

Pupil premium strategy statement

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	Sandwich Infant School
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	21.42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2
Date this statement was published	01.10.21
Date on which it will be reviewed	01.07.21
Statement authorised by	Local Governing Body
Pupil premium lead	Libby Wood
Governor / Trustee lead	Dan Friend

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37, 660
Recovery premium funding allocation this academic year	£4,350
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	£42, 010

Part A: Pupil premium strategy plan

Statement of intent

We want to remove barriers so that children reach their full potential and have the same equal opportunities as the non-Pupil Premium in school.

Challenges

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

Challenge number	Detail of challenge
1	Only 45% of the PP children in YR (September 2020) entered at expected levels in Listening, 45% in Understanding and 54% in Speaking. New entrants to the school in other year groups than YR have required extensive Speech and Language interventions.
2	Lack of parental engagement with the school – completing homework and ensuring the pupil is kitted out for school
3	Access to books and poor reading skills which inhibit pupils from working independently.
4	Children are not "school ready".
5	Difficulty concentrating in class which impacts on learning and outcomes
6	Children displaying emotional distress because of home circumstances
7	Children struggling to socialise with peers
8	Mobility of vulnerable children
9	Attendance rates for PP children are lower than non-disadvantaged children and the number of persistent absentees is higher for this group. This reduces their access to support put into place by the school.
10	Access to extra-curricular activities – educational experiences such as trips and participation in physical activities.
11	Lack of positive interactions at home
12	Lack of a healthy diet, not having breakfast before coming to school
13	Children do not have the skills and knowledge to be expected levels in Reading and Writing at the end of each year

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
On entry screening identify level of need and bespoke programme which will ensure improved oral language skills for identified pupils through Speech and Language Link. Training delivered to all staff on SPLD.	Disadvantaged pupils demonstrate improved language skills and make above expected progress in Speaking and Listening.
School provide branded school uniform items in exchange for parents signing up for FSM so that vulnerable children are identified and can be supported through school.	Disadvantaged children are not identifiable in appearance and the school have access to funds to support them.
School provide weekly money for Book Club so that vulnerable children can access books at home.	Children read for enjoyment books that they have chosen for themselves. Children make above expected progress in reading.
Strengths and Difficulties questionnaire highlights that the child will benefit from attendance at Sensory Circuits.	Children are visibly calmer in class and more able to concentrate.
Drawing and Talking for children displaying emotional distress.	Children's well-being increases so that they are able to access learning.
Sand Play for children displaying emotional distress but not able to access Drawing and Talking	Children's well-being increases so that they are able to access learning.
Lego Club for children struggling to socialise well.	Children are able to take turns and work as a team.
Children who arrive at school mid-year are assessed with Speech and Language Link and Strengths and Difficulties questionnaire	Children have access to provision mapping (if appropriate) as soon as possible after entry
Reduce the number of persistent absentees among pupils eligible for PP. Headteacher and PP governor to continually monitor families whose attendance drops below 95%.	Attendance for the children is inline with national at 96%. Termly data shows progress in line with peers.
Access to extra-curricular activities – educational experiences such as trips and participation in physical activities.	100% Pupil Premium children taking part in extra-curricular events.

Attendance at Fun Club to give children the opportunity to socialise in a structured but informal environment if appropriate.	Children without positive peer role models at home are able to build positive relationships with peers.
Vulnerable children have access to additional nutrients during the school day	Provision of milk to children over 5 years of age

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: £ 15, 997.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sir Linkalot purchased to practice high frequency word spellings. £250	Kent have promoted schools investing in the programme. There are many benefits to children with SEN, particularly dyslexia.	2, 13
Ed Shed: Spelling purchased to ensure children are able to practice spelling rules. £117	Children are more willing to practise skills/ engage in homework if it is a computer-based task. Children will be able to practice their spelling rules in a fun way.	2, 13
Pathways to Write planning scheme purchased to ensure a mastery approach is taken to develop children's writing ability. £ 725	A mastery approach ensures that all skills and knowledge are developed progressively and built upon once children are secure on previous learning. Teachers are able to address gaps in learning and build upon these first. <i>EEF: Mastery- Studies involving primary school pupils have tended to be more effective (+8 months)</i>	13, 3
Pathways to Write whole school training to ensure delivery of planning is effective. £120	All teaching staff will be secure on how to deliver English lessons appropriately. A consistent approach and training mean that everyone will deliver correctly. <i>EEF: Mastery- Studies involving primary school pupils have tended to be more effective (+8 months)</i>	13, 3
Pathways to Write supporting texts purchased. £3357.90	High quality texts are proven to improve children's vocabulary development. <i>EEF: Mastery- Studies involving primary school pupils have tended to be more effective (+8 months)</i>	13, 3
Speech Link/ Language Link £464	Early identification of need is important in supporting children to progress. <i>EEF: Oral language - the targeted use of approaches may support some</i>	1, 13

	<i>disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</i>	
Communicate in Print to support as a visual aid. £60	Consistent images throughout the school means that children that are unable to communicate effectively can rely upon and learn from visual cues.	1, 4
Support from SENCO, delivering supporting and guidance to all teaching staff. £10, 903.50	Good teaching practice and a consistent approach supports children with their learning. Early intervention is crucial.	1, 3, 4, 5, 6, 7, 8, 13

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

Budgeted cost: £16, 119.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonic provision three times a week before school £8, 529.46 (inc. other interventions)	Some vulnerable children (particularly with S&L difficulties) are struggling to retain their phonic knowledge. <i>EEF: Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</i>	1, 13
Handwriting intervention three times a week before school in both Year 2 classes (in small groups). £313.50	Our joined handwriting intervention has previously well supported our Year two children to effectively join letters and words. As children are ready at different times, it is effective delivering this after school as an additional session. <i>EEF: average impact of approaches involving extending school time is 3+ months' progress over the course of a year.</i>	3, 13
Reading intervention three times a week before school for those in Year 1.	Reading interventions delivered before school have been previously highly effective in boosting children's confidence and reading levels. The	3, 13

£313.50	children are more focused early in the morning and benefit from additional reading opportunities. <i>EEF: average impact of approaches involving extending school time is 3+ months' progress over the course of a year.</i>	
Additional teacher employed three days a week to provide 'catch up' support in Writing and Maths. (as part of phonic funding)	Trained teachers can provide the most effective support to children with need. Smaller sized groups enable children to maintain greater focus on an activity. <i>EEF: Class sizes -Impact on reading is higher (+2 months) than mathematics (+1 month).</i>	3, 5
1:1 or small group work with Speech and Language TA. £5, 572.08	Children make progress with our Speech and Language Link programme that is specifically targeted to individuals needs. <i>EEF: Oral language - the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</i>	1, 4
Sensory Circuits before school, every day. £1, 390.50	Sensory circuits has aided many children in the school over the past few years.	4, 5

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

Budgeted cost: £ 10, 220.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parents are offered the opportunity for children to attend after school club. £973	Social and emotional improvement of a child who attended daily in the last academic year.	6
Parents are offered the opportunity for children to attend after	Some pupil premium families are unable to access enrichment activities. <i>EEF: average impact of approaches involving extending school time is 3+</i>	10

school club with Team Theme. £634	<i>months' progress over the course of a year.</i>	
School provide branded uniform items in exchange for parents signing up for FSM. £1,230	1:1 approach to parents who are having financial difficulties. EEF: <i>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</i>	2
Provision of milk to children over 5 years of age. £1, 345	Milk provides the children with additional energy and protein	12
The school will pay the children's weekly Book Club money so that they can save for a book and be exposed to high quality texts at home. £1, 050	Some pupil premium families do not have books for children to read for pleasure.	3
Drawing and Talking Sand Play Lego Therapy £1, 845	These methods have been proven to be successful in supporting young children to process their emotions. EEF: <i>Both targeted interventions and universal approaches have positive overall effects (+ 4 months)</i>	6, 7
Reduce the number of persistent absentees among pupils eligible for pupil premium in line with national at 96% by engaging with parents but backing with formal letters if absence persists.	A proportion of pupil premium families do not consider school attendance as being important.	9
Provide counselling from CHATTS to those children identified as needing emotional support. £744	When early intervention is provided to children that struggle with their emotions, there is a reduced risk of exclusion and improved chances of greater engagement in class. EEF: <i>Both targeted interventions and universal approaches have positive overall effects (+ 4 months)</i>	6
Provide extra adult support at lunch time for ½ an hour a day to	Over the last couple of years, we have found that some children struggle to emotionally regulate at lunch times	7

engage children in games. £877.50	because of the lack of structure. Having an additional adult to divert attention and engage in games/ take from the playground has been highly beneficial. <i>EEF: Both targeted interventions and universal approaches have positive overall effects (+ 4 months)</i>	
Additional MDS to support every lunch time. £1, 755	Some children require additional support during unstructured times.	7
Extra Curricula activities such as a Panto. £400. 80	Extra curriculum activities widen children's experiences of the world.	10

Total budgeted cost: £ 42, 336.74

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, national performance measures have not been published for 2020 to 2021 and 2020-2021 results will not be used to hold schools to account. Although there are not official performance results for the children we were able to track our quantitative approaches.

Chosen action/approach	Outcome
Monitoring of teaching of phonics across the school with training provided by LB to ensure that it is high quality across all classes and groups.	<p>100% Reception children made progress in phase 2 sounds and 98% progress in phase 3 sounds.</p> <p>99% Reception children were secure in phase 2 sounds and 46.72% were secure in phase 3 sounds.</p> <p>100% Year One children made progress in phase 2 sounds and 93.75% made progress in phase 3 sounds.</p> <p>100% Year One children were secure in phase 2 sounds and 74% were secure in phase 3 sounds</p> <p>100% Year One children made progress in phase 5 sounds and 47.82% were secure in phase 5 sounds.</p> <p>96.29% Year Two children made progress in phase 5 sounds and 92.59 were secure in phase 5 sounds.</p>
Reading intervention three times a week before school.	Data held in school identifies individual children so can not be shared here.
1:1 or small groups work with Speech and Language TA	Data held in school identifies individual children so can not be shared here.