3

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

Budgeted cost: £22,750.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants to provide targeted support in Reading, Writing and Mathematics. £22,750.90</p> <p>10% of overall costs for KS1 support staff (excluding SEN).</p>	<p>'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....</p> <p>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)</p>	1-2
Speaking and Listening Interventions	<p>'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year.</p> <p>Some studies also often report improved classroom climate and fewer</p>	1-3

	<p>behavioural issues following work on oral language...</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.' (EEF toolkit).</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £34,010.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Lunches £32,510.90	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 Centre)	1-3
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)	3
Parental Engagement  - All staff / leaders - <b>Attendance officer</b> 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)	3
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)	1-3

**Total budgeted cost: £104,900**

## 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 2022 to 2023 academic year.

<b><u>PP Progress and Attainment</u></b>						
<u>KS1</u>			<u>July 2023</u>			
Progress (EXP+)						
	Reading		Writing		Maths	
Year 1 (24)	87%		84%		99%	
Year 2 (25)	96%		92%		100%	
The majority of PP pupils have made good or outstanding progress in all areas since their starting points.						
Attainment (EXP+)						
	Reading		Writing		Maths	
Year 1 (24)	all	PP	all	PP	all	PP
	81%	75%	75%	63%	86%	88%
Year 2 (25)	all	PP	all	PP	all	PP
	73%	72%	75%	76%	80%	84%
PP pupils in Year 1 are performing below their peers in reading and writing. They are work above their peers in maths. PP pupils in Year 2 are out-performing their peers in maths and writing and are in line with their peers in reading.						

Progress (EXP+)

	Word Reading	Writing	Number
Rec 25	100%	100%	96%

Most PP pupils have made expected or better progress in all areas

Attainment (EXP+) (ELG)

	Word Reading		Writing		Number	
Reception (25)	All 75%	PP 72%	All 70%	PP 60%	All 78%	PP 60%

PP Pupils are working below their peers at the end of Reception