

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	Shepton Mallet Community Infants' School & Nursery
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022, 2022 - 2023, 2023 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Chair of Governors - Kate Lovell
Pupil premium lead	Headteacher - Mrs Honoria Thompson
Governor / Trustee lead	Kate Lovell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,040 Ever 6 £310 Service child £2,345 Post LAC £419 Early Years PP - Autumn term only
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£50,898

Part A: Pupil premium strategy plan

Statement of intent

At Shepton Mallet Community Infants' School & Nursery, all members of staff and governors are fully committed to meeting the needs of all children including disadvantaged (Pupil Premium) children and ensuring their pastoral, social and academic needs are exceptionally well catered for. All children, are valued, respected and entitled to develop to their full potential, irrespective of background. We want to increase the rates of progress, where there is low prior attainment and gaps in learning due to school closure during the pandemic. We focus on all subjects across the school, with a specific focus on early reading and phonics, through quality first teaching and learning and personalised intervention programmes, so pupils can quickly address any gaps in learning. Also by targeting the lowest 30% of pupils, especially in reading and writing, so that they make excellent progress.

We consistently promote the extensive personal development of pupils by continuing to ensure all pupils have access to a wide, rich set of experiences and opportunities to develop their talents and interests through carefully tailored curriculum maps. We want to provide high-quality pastoral support so that pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. Through our curriculum, we want pupils to make a highly positive, tangible contribution to the life of the school and/or the wider community by setting them up to be successful in life.

We acknowledge, however, that the educational outcomes for children eligible for the Pupil Premium Grant are not as good nationally as the attainment of children who do not receive the grant.

Of the 50 children in school who are eligible for Pupil Premium, 20 (40%) also have SEND and 7 (14%) have English as an additional language. One child in Reception class has both SEND and English as an additional language. Two children are post LAC and we have one service child. We also have two Ukrainian refugees. *Ten families (20%) who are eligible for Pupil Premium are receiving support from our Parent and Family Support Assistants (PFSAs).* With this in mind, we have prioritised our spending so that this pupil group have targeted help to enable them to do as well as their peers in both the core areas of Mathematics and English as well as in other areas of their education. We are also aware of the pressures which children from service families are under and seek to provide the best-tailored support for this child also so that they can continue to thrive.

Below explains in greater detail the areas which the school has selected to target and includes emotional support, family learning support, behaviour support as well as other tangible and practical measures such as school uniform subsidy and help with educational trips. Every area of expenditure has been rationalised in terms of the impact that the grant will have on improving the educational outcomes of the children in our care. The school will measure the impact of any intervention by seeing how closely matched eventual end of the year outcomes are to the intended outcomes and school core values.

Challenges

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

Challenge number	Detail of challenge
1	<p>Due to the pandemic, learning gaps are identified and exacerbated, therefore there is still a need to promote wellbeing, stamina and learning of all pupils.</p> <p>Children were unable to attend school and Nursery consistently due to Covid restrictions.</p> <p>A high proportion of children arrive with speech and language issues</p> <p>Staff and children becoming sick is a constant interruption to the quality of education being delivered.</p> <p>Vulnerability of families is being increased due to loss of employment and reduction in income.</p>
2	<p>Missed learning opportunities in Nursery/Preschool. Missing the rich language modelled by the adults and opportunities to socially communicate with peers was partly due to the pandemic</p>
3	<p>Many of our Pupil Premium children also fit into another vulnerable group such as having an additional special educational need.</p>
4	<p>Children not having access to a wide, rich set of experiences and opportunities to develop their talents and interests.</p>
5	<p>There has been a notable increase in families where parents are exhibiting anxiety and poor mental health, which in turn is affecting their children. More children are coming to school unable to regulate their emotions and there are varied expectations of home and school learning.</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.

Intended outcome	Success criteria
Children, including the most disadvantaged will develop a love of reading. Materials will be appropriate and progress will be in line with peers.	<ul style="list-style-type: none"> • Targeted interventions • A wide range of materials available to enable children to access the learning environment • Disadvantaged children make accelerated progress and diminish the difference between them and other groups • Children's outcomes are at or above national expectations
To accelerate and maintain high outcomes for all in phonics, by supporting children to read and write. Children to be able to apply phonic knowledge to read across the curriculum and for pleasure.	<ul style="list-style-type: none"> • Children's outcomes are at or above national expectations • Staff are empowered and upskilled • Story language increases • There is a greater parity in word reading and comprehension.
Children will develop fluency with numbers and lose the reliance on counting.	<ul style="list-style-type: none"> • All children will know the appropriate number facts for their age or against their personal targets. • They will demonstrate automatic recall and the ability to make connections for problem solving in their work. • Children's outcomes are at or above national expectations
Children in Nursery and preschool will be 'school ready' on transition to Reception class.	<ul style="list-style-type: none"> • Children will arrive in Reception class with outcomes at age related expectations.
Pupil Premium families will be aware of and able to access support through the Parent and Family Support Advisors employed by the school.	<ul style="list-style-type: none"> • Fewer children will display anxiety and dysregulated emotions and behaviour in school • Families will be supported by school and signposted to other agencies where necessary
Funding and subsidies provided for school trips and activities	<ul style="list-style-type: none"> • No child will be prevented from taking part in activities • No trip will have to be cancelled due to lack of parent contributions • Pupil premium children will have the same opportunities as all other children 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: £ 25,244 (50%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Key Workers in Reception classes to enable the children to be taught in small groups	<p>This approach allows the teacher to focus on the needs of a small group of children and provide teaching that is closely matched to pupil understanding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1, 2, 3
Quality First Teaching – High quality CPD for both teaching staff and learning support staff	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF).</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,3
Adopt Teaching for Mastery approach to teaching Maths	<p>“Mastering maths means pupils of all ages acquiring a deep, long-term, secure and adaptable understanding of the subject. The phrase ‘teaching for mastery’ describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering maths. Achieving mastery means acquiring a solid enough understanding of the maths that’s been taught to enable pupils to move on to more advanced material.” NCETM</p>	1,2,3
Purchase additional reading material	Increase amount of phonics reading books, both for EYFS and KS1	1, 2, 3

Ensure staff are delivering appropriate interventions to accelerate the progress of phonics. Phonics leader monitors planning and teaching of phonics to ensure that consistent teaching is taking place	EEF identifies good evidence for improving teaching quality through CPD EEF indicates moderate impact for phonics teaching (+4 months) and high impact for reading comprehension strategies (+6 months)	1, 2, 3
Ensure all staff use effective interventions based on measurable progress	Nasen (National Association for Special educational Needs) indicates that; In the same way that they assess the effectiveness of teaching across academic subjects, schools have a responsibility to assess the effectiveness of interventions in terms of: <ul style="list-style-type: none"> • pupils' progress in relation to the targets set for them for each intervention • the impact of the intervention more generally on their achievement. 	1, 2, 3, 5

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

Budgeted cost: £ 5,848 plus also covered by the costs of the section above (11%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA led interventions for Reading, Writing and Maths Children to be identified for additional support / interventions..	Targeted deployment where teaching assistants are trained to deliver an intervention to small groups or individual has a higher impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3
Parent subscriptions to Bug Club (phonics scheme) to allow parents to engage and support children's learning.	Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,4
Funds added to SEND budget as 40% of our Pupil Premium	The Thrive Approach draws on established neuroscience and child development theories to benefit children and young people of all ages.	1,2,3,4,5

<p>children also have additional needs.</p> <p>Thrive training to be booked for appropriate staff in Spring 2023</p> <p>ELSA training also to be considered in Spring 2023</p>	<p>"Thrive supports the social and emotional development of all children, helps to manage distressed behaviour and reduces exclusions."</p> <p>"The ELSA project was developed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. It is based on the view that all children are different and they should be nurtured according to their individual needs. There will always be children and young people facing life challenges that detract from their ability to engage with school. The ELSA project recognises that children learn better when their emotional needs are also addressed."</p>	
<p>Targeted support given to those children with speech and language issues, both in Nursery and school</p>	<p>"Speech, language and communication are skills that are crucial to all areas of learning, as well as mental health and social participation."</p> <p>Integrated Treatment Services 2019</p>	2

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

Budgeted cost: £ 19,806 (39%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of 2 part time PFSAs to support children and families</p> <p>(salary also to be partly covered by £2,000 contribution from LA. The remaining balance will be from school budget)</p>	<p>"PFSAs work closely and collaboratively with schools, families and other support services in order to improve attendance, engagement and outcomes for children. The needs of the child/young person or family form the basis of all work completed. Support is based on the needs the child/young person or family have at the time. Support plans are reviewed regularly to ensure needs continue to be met and that progress is made."</p> <p>Somerset Professional Choices</p>	1, 4, 5
<p>Employment of a part time member of staff to run a nurture group for those children who need support with social skills</p>	<p>"A nurture group is a focused short-term intervention for early years, primary or secondary school pupils with social, emotional and behavioural difficulties which make it harder them to learn in a mainstream class."</p> <p>Nurture UK</p> <p>"there is significant potential for NG provision to benefit looked-after children in particular,"</p> <p>Science direct</p>	1, 4, 5

To provide free places at Breakfast Club for those families who struggle to provide breakfast for their children.	<p>“It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.”</p> <p>National School Breakfast Club Programme</p>	1, 5
To provide free milk for all Pupil Premium children	<p>“School milk is excellent as a mid-morning drink. It provides a nutritional boost and keeps children hydrated between breakfast and lunch, helping them to concentrate and learn”</p> <p>Cool Milk</p>	1, 5
To offer help with school uniform costs for Pupil Premium children	<p>“When students feel included and connected to school they will be more likely to participate in the school community and achieve academic success.”</p> <p>Somerset Children & Young People Health & Wellbeing</p>	1, 5
To subsidise the cost of trips and visits for Pupil Premium children	<p>“Extra-curricular activities boost young people’s confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work.”</p> <p>An Unequal Playing Field – DfE & University of Bath</p>	1, 4, 5

Total budgeted cost: £ 50,898

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?

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
Mastery in Maths	NCETM
Class Dojo	
NELI	Nuffield
Bug Club phonics	Pearson
Espresso - RSE program	Discovery

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Review of outcomes in 2021 – 2022