

# Pupil premium strategy statement for Cam Woodfield Infant School

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                                                                                                     | Cam Woodfield Infant School |
| Number of pupils in school                                                                                      | 127                         |
| Proportion (%) of pupil premium eligible pupils                                                                 | 24% (30 children)           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                   |
| Date this statement was published                                                                               | December 2021               |
| Date on which it will be reviewed                                                                               | December 2022               |
| Statement authorised by                                                                                         | Helen Harper                |
| Pupil premium lead                                                                                              | Jane Law                    |
| Governor / Trustee lead                                                                                         | Sam Friend                  |

## Funding overview

| Detail                                                                                                                                                                      | Amount       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Pupil premium funding allocation this academic year                                                                                                                         | £34,970 (FY) |
| Recovery premium funding allocation this academic year                                                                                                                      | £3,770 (AY)  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £1,435       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £40,175      |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all children at Cam Woodfield Infant School make good progress regardless of their socio-economic background. Our Pupil Premium Strategy seeks to support disadvantaged children and to help remove, or significantly reduce, the barriers to learning to ensure all children receive high quality education, enabling all children to reach their full potential. We aim to develop happy, healthy, independent learners who work towards a better future for themselves and for the world in which they live. We value a whole school approach where all staff are responsible for consistently high expectations of what our disadvantaged children can achieve.

Our school is adopting the tiered approach recommended by the EEF (Education Endowment Foundation). We recognise that high quality teaching is essential for all pupils to meet with success and are aware that the evidence highlights that this will have a considerable impact on narrowing the attainment gap for our disadvantaged children. The high quality teaching will be supported by targeted academic interventions and wider non-teaching strategies.

We will aim for

- the attainment gap between disadvantaged and non-disadvantaged children to be narrowed
- disadvantaged children in school to make or exceed nationally expected progress rates
- our children's health and wellbeing to be supported to enable them to fully access their learning

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                          |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Assessments suggest that disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and therefore their ability to access the school curriculum.                                                                         |
| 2                | Assessments, observations, and discussions with children highlight underdeveloped oral language skills and vocabulary gaps among many children on entry to school.                                                                                                                                           |
| 3                | Attendance was much lower for disadvantaged children (86%) compared to whole school (94%) in 2020-2021. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged children's progress.                                                                                |
| 4                | Discussions and observations of families and children highlight chaotic family lives and social services involvement. This can mean that some children are not always ready to learn and need support with their Social, Emotional and Mental Health needs. Some parents need support to engage with school. |

## 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                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved phonics teaching to increase reading attainment                                             | PSC - at least national (82%)<br>End of KS1 assessments - at least national.                                                                                                                                                                      |
| Improved oral language and vocabulary skills                                                         | Assessments and observations indicate significantly improved oral language among all children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Achieve and sustain improved attendance and punctuality for disadvantaged children.                  | Attendance / punctuality for PP in line with peers by 2024                                                                                                                                                                                        |
| Support for disadvantaged families and their children to help the children fully access school life. | PP premium children attend extra-curricular clubs                                                                                                                                                                                                 |

|  |                                                                                                                                               |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------|
|  | Parents accessing the opportunities signposted when necessary, for example<br>Food bank<br>Parenting Classes<br>GL11<br>Mental Health 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: **£995**

| Activity                                                                                                                                                                                                 | Evidence that supports this approach                                                                                                                                                                                                                                                                                  | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> : Little Wandle to secure stronger phonics teaching for all pupils.<br>£995                                           | 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:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>                                     | 1                             |
| CPD (Little Wandle) to improve phonics teaching and reading<br>All relevant staff (including new staff) will receive training to deliver the Little Wandle phonics scheme effectively.<br>INSET training |                                                                                                                                                                                                                                                                                                                       | 1                             |
| Embedding speaking and listening activities across the school curriculum. These can support pupils to articulate key ideas, con-                                                                         | 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 impacts on reading:<br><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> | 2                             |

|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                             |   |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <p>solidate understanding and extend vocabulary.</p> <p>We will provide in house staff training.</p>                          |                                                                                                                                                                                                                                                                                                                                                                                                                             |   |
| <p>Continue to improve the quality of social and emotional (SEL) learning.</p> <p>Zippy's Friends will be embedded in KS1</p> | <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%20Social%20and%20Emotional%20Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> | 4 |

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

Budgeted cost: £3,770 +TA £26,331= £30,101

| Activity                                                                                                                                                                                                                                                                | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                     | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Additional phonics sessions targeted at children who require further phonics support.                                                                                                                                                                                   | <p>Phonics approaches have a strong evidence base indicating a positive impact on children, 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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 1                             |
| <p>Training on Early Talk Boost / Talk Boost which are targeted interventions aimed at children with delayed language, helping to boost their language skills to narrow the gap between them and their peers.</p> <p>Free local training cascaded to staff by SENCo</p> | <p>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:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>                                                                  | 2,4                           |
| TAs are supporting children 1:1 and in small groups in class                                                                                                                                                                                                            | <p>EEF Making best use of Teaching Assistants</p> <p><a href="#">(educationendowmentfoundation.org.uk)</a></p>                                                                                                                                                                                                                                                           | 1,2                           |

|  |                                                                                                                                                                                             |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

Budgeted cost: **£7,094**

| Activity                                                                                                       | Evidence that supports this approach                                                                                                                                                                                                                         | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| PSA support to help engagement with parents £6,294                                                             | EEF Toolkit (2021) reports that that effective parental engagement can have + 2 months benefit to student progress                                                                                                                                           | 4                             |
| Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.                                                                                                                      | 3                             |
| Fund TA to become ELSA trained.<br>£800                                                                        | As the school ELSA left we need to replace her. The children that she worked with benefitted from the opportunity to be helped to understand their emotions and respect the feelings of those around them and talked with positivity about their experience. | 4                             |
| Contingency fund.<br>£1,985                                                                                    | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.                                                               | 4                             |

**Total budgeted cost: £ 40,175**

## 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?*

PP children to make accelerated progress and achieve expected standard or above in reading, writing and maths.

PP Progress July 2021

Y3

R Expected 73%, Accelerated 64%,

W Expected 82%, Accelerated 64%

M Expected 82%, Accelerated 36%

Y2

R Expected 83%, Accelerated 42%

W Expected 83%, Accelerated 17%

M Expected 83%, Accelerated 58%

Y1

R Expected 100%, Accelerated 80%

W Expected 100%, Accelerated 30%

M Expected 100%, Accelerated 70%

To improve attendance and late arrivals of PP children to help reduce anxiety and improve learning outcomes.

Pupil Premium attendance was higher at the end of the year than September but below attendance for all pupils. Attendance was impacted by the pandemic.

|                     |       |                    |       |
|---------------------|-------|--------------------|-------|
| <b>Whole School</b> |       | <b>Pupil</b>       |       |
| <b>133</b>          | 94.1% | <b>Premium 25</b>  | 81.1% |
| <b>Nov 135</b>      | 94%   | <b>Nov 29</b>      | 83.4% |
| <b>Dec 135</b>      | 94%   | <b>Dec 29</b>      | 83.6% |
| <b>12.03.21</b>     | 93.8% | <b>12.03.21</b>    | 83.0% |
| <b>07.05.21 135</b> | 94.1% | <b>07.05.21 35</b> | 84.2% |
| <b>28.05.21 135</b> | 94.1% | <b>28.05.21 35</b> | 84.4% |
| <b>02.07.21 135</b> | 94.2% | <b>02.07.21 38</b> | 85.5% |

To provide PP families with support

The PSA has supported families through regular phone contact during lockdown. We helped provide families with a variety of electronic devices so children were able to access their home learning and we also provided paper copies of work if needed. Parents were supported with

meal vouchers and were signposted to various agencies. Parenting classes were available via video call.

To develop PP children's self-esteem / resilience / self-confidence.

School has worked on building all children's self-esteem and resilience after the Covid lockdowns. We have focused on using the Colour Monster to help children understand their emotions and to talk about how they are feeling. Children come into school and record how they are feeling on a class colour monster. There are 'chatterboxes' in each classroom for children to add notes if they need to talk with an adult. They have been introduced to wellbeing and mindfulness activities. As a result, pupil mental health and wellbeing has been supported, enabling children to better access learning. Because of lockdown we have not been able to complete the Zippy's Friends Programme so this will need to be embedded further next year. This is an area we need to continue to work on for all children.

Our priority will be to minimise learning gaps exacerbated during lockdowns, and to promote wellbeing, stamina and the learning of all pupils.

## 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              |
|---------------|-----------------------|
| Little Wandle | Wandle Learning Trust |
|               |                       |

## 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?    | NA      |
| 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.*