

Pupil premium strategy statement – Speedwell Infant School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	115 (including nursery)
Proportion (%) of pupil premium eligible pupils	56% (64 children, including nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24, 2024/25 and 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jane Moore
Pupil premium lead	Jane Moore
Governor / Trustee lead	Ann Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,843
Recovery premium funding allocation this academic year	£7,250
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£85,093

Part A: Pupil premium strategy plan

Statement of intent

At Speedwell Infant School we want every child to succeed. We recognise that many children join school at a disadvantage to others, and aim to address such disadvantages through an inclusive approach to teaching and learning which targets support at those children who need to make accelerated progress to be working at age related expectations. We recognise the crucial importance of communication, language and vocabulary development, alongside a systematic approach to phonics to support children to become strong, competent readers. Therefore, our pupil premium strategy is underpinned by the following key principles:

- The Prime Areas of Learning are prioritised in the EYFS to ensure every child secures these crucial foundations for future learning and development
- The development of communication, language and vocabulary skills is prioritised across school through the school's Communication, Language and Vocabulary Strategy to ensure all children develop a broad vocabulary
- The teaching of reading through a systematic approach to phonics teaching using a DfE validated programme is prioritised from the beginning of Reception to ensure all children have the skills to read effectively by the end of KS1 so this does not become a barrier to future learning
- A recognition that some children experience adverse childhood experiences and/or have social and emotional challenges which can be a barrier to them successfully accessing learning, and that social, emotional and behavioural support needs to be prioritised for such children to help them develop the strategies to become effective learners
- The importance of supporting parents and carers in their role as prime carer of their children to maximise opportunities for school attendance, learning and development

Due to the high % children identified as disadvantaged, and many more children just under this threshold, the school prioritises use of pupil premium funding to ensure all children receive high quality teaching and learning on a daily basis. Therefore, this plan aims to address the above core principles through quality first teaching for all children and targeted support and interventions for those that need it through careful analysis of each child's specific needs.

Challenges

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

Challenge number	Detail of challenge
1	Many children join school in the EYFS below age related expectations in the Prime Areas of learning, with a number of children significantly behind typical development for their age in these areas. This places children at a disadvantage because they do not have the basic communication, social, emotional and self care skills to succeed.
2	Many children across school have limited wider experiences, which have an impact on their language and vocabulary development, and their wider comprehension skills. This lack of first hand experiences and lack of exposure to a wide range of experiences limits children's knowledge and vocabulary development, impacting on their wider progress across the curriculum.
3	Many children are not exposed to a wide range of books and stories at home, and do not live in households where reading is modelled or encouraged. This means children have not been exposed to books and reading which impacts on their interest in books and reading, and on their vocabulary development. This also limits the support many children receive at home to practice reading with an adult.
4	Some children have a range of adverse childhood experiences (ACEs) which impact on their social, emotional and behavioural skills, resulting in barriers to engaging in learning. It is essential that support for social, emotional and behavioural needs are prioritised to ensure children are able to access learning.

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
By the end of the EYFS, the majority of children will be working at age related expectations in the Prime Areas of Learning	EYFS Profile outcomes in the Prime Areas of Learning are in line with National outcomes
By the end of KS1, the majority of children will have age appropriate phonics decoding skills and reading comprehension skills which are supported by a broad exposure to vocabulary through books and first hand experiences across the curriculum	Summative end of year assessments of reading shows an increase in the % children working at age related expectations at the end of KS1 compared to the end of the EYFS
Children with ACEs will be able to engage in classroom learning with support and they will have developed strategies to help them manage their feelings and behaviour in appropriate ways	By the end of KS1 almost all children will be able to participate in learning through normal classroom approaches, without the need for high levels of support

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: £60,288

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Participation in a joint reading fluency project with the junior school, led by a LA Literacy Adviser:</p> <p>Costs:</p> <ul style="list-style-type: none"> • Consultant fee • Supply cover to release teachers • Additional TA salary costs to attend training • Resources 	<p>EEF guidance report: Improving literacy in KS1</p> <p>EEF guidance report: Preparing for literacy</p> <p>EEF Teaching and learning toolkit</p>	3
<p>Contribution towards teaching assistant salaries to ensure retention of high quality TAs, and every class has skilled teaching assistant support throughout the day to meet the learning and development needs of the many children who are working below age related expectations</p>	<p>EEF guidance report: Making best use of teaching assistants</p> <p>Observation of teaching assistants in practice clearly demonstrates the high skill level of established TAs which need to be retained to ensure investment in TA skill is not lost to the school</p>	1, 2, 3, 4
<p>Contribution towards teacher salaries to enable retention of highly skilled UPS teachers which supports good progress for children from low starting points.</p>	<p>Experience of employing less experienced teachers and subsequent reduction in quality of teaching and progress of children.</p>	1, 2, 3, 4

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Small group language interventions for EYFS children led by experienced in school staff</p> <p>Costs:</p> <ul style="list-style-type: none"> • TA salary costs • Resources 	<p>EEF guidance report: Preparing for literacy</p> <p>EEF Early years toolkit</p> <p>Impact of use of language interventions in previous years has demonstrated accelerated progress and narrowing of attainment gaps.</p>	1, 2, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,063

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist inclusion and engagement teaching assistant to work with children with ACEs through one to one sessions and nurture group</p> <p>Costs:</p> <ul style="list-style-type: none"> • Specialist TA salary costs • Resources 	<p>EEF guidance report: Improving behaviour in school</p> <p>EEF Teaching a learning toolkit</p> <p>Evidence from previous years is that this role has improved the engagement in learning of children with ACEs, enabling them to participate in normal class activities.</p>	4
<p>Delivery of the Solihull Parenting programme to identified parents/carers to support the development of their parenting skills at home.</p> <p>Holding informal drop in sessions for parents/carers around parenting support and needs.</p> <p>Costs:</p> <ul style="list-style-type: none"> • TA salary costs • Resources 	<p>EEF guidance report: Working with parents to support children's learning</p> <p>Many parents/carers asking for support around general parenting skills.</p> <p>Positive feedback from parents/carers who have accessed the Solihull Parenting programme.</p>	1, 2, 4
<p>Contribution towards costs for external trips and costs for in school experiences to support the curriculum, broaden children's experiences, and thus vocabulary and understanding</p>	<p>EEF Early Years Toolkit – communication and language approaches.</p> <p>First hand experiences give quality opportunities to learn new vocabulary in context with understanding that can then be transferred to other learning such as reading and writing.</p>	1, 2,

Total budgeted cost: £87,351

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for children during the 2022/23 academic year:

On entry to Reception in September 2022 fewer than half of all children were at age related expectations in the Prime Areas of Learning. This was similar for both disadvantaged and non-disadvantaged children, although the starting points for disadvantaged children were lower than non-disadvantaged children. Progress over the year for disadvantaged children was above that for non-disadvantaged children in all the Prime Areas of Learning. This did reduce the attainment gap between disadvantaged and non-disadvantaged. However, because disadvantaged children's starting points were lower than non-disadvantaged children, there were more non-disadvantaged children at age related expectations than disadvantaged children at the end of the year.

By the end of Reception, over 70% children were at age related expectations in the Prime areas of learning and 64% children achieved the Good Level of Development in the EYFS Profile. 59% disadvantaged children achieved the Good Level of Development.

All children who accessed the Early Talk Boost intervention made significant progress based on before and after assessments. All children who accessed the programme had before and after standardised assessments completed. All children moved from red to amber, with some achieving green in some areas of assessment.

Through the introduction of the Essential Letters and Sounds (ELS) programme, the majority of Reception children made strong progress over the year, with 71% on track to pass the phonics screen check by the end of Y1. Whilst only 66% Y1 children passed the phonics screen check in June 2023, by the end of Y2, 92% children had passed the phonics screen check. For disadvantaged children, 59% passes the phonics screen test by the end of Y1 and 90% by the end of Y2. Due to concerns around the phonics progress of Y1 children, the school requested an ELS Consultant day to understand the issues and actions needed, and this resulted in some adjustments to the teaching programme which should positively impact on future year groups. School led tutoring also focussed on phonics for Y1 children at risk of not passing the phonics screen check, with over 50% of all children targeted for additional support passing the phonics screen check.

18 children accessed the school nurture programme during the 2022/23 academic year, developing skills that enabled them to better engage in their learning and development in lessons. Boxall profiles indicate positive progress in targeted areas for these children. 20 children accessed bespoke emotional literacy or behaviour support

during the 2022/23 academic year, supporting them to deal with specific identified issues and developing coping strategies for them to use in all aspects of their life, including better access to teaching and learning opportunities in class.

Following successful completion of training in the Solihull Parenting Programme, the programme was delivered to the first cohort of parents/carers, with parents/carers providing positive feedback on the impact of the programme on their understanding of their children's behaviours and strategies they could use to better support their children's learning and development.

All children accessed subsidised trips and fully funded in school experiences which broadened their life experiences and enabled them to develop meaningful vocabulary through first hand experiences linked to the wider curriculum.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider