

Pupil premium strategy statement 2021-2022

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	Trafalgar Infant School
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	35 pupils (15.8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	Termly
Statement authorised by	Sarah Keefe
Pupil premium lead	Sam Kavanagh
Governor / Trustee lead	Jo Dyson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36900
Recovery premium funding allocation this academic year	£3770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40670

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to narrow the attainment gap between pupil groups, including challenging high attaining pupil premium pupils.

Through a whole school focus on quality first teaching followed up with targeted interventions we are working to eliminate barriers to learning and progress.

Our key principles are that our teachers are equipped with the tools to provide challenging curriculum for all pupils through QFT. Class and subject leaders are confident to address gaps within mainstream teaching, the emotional wellbeing of our pupils is well supported and parental partnerships are strengthened in order to work together to support our pupils to reach their potential.

Challenges

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

Challenge number	Detail of challenge
1	Progress in reading and writing will be a key focus point for all pupils
2	QFT is at the forefront of the school strategy to ensure pupils with prior good attainment make good progress and progress for all PPG pupils will improve to be in line with the rest of the school
3	Emotional wellbeing with PPG is well supported to ensure full engagement in school activities
4	Communication with parents and parental involvement for disadvantaged pupils will strengthen to ensure a partnership approach is developed
5	School will improve opportunities for wider school participation including clubs and positions of responsibility will be provided

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
------------------	------------------

Accelerated progress in reading and writing in order to reach expected standard or above	Pupil targets are ambitious. Progress is evident in monitoring of lessons, books and assessments each term. Teachers investigate specific barriers (what's been tried, what needs to happen) and differentiate well in order to close the gap.
All children reach the expected standard in the phonics screen by the end of KS1	70% of PPG pupils to achieve the expected standard in the 2022 phonics screen in line with national figures
Parents feel that the school communicates successfully with them regarding the support and strengths of their children	Parent, pupil and staff voice survey, drops ins, coffee mornings
PPG pupils with high prior attainment show good progress over time	61% of PPG pupils gain expected or above in RWM.
PPG & EAL have their needs met through QFT to ensure all children are supported with additional intervention where needed	50% of PPG children to make a good level of development (GLD) by the end of Foundation Stage 61% of PPG pupils gain expected or above in RWM Monitored by learning walks, books looks, assessments and termly data meetings Differentiation and appropriate grouping enables progress alongside targeted and well timed intervention. Learning walks show evidence of links to QFT
Increase % of PPG children accessing clubs before/during and after school from 50% to 85%.	75% of PPG pupils access at least 1 club/have a position of responsibility
PPG children's emotional needs are supported well in school to ensure full participation in class	Pupils understand the characteristics of good mental wellbeing and teaching staff have the knowledge to promote good mental health and to intervene early to help to prevent mental health problems. Children are more able to regulate their emotions and describe their feelings with more accurate language.

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on QFT to include using scaffolding, explicit instruction models and using flexible grouping	EEF study	2
Additional EP support to also include Parent training on zones of regulation, wellbeing and growth mindset	Parental engagement has moderate impact for low cost (EEF toolkit)	3 & 4

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

Budgeted cost: £33470

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support for pre learning, small group work, 1:1 work	EEF Sutton trust Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. —Closing the attainment gap: key lessons learned in the EEF's first six years (2018)	1
Speaking and listening intervention reception to improve early language skills	EEF Sutton trust	1

	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	
Small group support given by an experienced teacher for phonics	Small group tuition by a class teacher is recognised by the Education Endowment Foundation as a method to increase pupil progress. Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. —Closing the attainment gap: key lessons learned in the EEF's first six years (2018)	1
<i>Handwriting intervention</i>	Fine motor skills group under advice from the OT Promote fluent written transcription skills by encouraging extensive and effective practice - recommendation from eeF Sutton Trust	1
To support teachers with improving the planning and teaching of around differentiation and quality first teaching QFT course run by AFC Inclusion Lead attending	EEF Sutton trust	2
Beanstalk Reader 3 PPG children accessing	Evidence on Beanstalk website	1
Dyslexia Gold Programme to support children with Literacy difficulties has been bought into and is running in year 1 and 2	This software has an evidence base – please see www.dyslexiagold.co.uk	1
Reading group with a teacher once a week to develop love of reading	Teaching reading comprehension is recognised by the Education Endowment Foundation as a method to	1

and ensure progress in reading (years 3-6).	increase pupil progress when it supplements traditional teaching	
Loan of IT equipment and internet access. All disadvantaged pupils without access to a device at home will be given one.	Use of digital technology for learning is recognised by the Education Endowment Foundation as a method to increase pupil progress when it supplements traditional teaching.	1
Whole school use of Zones of Regulation	Whole school approach and small group interventions to meet needs of pupils (including friendships, self-esteem, managing anger and working with others) encouraging development and increasing access to learning.	3
<i>Improve engagement with parents for home school partnership development for disadvantaged pupils</i> <i>Regular meetings, drop in surgeries, support for learning advice</i>	Parental engagement has moderate impact for low cost (EEF toolkit)	4

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

Budgeted cost: £5700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PPG (Jo) one afternoon per week Includes small group games</i>	Flipped learning is recognised by the Education Endowment Foundation as a method to increase pupil progress	5

<p>, social skills development and real life experiences during trips</p>		
<p>Choir proportion of choir are PPG</p>	<p>Arts participation has been shown to have moderate impact for low cost (EEF toolkit). Clubs include arts options as well as other extra-curricular options</p>	<p>5</p>
<p>Children are selected for positions of responsibility for TIGERS, Music Maestros, Digital Leaders, Gardeners, assembly/show parts,</p>	<p>Public health England briefing https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p>	<p>5</p>
<p>To continue to support families with financial help for trips, holiday clubs and milk</p>	<p>Public health England briefing https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf Flipped learning is recognised by the Education Endowment Foundation as a method to increase pupil progress</p>	<p>3 & 5</p>

paid for vulner able pupils		
-----------------------------------------	--	--

Total budgeted cost: £ 40670