

## Pupil premium strategy statement- Meon Infant School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Meon Infant School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sara Paine Executive Headteacher
Pupil premium lead	Sara Paine / Rachel Thripp
Governor / Trustee lead	Zoe Williams

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,935
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£47,865

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subjects. We aim to support our disadvantaged pupils with our Pupil Premium Strategy that identifies the key needs and actions required to make a difference to their provision.

Throughout our strategy, first quality teaching is at the heart of all actions. In order to make sure all our children have the best learning opportunities possible, we ensure our teachers receive the best professional development and support in improving their own practice.

Unlocking barriers to learning we believe is key to closing the gaps for our disadvantaged pupils. Our intention is to establish a skilled inclusion team that work successfully alongside external agencies. This work will be pro-active, ensuring early identification of barriers with swift intervention put into place.

We have identified that language is a barrier for our children. This is evidenced in our EYFS data and also from talking to parents and staff regarding the needs of our current pupils. Our Vision and Values is shaped around 'Being our Best Self' and our Intention is:

'Mastering learning, language and life skills to find their place in the world'.

With this in mind, our planned strategy builds on developing the language of pupils as well in different ways. This may be through Speech and Language programs, proven schemes for supporting storytelling such as 'helicopter' stories, and development of questioning and extension and challenge.

Attendance across the school is generally good, but when drilled down, our children who are disadvantaged are often 'doubly disadvantaged' as their attendance is more likely to be poorer than the non-disadvantaged children. For this reason, we have a dedicated person that is able to analyse and offer guidance and support for our families.

## Challenges

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

Challenge number	Detail of challenge
1	Speech and Language Our assessments and evaluations show that many of our disadvantaged children have missed large chunks of nursery and Year R provision where language skills are embedded. Because of this, children come to school without a good knowledge of specific nouns and unable to talk in full sentences.

2	<p>Phonics and early reading</p> <p>Although the achievement of our disadvantaged children is often cohort dependent, children achieve less well than their peers in reading and writing. This has increased during and after the Covid 19 lockdown as phonics teaching is a specific skill which some of our parents find more problematic than other curriculum areas.</p>
3	<p>Attendance</p> <p>Our disadvantaged children make up a significant proportion of our PA monitored children (persistent absence). The current figure for last year was 54.5% because of this they are doubly disadvantaged as they miss important provision/sessions.</p>
4	<p>Emotional needs</p> <p>Classroom teachers are reporting that some disadvantaged children have limited resilience, less established metacognitive habits and are less likely to self-regulate. When faced with high expectation and challenge, some children lack self-esteem.</p>
5	<p>Emotional/financial family well-being</p> <p>Some of our disadvantaged children have witnessed parental break ups and in some severe cases, domestic violence. In addition to these, some of our parents experience difficulties with their own mental health and this impacts on the child's attitudes, attendance and well-being.</p>
6	<p>Parental Engagement</p> <p>Parental engagement is a barrier to some children's learning. Many families are not adequately supporting their children's home learning or reading on a regular basis. During Covid 19 Lockdown, many parents needed support in order to help their child with home learning. This is not always due to low aspirations but also parent confidence, parent capacity, home stability and parents working evening shifts.</p>
7	<p>Cultural Capital (experiences)</p> <p>Some of our children do not have the same life experiences as others. This may be due to lack of financial funds and parental motivation. Some families place less value on education than others and this is reflected in the child's experiences.</p>
8	<p>Mathematics</p> <p>Current data evidences that our disadvantaged pupils are underperforming in Maths. We have evaluated that this is due to gaps in learning due to lost learning in lockdown. As well as this pupils foundations for mathematics are not secure enough for them to make accelerated progress to enable them to catch up.</p>

## 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.

1. Intended outcomes ( <i>linked to SIP</i> )	Success criteria
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1	Ensure all children at Meon Infant school receive a daily diet of good, quality first teaching. Including a personalised provision, high support and chal-	Disadvantaged achieve in line with peers. SEND pupils make accelerated progress from their starting points. Teacher drop ins and book looks evidence that pedagogy from CPD is embedded and supporting progress.
2	Continue to develop and support teachers in developing language and vocabulary in order to raise attainment and life chances for our children	Significant improvement seen during classroom observations and drop ins amongst disadvantaged pupils. Teachers will be using full sentence prompts and having high aspirations for complexity of vocabulary- this will be apparent in the children's understanding of language and how they respond. This will be evident in books, children's engagement and through assessment through feedback.
3	Continue to develop the curriculum beyond the academic for disadvantaged pupils. Develop curriculum equity. All too often, children from the least fortunate backgrounds have been exposed to less cultural enrichment as there is less financial/social capital.	Children at Meon Infant School have access to cultural experiences throughout the year which are planned specifically for enrichment. This is supported financially. Disadvantaged children are tracked and monitored to ensure they have equal access as all other children. Interventions to be targeted to ensure equality of experience.
4	Ensure that all interventions make a difference to children's progress, attainment and life-chances.	A range of interventions are used throughout the day to target specific areas of need with children who are identified as needing specific support in speech and language, mental health support and cognitive delay. End of Key Stage data will show that disadvantaged children perform in line with non-disadvantaged children from the same starting points.
5	Ensure our school intent and Vision and Values is shared with all of our school community in order to raise aspirations including the expectation for excellent attendance and behaviour and attitudes in school.	Sustained high attendance demonstrated by the overall absence rate for all pupils.  Attendance gap between disadvantaged pupils and their non disadvantaged peers to be maintained at 2% or below.  Reduced PA percentage for all children but less than 25% for disadvantaged children.  Shared culture in school of striving to be 'Our Best Self' with children demonstrating this continually inside and outside of school.

6	Improve the quality of teaching in maths to ensure all pupils have the knowledge and understanding required to be successful in their next stage of mathematical learning.	<p>Disadvantaged and SEND pupils make good and accelerated progress from their starting points.</p> <p>Disadvantaged pupils are targeted through early identification and intervention.</p> <p>All teaching staff have the expertise required to deliver maths mastery teaching.</p>
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## 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: £13,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing and training phonics and diagnostic resources such as COPS and PIXL	<p>Resources that assess children's gaps can provide reliable and detailed information about the strengths and areas of development for each child. This is vital in ensuring that interventions and teaching foci is tailored to each child.</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2 and 1
Appoint Phonics leader to develop teacher subject knowledge and provision across school	<p>Good Leadership of changes to the phonics guidance and DFE recommendations is vital for making sure the children are learning new sounds at an appropriate pace. Knowing their phoneme/grapheme correspondence is needed</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
Purchase JIGSAW scheme and purchase training to give teachers	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes for school and later life (eg. Improved academic performance. Attitudes, behaviour and relationships with peers).</p>	4 and 5

CPD to implement	<a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
Clear CPD Management timeline to support Language Develop and Vocabulary training for teachers	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.  <a href="https://www.educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	1
SALT support and training for TA's	Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.  <a href="https://www.educationendowmentfoundation.org.uk">Education Endowment Foundation   EEF</a> communication and language approaches	1
Purchase of DFE Validated Systematic Synthetic phonics resources.	Our school has made changes to comply with the DFE early reading framework and have identified RWI as the chosen scheme for our school.  <a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Staff training and CPD time for language and vocabulary development in KS1  Introduce Helicopter stories to support development of language in EYFS	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion are inexpensive to implement with high impact on reading.  <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 and 2
TA training on Behaviour, precision teaching and special educational needs.	<a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5 and 7
Whole school staff training on new maths	<a href="https://www.educationendowmentfoundation.org.uk">EEF Maths EY KS1 Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	8

<p>mastery. Whole school participation in Solent Maths Hub Primary Working Groups and Maths Mastery project. Purchasing additional subject specific resources. CPD.</p>		
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT support and training	<p>Speech and Language Therapy carried out by our trained TA's is supported by EEF as an effective method to promote accelerated progress. A qualified therapist is commissioned to train our TA and develop their skills.</p> <p><a href="#">Education Endowment Foundation   EEF</a> communication and language approaches</p>	1
<i>Appoint ELSA 3 afternoons a week</i>	<p>Our TA is working 3 afternoons a week and training as an ELSA.</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4 and 5
<i>TA time for SALT and language interventions</i>	<p>Speech and Language Therapy carried out by our trained TA's is supported by EEF as an effective method to promote accelerated progress.</p> <p><a href="#">Education Endowment Foundation   EEF</a> communication and language approaches</p>	1
<i>Additional phonics sessions targeted at disadvantaged</i>	<p>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:</p>	2

<i>pupils who require further support</i>	<a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	
<i>EYFS Intervention support TA time for Helicopter story implementation</i>	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="https://www.educationendowmentfoundation.org.uk">Education Endowment Foundation   EEF</a>	1 and 2
<i>Support for financial subsidies with clubs/trips and other additional activities</i>	We support children in making sure that they have the same access and opportunities as their peers. This may be through paying for trips, uniform when needed and sometimes before and after school support.  <a href="https://link.springer.com/article/10.1007/s11159-020-09860-z">https://link.springer.com/article/10.1007/s11159-020-09860-z</a>	

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

Budgeted cost: £11,200

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Employ attendance Officer to monitor and improve attendance</i>	An effective whole school strategy is vital in ensuring good attendance and reduction of PA cases.  <a href="https://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>	3
<i>Whole staff training on our Vision and Values-Being your Best Self- and how this will impact the behaviour and attitudes of the school as a universal approach</i>	Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3 and 4
<i>Purchase of promotional resources to support school Vision and Values</i>	Research suggests that wider school culture that promotes both academical achievement, attitudes and behaviour and shared values, can be instrumental in improving the progress of disadvantaged children.  <a href="https://publishing.service.gov.uk">School cultures and practices: supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</a>	3 and 4



<i>(posters/post cards/stickers etc)</i>		
<i>HLTA wage to deliver scheme of yoga across school. Each class to experience 6 sessions a year (sessions are 2 hours)</i>	Delivering programmes that support the well being and social, emotional health of children is recognised by the EEF as being impactful in primary/Infants school <a href="https://www.educationendowmentfoundation.org.uk">Prioritise social and emotional learning to avoid “missed...   EEF (educationendowmentfoundation.org.uk)</a>	4 and 5
<i>Emotional Coaching Training for SENCO to cascade</i>	Techniques taught from ‘Emotional Coaching’ are designed to allow children to self-regulate and problem solve. <a href="https://www.educationendowmentfoundation.org.uk">Prioritise social and emotional learning to avoid “missed...   EEF (educationendowmentfoundation.org.uk)</a>	4
<i>Staff to be trained in restorative approach to behaviour to support well-being of pupils as well as academic attainment.</i>	Using our knowledge of meta-cognition and ‘Hidden chimp’ work to support learning behaviours and behaviours outside of the classroom. Use of Thinking hats to be used to encourage restorative conversations. <a href="https://www.impact.chartered.college">Marshmallows and traffic cops: Beyond behaviourism – motivation and self-regulation in the classroom - impact.chartered.college</a>	4 and 5

**Total budgeted cost: £47,865**

## 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 2021 to 2022 academic year.

#### 2021-22 Outcomes (based on internal tests and not published)

KS1 Reading EXP+			KS1 Writing EXP+			KS1 Maths EXP +		
PP	all	gap	PP	all	gap	PP	all	gap
57	68	11	50	62	12	36	68	32

Year 1 Phonics check expected standard		
PP	all	gap
58	58	0

GLD expected standard		
PP	all	gap
43	62	19

Retrieval technician and memory acquisition has been targeted through explicit teaching of sticky knowledge across all subject areas. Internal data and monitoring has evidenced impact upon pupils recall of key facts across the curriculum.

Teachers expertise in language development has been supported through appropriate CPD. Gaps between all pupils and PP have similar trends to 2019 showing that school has minimised the impact of lockdown/covid.

Curriculum hook days are designed to ensure disadvantaged pupils have the necessary foundation understanding of a topic to enable them to access it well, have experiences in line with their peers and ensure similar starting points.

Interventions across the school for SALT have been supported by outside agencies to increase schools capacity to meet the needs of our children. High quality relationships

between staff and pupils facilitates mental health support as pupils say they feel happy in school and feel safe.

**Attendance (LA Portsmouth Infants – all: 93.8)**

PP	all	gap
94.3	95.4	1.1

PA all pupils – 6.1

## 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, Write INC books	Ruth Miskin INC
Helicopter stories	
SALT Programme	
COPS	GL Assessment