# Pupil premium strategy statement

This statement details how Lyndhurst Infant 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 | **Lyndhurst Infant School** |
| Number of pupils in school <br> Number of Pupils in the SSC (communication and ASD) | **234** mainstream <br> **9** SSC |
| Proportion (%) of pupil premium eligible pupils | **15%** (2021) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | **2021/2022, 2022/23 2023/2024** |
| Date this statement was published | **12/21** |
| Date on which it will be reviewed | **07/22** |
| Statement authorised by | **Jo Halley Assessment & Curriculum Lead** |
| Pupil premium lead | **Di South Head Teacher** |
| Governor / Trustee lead | **Mark Taylor** |

## Funding overview for September 2021 until April 2022)

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £38,424 |
| Recovery premium funding allocation this academic year | £5,075 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £2,569 |
| Total Budget for this academic year (September to April) | £46.068 |

# Part A: Pupil premium strategy plan

## Statement of intent

*Our ambition is that all disadvantaged children at Lyndhurst achieve higher, or in line with, the average of all pupils nationally. We intend to support our young learners both academically and socially so that they can achieve well.*

Our ambition is that all pupils, irrespective of their background or the challenges they face, make good progress both socially and academically and that they acquire and learn the skills which will enable them to attain across all subject areas, but specifically in being able to read, write and acquire the numeracy skills needed to build future skills and knowledge.

The focus of our strategy is to support disadvantaged pupils to achieve this goal. This includes progress and challenge for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those with SEND, those known to social care or who live with someone who has poor mental health. Our strategy will also support their needs, regardless of whether they receive funding or not.

Our approach will focus on high quality teaching and learning with a good understanding by adults of how being disadvantaged may impact on how a learner acquires new skills and knowledge. This is done through continuing professional development for all leaders and school staff. Focusing on this high quality teaching approach is proven to have the greatest impact on closing the disadvantaged gap over time. At the same time, it will also benefit the non-disadvantaged learners at Lyndhurst.

Our strategy intends to improve outcomes for both the non-disadvantaged and the disadvantaged. It will also include the plans in place for education recovery after the partial closing of schools due to Covid 19. We are targeting those learners whose learning has been worse effected. This includes our disadvantaged learners.

We will not make assumptions about the impacts of disadvantage but will be responsive to common challenges and individual needs through robust assessments. The approaches we have adopted will complement each other in supporting learners to achieve.

To ensure our approaches are effective we will:

- ✓ Ensure that children are identified early and appropriate intervention put in place in a timely manner
- ✓ Ensure learners are supported and/or challenged

- ✓ Adopt a whole school approach and collective responsibility. Have high expectations and aspirations of all learners
- ✓ Monitor impact of any support or intervention
- ✓ Review our curriculum offer regularly to ensure that it is aspirational for all learners

# Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Social and Emotional**<br><br>Post pandemic – families within the community are struggling. From our FESO work and engagement with social care, we have been able to identify many families that are living in crisis, including financial hardships and mental health needs.<br><br>We have 57% of families at Lyndhurst who can be identified as "disadvantaged" (EAL, SEND, PP, Known to Children's services, Vulnerable). These issues can severely impact on a young child's inability to concentrate and learn. They may also not have the same experiences of enrichment opportunities as their peers. Our children start school at 4 years old and leave when they are 6 or 7. The children starting school in September 2021 have spent half their life time living in challenging times.<br><br>Our strong commitment to providing wellbeing support through our FESO and Learning Mentors.<br><br>Some PP learners have limited extra- curricular experiences. Research shows that children's mental health can be improved by engaging in activities outside the National Curriculum ie Forest and Beach Schools |
| 2 | **Language Deficit**<br><br>Observations and assessments demonstrate a language/vocabulary deficit. This deficit is in vocabulary which affects reading comprehension and under developed oral language confidence and skills. At Infant level this may be due to the lack of social interaction over the last 2 years and models of high quality speech and vocabulary are needed by all adults. Engaging in extra-curricular activities can also help to extend disadvantaged learners' vocabulary. |
| 3 | **Phonics**<br><br>On entry data and phonics scores since 2019 have shown that there is a challenge in securing good phonic knowledge – the foundations needed for secure reading and spelling. No year group in school has completed a full academic year of full time teaching due to the Pandemic. |

| 4 | **_Attendance_** |
|---|---|
|   | Persistent absence of a few disadvantaged children. Data shows that families with poor mental health need support so that their children attend regularly |

| 5 | **_Maths_** |
|---|---|
|   | Disadvantaged learners do not achieve in line with non-disadvantaged learners. This is also linked to language acquisition and practical application of concepts. |
|   | No year group in school has completed a full academic year of full time teaching due to the Pandemic. |

# 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 |
|---|---|
| That children at Lyndhurst have their social and emotional needs met so that they can achieve and thrive | Children are identified early and support put in place. They engage in the wider life of the school and life outside school. For example, clubs, experience days and Forest and Beach schools |
| That there is improved oral language and vocabulary for all Lyndhurst learners | The disadvantage gap is narrowing over time within each year group by the end of Y2 |
|   | 11% of the EYFS are disadvantaged. 63% of the cohort have the expected standard of spoken language. 43% of the PP children are at expected and above for listening, attention and understanding compared with 59% of non PP. |
|   | R gaps continue to be better than National |
|   | W gaps continue to be better than National |
| That all children leave Lyndhurst at the end of Y2 being a reader | Gaps in reading at the end of Y2 |
|   | Phonics screener results 2022 are 96%+ |
|   | End of Y2 phonics results 2022 98%+ |
| That attendance for all learners is above 95% and that disadvantaged families with persistent absence are challenged and supported to attend. | Attendance for disadvantaged learners at the end of each term is at least 95% |
|   | Persistent absence is challenged and targets set each half term for improvement |
|   | 2020 attendance- - PP 91.08%, Non PP 96.63% |
| Improved maths skills for disadvantaged learners | Narrowed gaps in Maths at the end of Y2 so better or in line with National |

# 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: £ 14,889

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Embedding dialogical teaching across the school*<br>*This will include CPD for all staff and for new and ECT teachers complimenting the ECF*<br>*Purchase of resources such as reading books and CPD/release time for staff* | Strong evidence base that suggests oral interventions and strategies/interventions are inexpensive to implement with high impact on reading ie Echo Reading, Guided Reading, Oral language interventions and Emotional literacy strands<br><br>• https://www.hertsforlearning.co.uk/blog/early-find-ings-ks2-reading-fluency-project<br>• Rasinski & Nageldinger (2016) The Fluency Factor: Authentic Instruction and Assessment for Reading Success in the Common Core Classroom, Teachers College Press<br>• Heitin (2015) Reading Fluency Viewed as Neglected Skill, Education Week, **http://www.ed-week.org**<br>• | 1,2,3 |
| *Staff acquire the professional knowledge and understanding to develop their learners metacognitive knowledge* | Staff to follow Little Wandle Training and to use research based strategies.<br>Ie Echo Reading strategies, Word Aware etc to close the vocabulary gap<br>Vocabulary and scripts used consistently to support learners who need it<br><br>the reading framework: teaching the foundations of literacy<br>Maths – ECC interventions<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | 1,2,3,5 |
| *Purchase a DFE validated Systematic Synthetic Phonics program to secure stronger phonics learning* | https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes | 3,5 |

| | This is a whole school initiative but will be phased in. All staff to have training. Y1 children who need an intervention to begin Jan 22. | |
|---|---|---|
| *This includes high quality CPD, Assessment.*<br><br>*Purchasing of resources and books* | A systematic phonics approach is evidenced as securing good reading and blending skills. This is based on decoding consistently and efficiently but does not focus on developing comprehension skills. Research shows that inability to read impacts on accessing the whole curriculum | |
| *Improve the quality of social and emotional learning* | FESO – works collaboratively with families and outside agencies. Children participate in social and emotional learning opportunities and interventions. Learning mentors support children to access the curriculum<br><br>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf<br><br>Forest and Beach Schools – build resilience, acquisition of real life skills and wellbeing. | 4,1 |

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

Budgeted cost: £ 18,385

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Maths* | ECC interventions<br>https://everychildcounts.edgehill.ac.uk/tackling-disadvantage/<br>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<br>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954511/Maths_guidance_year_1.pdf<br><br>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954796/Maths_guidance_year_2.pdf | 5 |
| *Reading /Writing* | https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf | 2, 3 |

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions

https://trust.fft.org.uk/

Whole class teaching and modelling/scaffolding, Tuition group teaching, Intervention groups – target specific needs and knowledge gaps (identified through assessments). This is an effective way to support low attaining pupils or those falling behind. These are likely to be disadvantaged learners – this also includes learners who are high attainers who may need extra challenge

One to One tuition:https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition
Small Group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition

EEF guidance is based on a range of best available evidence

| | | |
|---|---|---|
| *Systematic Phonics teaching and blending techniques* | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics<br><br>Little Wandle – accredited program<br>https://www.littlewandlelettersandsounds.org.uk/<br><br>English hub - Southampton | 2,3 |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,794

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Behaviour and Relationships*<br><br>*FESO support and Well being work* | https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf<br><br>CPD – Therapeutic Thinking<br><br>http://schools.local-offer.org/inclusion/wellbeing-in-west-sussex/wellbeing-charter/therapeutic-thinking-approach/influential-reading/<br><br>CPD – Trauma and NME<br>https://www.neurosequential.com/nme | 1 |

| Attendance | https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities | 3 |

# Total budgeted cost: £ 46,068

# 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

**End of Y2 2020 (non validated data)**

**Reading – Disadvantaged children preforming in line with non-disadvantaged (National gap of 17%)**

**Writing – Gap of 11% (National 18%)**

**Maths – Gap of 26% (National 17%)**

**Maths**

- **Work with Maths hub**
- **Catch up funding – maths support for Y1 children now in Year 2**
- **EEC training of staff for the EYFS and KS1 interventions**
- **Interventions resumed September 2021, during Covid each class was a bubble so interventions were class based.**

**Reading/Writing**

- **Priority reading in all classes**
- **Y2 and Y1 Echo reading groups**
- **Literacy and Language support - Breakfast Club**
- **Fishers family Trust**

# 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

**The majority of SEND and PP children attended school during the partial school closures. They had access to quality teaching within smaller classes. During Covid 19 learners could access home learning and they were provided with ICT devices if necessary. However, these children did make as much progress as was hoped. This has helped to focus how we use our funding to ensure that the support has its biggest impact ie small group tutoring using known staff, building on the existing relationships already in place.**

**All families have access to the FESO but she mainly works with our disadvantaged – supporting with Mental health and social care initiatives and resources. We have considered the impact of the pandemic on disadvantaged learners. The pandemic has given us deeper insights into family life for those from disadvantaged backgrounds and we have endeavoured to forge stronger relationships with some of our families. The Disadvantage lead attended 2 courses focusing on the Disadvantaged learner through West Sussex and the Durrington Research school. This has enabled the school to draw on good practice examples.**