

Pupil premium strategy statement

2022-2024



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 and 2023 to 2024 academic years) 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	Greasyby Infant School
Number of pupils in school	210 179 F2-Yr2 children 31 F1 children
Proportion (%) of pupil premium eligible pupils	8 children (F2-Yr2) 4.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-24
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	J. Tomkinson
Pupil premium lead	J. Tomkinson
Chair of Governors	N. Milford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,105
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	

Part A: Pupil premium strategy plan

Statement of intent

At Greasby Infant School we have high aspirations and ambitions for all our pupils, and we are determined to ensure that all our pupils are given every opportunity to reach their full potential both in terms of their academic achievement and in their ability to make a full and positive contribution to our school community. We recognise that to fully meet the needs of our pupil premium children we need to identify any individual barriers to learning which they may have which prevents them from making progress in line with other children. Our focus is to ensure that the funding we receive has a positive impact upon our disadvantaged pupils. The school will use the additional funding to promote the achievement and progress of all entitled children. Through wise use of this additional funding, we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it.

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds have been among those hardest-hit. The aggregate impact of lost time in education has been substantial, and we aim to ensure that the scale of our response matches the scale of the challenge.

Challenges

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

Challenge number	Detail of challenge
1	Impact of Covid-19 and children missing key learning experiences and wider social skill development.
2	Attainment on entry to F2 for our pupil premium children is below expectation especially around language development.
3	Attainment on transition into Year 1 is well below age related expectations (EYFS data) in Reading, Writing and Maths.
4	Children having multiple characteristics e.g. Pupil Premium, SEND, SEMH, behaviour, concentration issues and struggle to focus on tasks, work together and develop resilience.
5	To reduce inequality of opportunity for all children to access enrichment activities, school trips, visits and after school
6	Financial restraints limiting family opportunities especially during times of crisis

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>To ensure that our curriculum is planned, delivered and assessed in such a way that all children are provided with the opportunities to continue to cover areas of lost learning due to Covid-19, whilst ensuring that they are also able to receive a broad and balanced curriculum that is appropriate to their age and/or ability</p>	<p>All subjects across the school are planned so that they are coherent, progressive and build the knowledge, skills and vocabulary that the children need.</p> <p>All Subjects are taught to a high standard so all children access high quality teaching.</p> <p>Assessments are on-going and quickly identify pupils at risk of not making expected progress.</p>
<p>To provide early identification and support across EYFS classes to increase the number of children on track for GLD.</p>	<p>High quality teaching within F2.</p> <p>Teaching Assistants prioritising early reading, phonics, writing and maths skills.</p> <p>Skills reinforced through continuous provision</p> <p>High quality outdoor provision</p> <p>High quality staff training:</p> <ul style="list-style-type: none"> • Maths No Problem • Read to Write • RWI • Language and Communication
<p>To narrow the learning gap and to increase the number of children in KS1 on track to achieve age related expectations in reading and phonics.</p>	<p>Quality Teaching of reading across the school</p> <p>Phonics lessons 5x a week</p> <p>Teaching Assistants in each class to support the delivery of phonics and reading.</p> <p>Read to Write and Steps to Read Schemes in place to develop vocabulary and writing skills.</p> <p>Training and support for ECT</p> <p>Leadership team monitor data and progress, providing effective feedback to staff.</p> <p>Additional decodable books to be purchased.</p> <p>Effective communication with parents/carers about their child's progress in reading.</p>
<p>To narrow the learning gap and to increase the number of children in KS1 on track to achieve age related expectations in mathematics.</p>	<p>High quality teaching of mathematics across the school.</p> <p>Maths no Problem scheme in place</p> <p>Maths intervention to close gaps due to lost learning.</p> <p>NCETM Fluency programme in place</p> <p>Teaching Assistants in each class to support early identification of pupils who are struggling with their learning.</p> <p>Maths subject Leader to support all staff with training and development opportunities</p> <p>Training and support for ECT</p>

	Leadership team to monitor data and progress, providing effective feedback to staff
To support pupils with SEMH issues across the school in order for them to flourish in school and make academic progress.	Jigsaw PSHE scheme taught across the school and provides opportunities for children to explore their feelings and behaviour. TA support in each class Bespoke wellbeing and mental health weekly sessions provided by Thumbs Up Education Programme on a 1:1 /small group basis Lego Therapy sessions delivered by trained teaching assistants in each class Successful mental health week provided by Flourish and Thumbs Up, supporting mindfulness, resilience and positive self-esteem Staff termly training in de-escalation and de-fusion techniques in order to best support children with SEND, SEMH, behaviour additional needs.
To enable all children to access the enrichment opportunities on offer at school and support families in times of financial crisis.	Payment for school trips, visits and events Subsidising attendance at extra-curricular clubs and child care. Providing uniform, school bags and financial support as needed.

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 (curriculum resources, staff training)

Budgeted cost: £4,854

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to focus on embedding the school curriculum so that all children access high quality first teaching. This will include training for staff in each area of the EYFS and National Curriculum over the two year implementation of the PP strategy. Purchase resources to support the planning of the whole school curriculum and support staff knowledge and skills	Ofsted EIF EEF guide to Pupil Premium	1,2,3

To support vulnerable pupils in making accelerated progress in phonic development by embedding RWI phonics across the school and refresh training, especially for staff new to the school. Purchase additional scheme resources.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF EEF Improving Literacy in KS1	1,2,3
To continue to improve Maths teaching across the school by purchasing Maths no Problem for F2. Deliver whole class Maths intervention to address gaps from lost learning.	Specialist Maths Hub advice and expertise. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	1,2,3
Enhance the quality of curriculum provision for SEMH and social and emotional learning through specific Children's mental health week programme.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF guidance: Social and Emotional learning	4

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

Budgeted cost: £2,646

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide small group phonic and reading sessions to those children who are not making expected progress. Provide additional intervention to those children in the lowest 20% of readers across the school.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF EEF Improving Literacy in KS1	1,2,3
To use Teaching Assistants in the class to identify pupils that are not securing understanding in lessons and then provide "in the moment" support and feed back to pupils.	EEF teacher feedback to improve pupil learning	1,2,3
To provide intervention and	Lego therapy- evidence based approach that	1,2,3,4

support for communication skills, team building, problem solving and mathematical thinking in small groups.	develops social communication skills, such as sharing, turn-taking, following rules, and problem-solving https://www.autism.org.uk/advice-and-guidance/professional-practice/lego EEF guidance: mathematical-reasoning	
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Wider strategies (behaviour, mental health and wellbeing)

Budgeted cost: £6,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide bespoke and high-quality support for children who are struggling with their SEMH. Wider strategies include: <ul style="list-style-type: none"> Weekly mental health and wellbeing sessions De-fusion and De-escalation training 	EEF guidance: Social and Emotional learning	4
To ensure equality of opportunity for all children for school trips, visits and after school activities To support families during times of financial crisis	The PPG grant is used to pay for vulnerable children and those entitled to FSM to attend a range of curricular and extra-curricular activities as well when necessary to access before/after school club. Trips and visits are paid for This will provide experiences and opportunities that the children may otherwise not be able to access and improve their overall curriculum knowledge and well being	5,6

Total budgeted cost: £14,105

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.

Impact of PPG spending for pupils and their families in order to raise standards and enhance pupil wellbeing:

1. Provide in-house speech and language support for pupils with language and communication difficulties in Foundation Stage and Key Stage 1.

Specialist trained TAs, have screened all Foundation children using the Wellcomm and NELI programme as well as supported KS1 with screening for specific pupils. Regular S&L interventions are taking place and children identified requiring additional support are monitored closely. Good progress can be seen for many children.

Talk About Town, a private speech therapy service has also been into school to assess several children in order to be able to move forward with SEND applications. We are also paying for private fortnightly speech and language therapy sessions for one of our SEND pupils via another Speech Therapist.

2. To provide intervention support for pupils requiring mathematics intervention for pupils achieving below age related expectations, through focused 1:1 specialist teaching.

Mathematics interventions have been taking place regularly to support specific pupils who were working below age related expectations and progress monitored closely. Gaps in learning were identified by the teachers and additional support given by the teaching assistants. Assessments have been monitored and it is anticipated that for many children progress has been good, especially in Year 2 where the latest data is looking positive with potentially 77% Expected or better, of which 13.5% Greater Depth. The data is still to be finalized but this only slightly less for Expected, than the challenging targets set at the start of the year – 80% Expected, 25% Greater Depth.

3. To support vulnerable pupils in making accelerated progress in Phonic and Reading development.

Additional RWI phonic and writing resources have been purchased in order to support accelerated progress. The children have been divided into ten groups for RWI using the additional teaching assistants we now have across the school. This means that the RWI sessions are more finely graded into ability specific groups. Progress and attainment is looking positive with 68.3% of children in Year 2 achieving the Expected Standard with 21.6% at Greater Depth. Targets were set at 72% Expected and 20% Greater Depth.

The Year 1 Phonic Screening shows that 80% of pupils achieved the required standard which is good given the past two years and all the disruption to pupils' education.

4. To provide a range of reading opportunities to enhance and support Reading develop-

ment, especially for pupils who are working well below age related expectations.

Steps to Read books and new updated units have been purchased and are being used across the school to support a love of reading as well as positive reading skills and habits. Children who have been identified as working well below age related expectations are being supported to read on a regular basis. The lowest 20% of readers in each class have been identified and additional support given to accelerate progress.

5. To improve communication skills, problem solving and mathematical thinking through the use of Lego Therapy

The SENDCO has supported teaching assistants with training in order to use Lego Therapy with identified children. Additional Lego kits and storage boxes have been purchased but more are required for next year. Lego Therapy sessions are taking place in most classes now as the number of children who would benefit from this intervention has increased considerably.

6. To provide additional resources and opportunities for disadvantaged pupils to revisit taught skills and to challenge and apply their learning in new contexts.

Continuous provision activities have been set up across the school to provide children with additional opportunities to revisit taught skills. Resources have been purchased which are having a positive impact of pupils ability to use taught skills in new contexts, helping to develop “sticky knowledge”. This will continue to be developed next year.

The effectiveness of continuous provision in EYFS has been reviewed and further development is necessary. This will continue throughout next year and further resources will need to be purchased in order to match provision to need.

7. To provide enhanced curricular opportunities for all children, especially disadvantaged families, to extend learning through health and well-being activities

Through the PPG, school is able to part-fund additional exciting curriculum activities, which enhance the curriculum and provide experiences so support mental health and well-being which have a positive impact on pupil self-esteem and resilience. Specific whole school themed weeks such as Global Week and Eco Week were enhanced by additional activities and resources.

Mental Health and Well-being activities have been built in throughout the Spring and Summer terms and have been very successful in supporting specific needs as well as transition activities for Year 2 pupils as this appears to be an area of concern for many children. Thumbs Up and Flourish have been very successful and we plan to continue these interventions next year. Thumbs Up will be working in school on a weekly basis throughout the year and Flourish will continue to support Year 2 pupils during the summer term.

8. To ensure equality of opportunity for all children for school trips, visits and after school activities.

The PPG is used to pay for vulnerable pupils and those entitled to FSM to attend a range of curricular and extra-curricular activities. School trips and visits are paid for as well as after school clubs that the children may wish to attend. After-school clubs ran during the Summer Term and will continue next year throughout the year. The whole school trip to Imagine That is took place on 22nd June and was very successful with all children enjoying the visit. The PPG was used to pay for FSM and other vulnerable pupils.

9. Families in Crisis – to offer financial support for families in times of difficulty e.g. family

break ups, financial crisis, benefit delays etc

This has been used to support low income families and FSM pupils with specific items, as well as after-school club (Windmills) places for a family in challenging circumstances.

Pupil Premium Data 2021

End of KS1	2021 (5 Pupils)
Reading	40%
Writing	20%
Maths	40%
Year 1 Phonic Screening Check	2021 (4 Pupils)
	75%
End of F2	There were no pupil premium children in this cohort

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
Read to Write scheme	Literacy Counts
Steps to Read	Literacy Counts
Maths No Problem	Maths No Problem
Read Write Inc	OUP
Jigsaw PSHE	Jigsaw
Charanga Music Scheme	Charanga Ltd

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?	We currently have no service children
What was the impact of that spending on service pupil premium eligible pupils?	N/A