



# Stanford Infant 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 children.

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	Stanford Infant School
Number of Pupils in School	236
Proportion (%) of Pupil Premium Eligible Pupils	14.0% (33)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	3 years
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Madeleine Denyer
Pupil Premium Lead	Madeleine Denyer/Emma Remnant
Governor Lead	Catherine Bradley

## Funding Overview

Detail	Amount
Pupil Premium Funding allocation this academic year	£50,872.50
Recovery Premium Funding allocation this academic year	£1,268.75
Pupil Premium Funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£52,141.25</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Stanford Infant School, we aspire to offer an ambitious curriculum that engages, challenges and inspires our learners, including those from socially disadvantaged backgrounds and other vulnerable learners. We want every child to reach their full potential in all aspects of school life and are fully committed to ensuring that every disadvantaged child receives high-quality teaching and is supported to make progress both personally, socially, emotionally and academically.

We will provide early intervention for any child who requires it, tailoring our programmes of support accordingly to meet their needs. This support will be regularly reviewed to ensure it is fit for purpose.

We will work with families to ensure we are providing the support needed to ensure children have full access to a range of opportunities to enable them to gain the essential knowledge that they need to be the best that they can be.

We will strive to ensure that:

- A rich, exciting, broad and balanced curriculum is in place to meet the need of all learners.
- Our Vision, values and aims are embedded in all aspects of school life to ensure children are equipped with the knowledge and skills to succeed in life.
- There is highly effective professional development ensures the school sustains the highest standards of teaching and learning.

## Challenges

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

Challenge Number	Detail of Challenge
1	Some children many not be working at age related expectations and have conceptual gaps or misconceptions.
2	Some children display social difficulties, which influence learning in the classroom. These friendship difficulties affect negatively at playtimes and lunchtimes, transition points, etc. They have difficulty engaging positively with others without support.
3	In some cases, learning skills may need developing, e.g., willingness, resilience, perseverance and independence.
4	In some cases, children's English as an Additional Language (EAL) is a barrier to their learning.
5	In some cases, children have complex additional needs, with children having Education Health Care Plans (EHCPs).
6	In some cases, consistent attendance and punctuality, which impacts on learning in the classroom due to reduced access to the curriculum, failure to reach full potential, impact on relationships, insecurity and anxiety.
7	In some cases, children having insecure attachments through the impact of developmental trauma and loss. In these children there is little or no neural connection established between the limbic brain and the pre-frontal cortex and therefore they respond to challenging situations by discharging the unregulated emotions of flight, fight or freeze, as the neural pathways of reflection and learning are not present or are undeveloped.

## 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
All children entitled to the Pupil Premium will receive high quality support to enable them to make the progress they are capable of – demonstrated in the termly Wellbeing and Learning Meetings. Any barriers will be articulated clearly and addressed appropriately.	<ul style="list-style-type: none"> <li>✓ Quality First Teaching and intervention support with evidence of effective progress for children below age-related expectations.</li> <li>✓ Specific, individual support will have been planned to plug the gaps, develop confidence and accelerate progress.</li> </ul>
Deploying the Pupil Premium to raise achievement and narrow the gap between children from low income and other disadvantaged families and their peers.	<ul style="list-style-type: none"> <li>✓ Reception children will have a good level of development</li> <li>✓ Year 1 children will reach the expected standard in the Year 1 Phonics Screen.</li> <li>✓ Year 2 disadvantaged children will make accelerated progress in R/W/M.</li> </ul>
Disadvantaged children are quickly identified and supported with their phonic knowledge.	<ul style="list-style-type: none"> <li>✓ Monitoring shows a consistent approach to teaching phonics throughout the school.</li> <li>✓ Disadvantaged children will make good or better progress in their phonics knowledge, understanding and application from their starting points.</li> <li>✓ Additional phonics support has been provided for those who need it.</li> </ul>

<p>Disadvantaged learners who have English as an Additional Language (EAL) are provided with a high level of cognitive challenge while also allowing them to access the same content as the rest of the class.</p>	<ul style="list-style-type: none"> <li>✓ Knowing the EAL learners differing needs – strengths and areas for development. Identifying the skills the child needs to develop in order to effectively access the curriculum.</li> <li>✓ Teachers will adapt whole class activities with appropriate prompts and scaffolds in place.</li> <li>✓ Targeted interventions in place to support individual need.</li> </ul>
<p>Disadvantaged children with high levels of SEND/Attachment Need will have bespoke support, relevant to their individual needs, to enable them to access the curriculum and wider curriculum.</p>	<ul style="list-style-type: none"> <li>✓ Highly trained and skilled support staff in place to provide bespoke support to children with SEND/Attachment Needs.</li> </ul>
<p>Disadvantage children’s attendance is in line with non-disadvantaged children’s attendance and the proportion of children who are classes as persistent absentees is significantly reduced.</p>	<ul style="list-style-type: none"> <li>✓ Attendance data indicates that the gap to non-disadvantaged children’s attendance closes year on year.</li> </ul>
<p>To enhance the opportunities provided to disadvantaged children to ensure they have the cultural capital to enable them to succeed in the next stage of their learning journey.</p>	<ul style="list-style-type: none"> <li>✓ A clear plan is in place demonstrating how our curriculum supports children’s cultural capital.</li> <li>✓ Curriculum enrichment opportunities are resumed and expanded.</li> <li>✓ Disadvantaged children are prioritised for enrichment opportunities.</li> <li>✓ Opportunities for disadvantaged children to develop their talents and interests are in place.</li> </ul>
<p>All disadvantaged children have access to a range of opportunities/experiences to enhance their personal development/cultural capital.</p>	<ul style="list-style-type: none"> <li>✓ Range of opportunities/experiences offered to all disadvantaged children.</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

Budgeted cost: £6,792.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that all members of staff have access to high-quality CPD to enable them to fulfil their roles effectively – specific to Year Group/Class Need.</p>	<p>July 2016 DfE Standard for teachers’ professional development states that: Professional Development must be prioritised by School Leadership.</p> <p>A belief that all can succeed is fundamental to the success of the pupil premium strategy (Blatchford, 2020)</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils (EEF 2020)  <a href="https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf">https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</a></p>	<p>1, 3, 4, 5, 7</p>
<p>To ensure classroom teaching is precise and of a high quality to meet the needs of children eligible for the Pupil Premium so that they make progress by meeting (or exceeding) age related expectations.</p>	<p>The Sutton Trust found that, ‘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 teaching.’</p>	<p>1, 2, 3, 4, 5, 7</p>

## Targeted Academic Support

Budgeted cost: £37,061

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic support – including structured one-to-one or small group interventions linked directly to classroom teaching. Robust and informative assessments of children are completed to ascertain attainment gaps and adjust the strategy accordingly.</p> <p>✓ 1:1 pupil conferencing in place – children know/can articulate what they have learnt and understand their next steps.</p>	<p>This strategy draws on evidence-based research and high-quality resources to diminish attainment gaps across the school.</p> <p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Meta-Analysis of research by John Hattie breaks down quality teaching into: Children having clear goals/objectives. Teachers providing children with modelling/scaffolding and appropriate steps to achieve them.</p> <p>2008, the National Foundation for Educational Research &amp; TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.'</p>	<p>1, 3, 4</p>
<p>Additional phonics sessions targeted at disadvantaged children who require further phonics support.</p> <p>This will be delivered by a Year 1 teacher, who is planning and delivering a bespoke programme based on individual need in the Year Group – prioritising disadvantaged children.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3, 4</p>
<p>1:1 Reading Support for Year 1 children 15-20 minutes 4X a week for 10-20 weeks.</p>	<p>Fischer Family Trust is an early intervention for children in Year 1 who have difficulties learning to read and write. FFT is aimed at children who are unable</p>	<p>1, 3, 4</p>

	<p>to access a scripted group intervention but do not have the depth of need that would require the support of a Reading Recovery Programme. It is based on the pedagogy and practice of Reading Recovery.</p> <p><a href="https://literacy.fischertrust.org/overview/wave-3/">https://literacy.fischertrust.org/overview/wave-3/</a></p>	
<p>Individual/Small Group Support delivered by our Learning Mentor:</p> <ul style="list-style-type: none"> <li>• Social Skills/Nurture Groups</li> <li>• Friendship Groups</li> <li>• Talkabout</li> <li>• Talk Boost</li> </ul>	<p>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):</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	2, 3, 4
<p>Classroom support for high needs children – SEND/Attachment.</p>	<p>Creating a positive environment for all children helps SEND and other children succeed. With the right support in the right place, all children can access education. TAs are there to support teaching. Teachers must also support the children’s learning; with effective TAs in place, they can support SEND children.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf</a></p>	5, 7

## Wider Strategies

Budgeted cost £8,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Counselling	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf</a>	2
Targeting Attendance and Persistence Absence	<p>Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring. By informing parents regularly about attendance, you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.</p> <p>EEF - 'increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.' Having a dedicated person for attendance ensures that good communication and relationships are developed quickly - particularly for the most vulnerable. Early support can be given asap.</p>	6
Support to attend Breakfast Club, After School Clubs, Holiday Clubs, etc.	<p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year. Breakfast clubs improve attendance and punctuality.</p>	6
Enhancing personal development and cultural capital: disadvantaged children prioritised for opportunities: <ul style="list-style-type: none"> <li>• Forest School</li> <li>• Sports' Clubs</li> </ul>	<p>EEF – Physical Activity <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity</a></p> <p>EEF- Arts Participation <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation</a></p>	1, 2, 3

<ul style="list-style-type: none"><li>• Extra-Curricular Opportunities</li><li>• Real Play – family support</li></ul>		
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**Total budgeted cost: £52,053.00**

## 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.

All disadvantaged children have a Grab Pack and these detail specific activities that support each disadvantaged child to make progress both socially, emotionally and academically.

During the partial school closure between January and March 2021, all disadvantaged children were offered school provision, including an additional 4 children, who staff identified as being vulnerable. 29/40 (72.5%) of disadvantaged children were in school every day during this period and we ensured they received quality first teaching and same day intervention. The 11 children whose families chose to keep them at home were provided with quality remote learning, linked to the school's curriculum. Any child who did not have access to technology was provided with one of the school's iPads. Learning Packs were developed for any child who required an individualised programme of support. We ensured we made weekly contact with all disadvantaged families not in school.

On return to school, the children in school were provided with opportunities to re-establish being a whole class again, and those who had been remote learning were welcomed back into the routine of school.

As a consequence, our disadvantaged learners were emotionally settled and ready to learn when we opened fully in March.

Due to COVID-19, performance measures have not been published for 2020-2021, and therefore results will not be used to hold schools to account.

## 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
Bug Club	Pearson
Numbots	Maths Circle

## Service Pupil Premium Funding

Measure	Details
How did you spend your Service Pupil Premium allocation last academic year?	There was 1 child eligible for Service Pupil Premium and this child received additional behaviour support through our Learning Mentor.
What was the impact of that spending on service pupil premium eligible pupils?	The child learnt techniques to enable them to self-regulate their behaviour and be ready to learn.

## Further Information

In planning our new Pupil Premium Strategy, we evaluated the outcomes of last year's activities and also looked at our current disadvantaged children and considered how their basic needs were being met using Maslow's Hierarchy of Need. We know that it is vital for children's basic needs to be met to ensure they are motivated to learn and can reach their full potential.

We triangulated evidence from multiple sources of data including internal assessments, engagement in class, book scrutiny, professional conversations with teachers and teaching assistants at 'Wellbeing and Learning' Meetings, in order to identify the unique challenges faced by our disadvantaged children/other vulnerable learners.

We looked at a number of reports, studies and research papers about effective use of Pupil Premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged children.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific children's needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for children.

All disadvantaged children are offered a FOC after school activity club of their choice – this is funded through the PE and Sport Premium.