

Pupil premium strategy statement

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	Sandwich Infant School
Number of pupils in school	146
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	11.10.22
Date on which it will be reviewed	01.07. 22 ²³
Statement authorised by	Local Governing Body
Pupil premium lead	Leanne Bennett
Governor / Trustee lead	Simon Sharples

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40, 165
Recovery premium funding allocation this academic year	£3, 078
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	£43, 243

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. Our pupil premium strategy is driven by our Vision and associated values. Our strategy emphasises an inclusive approach but also targets the specific needs of individuals.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and communication skills
2	Parents struggling to pay for uniform for their child
3	Limited or no access to books, resulting in poor reading skills
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 or form friendships.
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, or struggles that families may have.
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
School provide branded school uniform items (2x a year) 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.
Attachment training delivered to staff to support vulnerable children.	Vulnerable children are supported in school, and adjustments are made.
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.	Disadvantaged pupils demonstrate improved language skills and make above expected progress in Speaking and Listening.
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
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 or other intervention.	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.
Progress in Reading	Children make good progress in reading from their starting point.
Progress in Writing	Children make good progress in Writing from their starting point.
Progress in Maths	Children make good progress in Maths from their starting point.
Reduce the number of persistent absentees among pupils eligible for PP.	Attendance for the children is in line with Aquila's expectation at 96.4%.

Headteacher and PP governor to continually monitor families whose child's attendance drops below 96.4%.	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. Ensures inclusive environment and PP children are not marginalised.
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
Vulnerable children are provided with additional snack to prevent hunger	Children are not hungry and can focus on their learning.
Children are supported through lunch time with guided play opportunities to prevent anxiety/ behaviour.	Children are happy in school.

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: £14,149

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Speech Link/ Language Link £387	Early identification of need is important in supporting children to progress. <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, 13
Communicate in Print to support as a visual aid. £80	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 support and guidance to all teaching staff. £11,905	Good teaching practice and a consistent approach supports children with their learning. Early intervention is crucial.	1, 3, 4, 5, 6, 7, 8, 13
Attachment Training £300	Having an understanding of attachment means that staff are able to adapt their practice to suit the needs of the child.	11
Little Wandle subscription £1000	Systematic phonics and a consistent approach ensures that children learn to read quickly and effectively. <i>EEF: Phonics – Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i>	13

Attention Autism training £240	Children benefit from an activity that teaches attention and listening. <i>EEF: Tas – The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</i>	5, 7
TA training on metacognition £120	Children require varied support with their learning. Scaffolding is a structure that will support the child in becoming independent. <i>EEF: Metacognition – The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</i>	13

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

Budgeted cost: £14, 350.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher employed three days a week to provide 'catch up' support in Writing . Term 1 - £1, 000 Term 2 - £1, 000	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 progress can be made) than mathematics (+1 months progress can be made).</i>	3, 5
Additional teacher employed three days a week to provide 'catch up' support in Reading . Term 1 - £255 Term 2 - £255	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 progress can be made) than mathematics (+1 months progress can be made).</i>	3, 5
TA catch up group – before school Writing T2 – Year 1, 3x a week	Additional intervention in a smaller group supports the children to maintain better focus on the learning.	13

<p>£313 T3 – Year 1, 3x a week £313</p>	<p><i>EEF: Class sizes -Impact on reading is higher (+2 months progress can be made) than mathematics (+1 months progress can be made).</i></p>	
<p>TA catch up group – before school Writing T2 – Year 2, 3x a week £313 T3 – Year 2, 3x a week £313</p>	<p>Additional intervention in a smaller group supports the children to maintain better focus on the learning.</p> <p><i>EEF: Class sizes -Impact on reading is higher (+2 months progress can be made) than mathematics (+1 months progress can be made).</i></p>	13
<p>Additional phonic provision three times a week before school T4 – Year 1, 3x a week £313 T5 – Year 1, 3x a week £313</p>	<p>Some vulnerable children (particularly with S&L difficulties) are struggling to retain their phonic knowledge.</p> <p><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></p>	1, 13
<p>Handwriting intervention three times a week before school in both Year 2 classes (in small groups). T5 and 6 £700</p>	<p>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.</p> <p><i>EEF: average impact of approaches involving extending school time is 3+ months' progress over the course of a year.</i></p>	3, 13
<p>Reading intervention three times a week before school for those in Year 1. £700</p>	<p>Reading interventions delivered before school have been previously highly effective in boosting children's confidence and reading levels. The children are more focused early in the morning and benefit from additional reading opportunities.</p> <p><i>EEF: average impact of approaches involving extending school time is 3+ months' progress over the course of a year.</i></p>	3, 13
<p>1:1 or small group work for speech and language intervention.</p>	<p>Children make progress with our Speech and Language Link programme</p>	1, 4

£5, 572.08	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>	
Language link screening on all new entrants £500	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, 490.50	Sensory circuits has aided many children in the school over the past few years. <u>An SDQ at the start of the school year often highlights abnormal for Hyperactivity. By the end of the school year, another SDQ shows a reduction, sometimes taking the hyperactivity to 'borderline'. Teacher observations also show that children are 'ready' for the days learning and are more focussed.</u>	4, 5
Bucket time 10 mins 3x a week in every class. £1000	Developing children's attention and listening is important to ensure they maintain focus on learning. <i>EEF: Social and emotional learning – Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</i>	5
EY resourcing to meet the need of the new EY curriculum £1000	...% of children received GLD last year.	6, 7, 10
Phonic books to support reading £2000	Use of reading interventions to one reading skills and practice comprehensigon tasks. <i>EEF: Comprehension - The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</i>	3

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

Budgeted cost: £ 11, 076

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parents are offered the opportunity for children to attend after school club (Fun 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 school club with Team Theme. £634	Some pupil premium families are unable to access enrichment activities. <i>EEF: average impact of approaches involving extending school time is 3+ months' progress over the course of a year.</i>	10
School provide branded uniform items in exchange for parents signing up for FSM. £1,350	1:1 approach to parents who are having financial difficulties. <i>EEF: 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, 857.40	These methods have been proven to be successful in supporting young children to process their emotions. <i>EEF: Both targeted interventions and universal approaches have positive overall effects (+ 4 months progress can be made)</i>	6, 7
Reduce the number of persistent absentees among pupils eligible	A proportion of pupil premium families do not consider school attendance as being important.	9

for pupil premium in line with national at 96% by engaging with parents but backing with formal letters if absence persists.		
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. <i>EEF: 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 engage children in games. £880	Over the last couple of years, we have found that some children struggle to emotionally regulate at lunch times 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 <u>progress can be made</u>)</i>	7
Additional MDS to support every lunch time. £1, 755	Some children require additional support during unstructured times. <i>EEF: Behaviour intervention - Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</i>	7
Extra Curricula activities such as a Panto. £1, 000	Extra curriculum activities widen children's experiences of the world.	10

Total budgeted cost: £ 43, 243

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.

Chosen action/approach	Outcome
Ed Shed: Spelling purchased to ensure children are able to practice spelling rules.	Spelling shed has been successful with children progressing well in learning their spelling rules, across each year group.
Pathways to Write planning scheme purchased to ensure a mastery approach is taken to develop children's writing ability.	Pathways to write ensured good progression within writing. 63% of children in Reception reached expected standards, and 58% in Year 2 (1% behind national).
Pathways to Write whole school training to ensure delivery of planning is effective.	Pathways to write ensured good progression within writing. 63% of children in Reception reached expected standards, and 58% in Year 2 (1% behind national).
Pathways to Write supporting texts purchased.	The texts purchased meant that children had exposure to high quality texts that supported their writing.
Speech Link/ Language Link	Children identified as requiring 1:1 speech and language made progress within the programme and are now able to produce sounds more accurately/ show a greater understanding.
Communicate in Print to support as a visual aid.	Children has been supported well with visual aids to support their learning and understanding with the use of visual timetables, now and next boards, and social stories.
Support from SENCO, delivering support ^{ing} and guidance to all teaching staff.	Appropriate referrals were made and children have now been placed on a waiting list. Observations were made and teachers were able to adapt their teaching to support the children's individual needs.

Additional phonic provision three times a week before school	75% of children in Reception reached end of year expectations in Phonics.
Handwriting intervention three times a week before school in both Year 2 classes (in small groups).	It is evident that children's handwriting has developed over the year with appropriate intervention in teaching children how to correctly use joined handwriting. Children were joining in the correct places.
Reading intervention three times a week before school for those in Year 1.	74% of children passed the Year 1 phonic screening. This was just below Kent. 58% at expected in Reading for Year 2 – this was 10% below Kent levels.
Additional teacher employed three days a week to provide 'catch up' support in Writing and Maths.	End of KS1 data for Writing was at 58%. This was in line with Kent.
1:1 or small group work with Speech and Language TA.	Children identified as requiring 1:1 speech and language made progress within the programme and are now able to produce sounds more accurately/ show a greater understanding.
Sensory Circuits before school, every day.	Children's gross motor skills and core stability were developed. Their attention and focus developed so that they were able to focus on learning.
Parents are offered the opportunity for children to attend after school club. £973	Children have the opportunity to socialise with children. Parents are offered respite.
Parents are offered the opportunity for children to attend after school club with Team Theme. £634	PP children were able to participate in activities outside of school, attending activities that they would not otherwise have the chance to participate in.
School provide branded uniform items in exchange for parents signing up for FSM. £1,230	Children were given branded uniform twice in the year.
Provision of milk to children over 5 years of age. £1, 345	Children were given milk throughout the year.
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	Children were given the opportunity to learn how to save for a book, and were given enriching texts to share at home.

<p>Drawing and Talking Sand Play Lego Therapy £1, 845</p>	<p>Children were given the opportunity to talk to an adult and work through life events and feelings.</p>
<p>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.</p>	<p>Overall attendance 95%.</p>
<p>Provide counselling from CHATTS to those children identified as needing emotional support. £744</p>	<p>Counselling helped children to cope with everyday worries, stress and in overcoming relationship issues with friends, family and teachers.</p>
<p>Provide extra adult support at lunch time for ½ an hour a day to engage children in games. £877.50</p>	<p>Midday supervisors were able to engage children in a variety of games so that the behaviour on the playground during unstructured times is more controlled.</p>
<p>Additional MDS to support every lunch time. £1, 755</p>	<p>Midday supervisors were able to engage children in a variety of games so that the behaviour on the playground during unstructured times is more controlled.</p>
<p>Extra Curricula activities such as a Panto. £400. 80</p>	<p>Children were able to attend the pantomime, school trips and the Year 2 leaver's party.</p>