



Respect for All. Learners for Life.

Lister Infant School

Pupil Premium Strategy

October 2021-22

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	Lister Infant School
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	J. Davies
Pupil premium lead	J. Davies
Governor / Trustee lead	G. Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,975
Recovery premium funding allocation this academic year	£7,400
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	£84,375

Part A: Pupil premium strategy plan

Statement of intent

The Senior Leadership Team continually looks at ways to improve the life chances of all of our pupils and the barriers that stand in the way of their development. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

The Sutton Trust and Education Endowment Foundation (June 2019) and the EEF Toolkit play a key role in our spending plans for Pupil Premium.

Lister Infant School continues to adopt a tiered approach to Pupil Premium Spending with a focus on the following...

1. Teaching – a focus on professional development ensuring the opportunity for highly skilled teachers
2. Targeted academic support – close links between intervention support and classroom teaching
3. Wider strategies – using social and emotional support to target non-academic barriers to success in and out of school and to give skills for life

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils within internal school data.
- For disadvantaged pupils at the end of KS1 to achieve at least in line with national expectations in order that they can fully access the next stage of their education and achieve their true potential to go on and live a fulfilling life.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Punctuality and attendance issues
4	Limited experiences of life outside immediate environment Self-Belief and Confidence.

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
Further diminish in school gaps in percentage of disadvantaged children achieving GLD at end of EYFS	2019 Data shows in school gap of 16% (national gap 17%) Aim to reduce this gap to less than 10% whilst maintaining standards at least in line or above national.
Further diminish in school gaps in percentage of children passing the phonic check at the end of year 1.	Achieve above national average expected standard in PSC
Further diminish in school gaps in RWM at EXS at the end of KS1	Data from 2019, in school gap was 9% with 77% of non-disadvantaged children working at EXS in WRM at the end of KS1. Data from 2021 in school gap was 32%. Aim to reduce this gap to

	less than 10% whilst maintaining standards at least in line or above national.
Improve attendance for disadvantaged children.	Attendance for disadvantaged children at least 95% or above

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work with the Achievement for All Consultancy looking at ways in which the school can further improve long term and sustainable outcomes for disadvantaged children</p>	<p>Achievement for All Consultancy has a proven ability to accelerate academic progress and close the gaps for all regardless of their background, challenge or need.</p> <p>The DfE has published several case studies and impact reports on their success.</p> <p>The AfA coach will work with the whole school community looking at ways in which we can further engage our children and families to invest in the education and experiences the school provides.</p> <p>The SLT will select a number of targeted children to focus on in the first instance. The training and outcomes will then have a rippling effect and in the long term have a greater impact on the whole school community.</p>	<p>1,2,3,4.</p>
<p>Purchase the Steps to Read shared reading resource. This teaching resource will be used across the whole school from reception to year 2. It not only supports and empowers teachers to teach word reading but explicitly teaches comprehension skills and vocabulary across units of carefully sequenced lessons. These units of work also help schools to provide curriculum knowledge for foundations subjects. They empower teachers to teach <i>all</i> aspects of word reading and comprehension</p>	<p>The EEF research shows that alongside teaching phonics and word reading skills, good comprehension and vocabulary enrichment accelerate children's ability to learn. The Steps to read resource supports teachers to use structured questioning to develop reading comprehension alongside purposeful curriculum focused dialogue and interaction</p>	<p>1,2,3</p>

through high-quality fiction, non-fiction and poetry texts.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head teacher to provide small group catch up work on phonics for pupils in year 1.	To support a small number of children in year 1 with their phonic and reading progress the deputy head teacher will be timetabled to teach this small group for one hour a day.	1,2
Beanstalk Readers x2 (£2000) to read 3 times a week with priority given to children who are looked after.	Additional time with a trained adult to support reading and share stories on a 1:1 basis - special time not only impacting on reading skills but also building self esteem and a lifelong love of reading, stories and books.	1,2,3,4
Teaching assistants in each year group to deliver the Talk Boost Intervention	This evidence base intervention supports children with language below the average for their age who need additional support in order to 'close the gap' with their peers. Language development is accepted as being critical to learning, cognitive development and literacy. In the classroom, spoken language is the primary medium through which teachers teach and children learn. It is expected that, when a child starts primary school, they will be able to understand much of what is said, express themselves clearly, share their feelings and make their needs known. This level of proficiency in speech, language and communication is critical to the development of a child's cognitive, social and emotional well being. A child who struggles to speak will often struggle to read and write. This issue can be compounded if children are exposed to teaching of reading and written language	1 (2,3,4)

	before their spoken language skills are developed enough to access this teaching.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Learning Mentor: Works with individuals and small groups of pupils to develop social and emotional skills and gain confidence. Help overcome social and emotional barriers	A lack of home support or life experiences such as trauma causes emotional needs some find hard to process. Deprivation and medical need have an effect on Self-esteem and confidence Interventions: Think Yourself Great, Sunbeams and ROAR Mental Health Strategies	4
To Release teacher 1/2 day for 10 weeks to deliver the Build a Bridge of Books Course to parents and children in reception classes.	Course aimed to engage parents in school life and to learn to play, chat and interact with their child through book making activities. Aim is to break down barriers between home and school and promote a partnership approach to their child's learning journey. Evidence shows that if parents will engage with the school and the child's learning that early gains are more likely to be sustained as the child moves through the education system.	1,2,3,4
For any family known to be in need of support with uniform, school will offer uniform free of charge.	Ensuring all children wear the uniform and have a P.E kit ensures that no child feels left out or different to others as a result of economic disadvantage.	4 (1,2,3)
Improve mental health/emotional wellbeing of disadvantaged pupils through engagement with Action Jackson, Action for Happiness.	Children discover for themselves sustainable ways to develop resilience and life skills	4 (1,2,3)
Learning Mentor to manage and deliver Magic Breakfast programme with 3 support staff.	To ensure all children have equal access to correct fuel for learning and start the school day after a nourishing breakfast.	1,2,3,4

To provide one term of swimming lessons for year 2 children. To develop their confidence in water and maintain the high percentage of pupils who are able to swim 10 metres by the end of year 2.	Data shows that the majority of children in the school do not access swimming lessons. In providing these lessons children will take the first steps in mastering a life skill.	4
Improving attendance, engagement and readiness to learn for the most disadvantaged pupils	<p>The school learning mentor is allocated time each day to specifically follow up on school absence. She is robust in her procedures and will support and help families however she can in ensuring all children attend school every day and on time.</p> <p>End of year data for 2019 indicates overall attendance of all pupils at 95.2%. Attendance for pupils entitled to pupil premium is 94.4% compared to attendance of non pupil premium children at 95.7%.</p> <p>Target: to further improve attendance for all pupil groups to above 96%</p>	3

Total budgeted cost: £84,375

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.

Outcomes for Disadvantaged Pupils for Academic Year 2020-21

Historically the gap between disadvantaged pupils and other pupils was consistently less than the national gap with overall outcomes either in line or above national results. End of year results for 2021 show that the attainment gaps between this group and the rest of the cohort widened in comparison to data for 2019. Catch up funding and work on the return focused heavily on basic skills and well-being.

Disadvantaged /Non-disadvantaged end of year Scores at EXS 2021					
	Reading	Writing	Mathematics	GLD/RWM	PCS
Reception				47/63% (65/81%)	
Year 1	63/67%	54/67%	58/70%	54/67%	67/79% (85/90%)
Year 2	57/82% (68/80%)	48/82% (68/77%)	52/88% (72/80%)	48/82% (68/77%)	

Swimming lessons were cancelled so this money was used to support catch up. Targeted support will be in place throughout the coming year to ensure all pupils achieve their potential.

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)

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