

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	Grasslot Infant School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	26.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October '21
Date on which it will be reviewed	October '22
Statement authorised by	Lisa Chilton
Pupil premium lead	Amy Barclay
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29590
Recovery premium funding allocation this academic year	£2175
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	£31,765 -£9,800 for meals £21,965

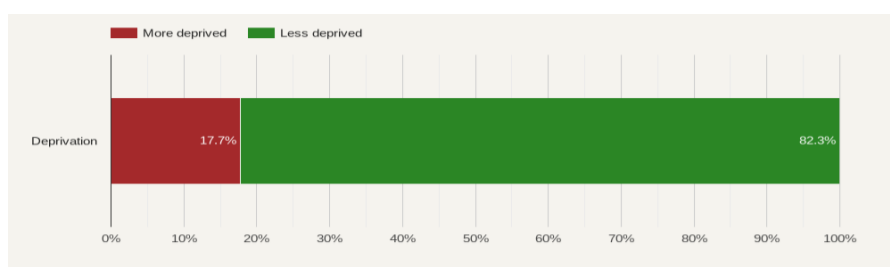
Part A: Pupil premium strategy plan

Statement of intent

When making decisions about how to use Pupil Premium funding it is important to consider the context of the school and the challenges that this poses, alongside research conducted by the EEF and the Research Schools Network.

Context of Grasslot School

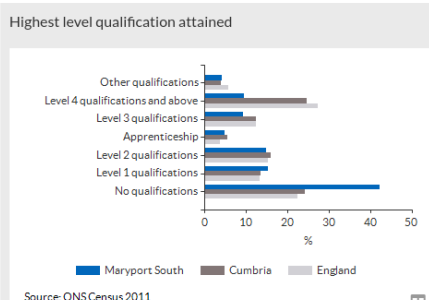
Grasslot Infant School is located in the coastal town of Maryport within the Allerdale constituency which has high levels of deprivation. ONS data show that CA15 8BT is within the top 20% most deprived areas of the country.



Data from the Cumbria Intelligence Observatory also indicates that the level of education and skills in the area is significantly lower than other areas of England and that 50% of children fall within Decile 1 of the IDACI.

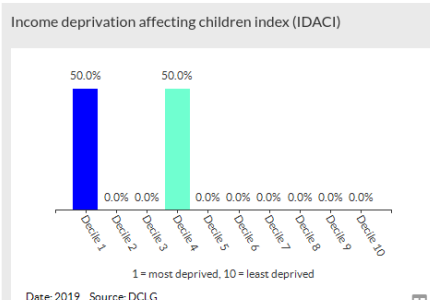
Children and Young People | Maryport South

Improving the level of education and skills present within a local population remains an important policy objective for both local and central government. The task of implementing initiatives to improve life-long learning and enhance individual development (and employability) represents a significant and essential challenge for local authorities.



This chart shows % of working age people with highest level of qualification attained:

- Level 1: 1-4 O Levels/CSE/GCSEs (any grades), NVQ Level 1
- Level 2: 5+ O Level (Passes)/CSEs (Grade 1)/GCSEs (Grades A-C), 1 A Level/ 2-3 AS Levels/VCEs, NVQ level 2
- Level 3: 2+ A Levels/VCEs, 4+ AS Levels, NVQ Level 3;
- Level 4 and above: Degree (for example BA, BSc), Higher Degree (for example MA, PhD, PGCE), NVQ Level 4-5, HNC, HND
- Other qualifications: Vocational/Work-related Qualifications, Foreign Qualifications (not stated/level unknown).



The Indices of Deprivation 2019 provide a set of relative measures of deprivation for small areas (Lower-layer Super Output Areas) across England. The IADCI is a subset of the Income Deprivation Domain, with the Index showing the proportion of children aged 0 - 15 in each Lower-layer Super Output Area that live in families that are income deprived (those that are in receipt of Income Support, income-based Jobseeker's Allowance, Pension Credit Guarantee or Child Tax Credit below a given threshold). The chart shows the proportion of LSOA's in Maryport South in each decile with decile 1 being the most deprived 10% of areas in England.

Ultimate Objectives

- **To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.**
- **For all disadvantaged pupils in school to meet the national expectations at the appropriate assessment points (Year 1 Phonics Screening Check and End of Key Stage One)**

In order to achieve these, we will:

- Ensure that teaching and learning opportunities meet the needs of all the pupils
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Make provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged, to improve their wellbeing and develop resilience.
- Provide small group or 1:1 intervention with experienced HLTAs / STAs focussed on closing learning gaps.
- Additional adult support within the classroom environment to support learning.
- Provide first hand experiences and visits to support learning and improve aspirations.
- Work in partnership with parents to improve their support and understanding.

We do also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to the Early Years Foundation Stage across all areas of learning.

2	Poor speech, language and communication skills.
3	Inability to blend and segment within phonics and reading.
4	Attendance and punctuality issues.
5	Lack of parental support at home.
6	Social, self-esteem and wellbeing issues arising from long periods of 'lockdown' due to COVID

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
Phonics	Achieve national average in PSC
Progress in Reading	% children achieving ARE at the end of Key Stage 1 is in line with the national average.
Progress in Writing	% children achieving ARE at the end of Key Stage 1 is in line with the national average.
Progress in Mathematics	% children achieving ARE at the end of Key Stage 1 is in line with the national average.
Other	Ensuring attendance for PP children is 95% or above.

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To embed a SSP scheme by:</i></p> <p><i>Ensuring all staff receive CPD to boost confidence in first quality teaching;</i></p> <p><i>Purchasing newly released resources to support teaching;</i></p> <p><i>Planning in release time for subject lead to monitor delivery of scheme;</i></p> <p><i>Providing small group targeted phonics intervention when needed.</i></p>	<p>The EEF Phonics review highlights that a systematic, synthetic phonic approach can lead to +5 months progress.</p> <p>“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.”</p> <p>This year we have noticed that, due to the lockdowns, the spread of ability within phonics has grown and the gap increased. Therefore, order to teach children according to their phonics knowledge (also recommended by the EEF), we need to ensure all staff are confident to deliver the scheme in tailored groups.</p>	1, 2, 3
<p><i>Improve communication and engagement between home and school from the EYFS.</i></p> <p><i>Talking Teddies, weekly activity packs, KS1 activity passports</i></p>	<p>In the EEF publication ‘Preparing for Literacy – Improving communication, language and literacy in the early years’ they state</p> <p>“Language provides the foundation of think and learning and should be prioritised”.</p> <p>We know that children enter school with low language skills therefore, by providing them with support in the crucial early stages of learning, we will hopefully overcome issues they may have in the future.</p> <p>By providing activities to do at home we hope to encourage language and communication between parents and children and improve those early interactions.</p>	1, 2, 5, 6
<p><i>SMT release time to monitor, coach and support staff</i></p>	<p>“Coaching creates opportunities for trusting, open professional relationships to develop and these help to develop the school’s social capital. As social capital contributes to the overall resource available to the school to successfully undertake its core business and continue to improve, this can provide a further case for the</p>	1,2,3

	<p>implementation of coaching.” CfBT Education Trust</p> <p>With implementation of new strategies, support must be given to all school staff to ensure they are confident and supported with delivery.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Develop language and communication skills across the school with: Early Talk Boost and Talk Boost interventions;</i></p>	<p>Children start school with very few language and communication skills. While many children catch up in the language rich environment, some need additional support. We have found that COVID has impacted on language skills and intervention is needed.</p> <p>Independent review of data collected since May 2014 is compelling and encouraging, showing that after ten weeks of intervention; “the number of children reaching expected levels and no longer needing help to talk in sentences almost tripled,” whilst “more than two thirds of children no longer need help understanding language, as they have reached expected levels.”</p>	1, 2, 6
<p><i>Early Years resources to meet the needs of the new curriculum, Staff CPD to ensure understanding of the new curriculum</i></p>	<p>Achievement of a ‘Good Level of Development’ varies greatly due to size of cohort. However, results often fall just below the national average (at around 70 – 80%).</p> <p>In order to ensure we provide the best opportunities for children to succeed in the new EYFS curriculum, resources are needed along with CPD for staff.</p>	1
<p><i>Targeted 1:1 reading for those children who are not supported at home.</i></p>	<p>DfE Reading Framework 2021 states “To enable children to keep up, they should be given extra practice, either in a small group or one-to-one” We know that those children who do not read at home are at risk of falling behind. Therefore daily 1:1 reading in school will support their learning and compensate for lack of parental engagement.</p>	1,3,5

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

Budgeted cost: £ 5465

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Nurture group to support children's social and emotional skills for learning.</i></p> <p><i>Purchasing ELSA resources; set up of 'Nurture room'; Learning Mentor time (planning & delivery of nurture group); CPD</i></p>	<p><i>An independent review by Sheffield Hallam University found:</i></p> <p>"Emotional literacy - pupils' scores in the emotional literacy measure were above expectations (compared to a standardised sample for example pupils dealing better with anger, stress and being more open to discussing issues affecting their lives"</p>	6
<p><i>Improve parental engagement through workshops; stay and play sessions and information session.</i></p>	<p>"Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation.... The scale of the impact is evident across all social classes and all ethnic groups" (Desforges 2003 taken from Research Report DFE-RR156).</p>	5
<p><i>Learning Mentor monitoring of attendance, supporting parents</i></p>	<p>COVID-19 continues to impact on attendance levels for some children through isolation, illness and parental worries. As a school we will continue to monitor and support parents to encourage good attendance in order to meet the government suggestion of 95%.</p>	4
<p><i>Allocated funding to supplement breakfast club, snack money and trips etc</i></p>	<p>Breakfast club is offered to those children for whom punctuality is an issue. We are aware that many families in receipt of benefits, related to PPG, find extra costs difficult.</p>	4, 5

Total budgeted cost: £ 21,965

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.

The academic year 2020-21 saw a full closure of the school from 6th January to 8th March due to the Covid-19 pandemic and national lockdown. While school remained open to keyworker and 'vulnerable' children, the majority of learning was done online. After the reopening to all pupils many restrictions remained in place, impacting on our ability to deliver aspects of this strategy to their fullest potential. As such, these will be carried over into the next Pupil Premium Strategy Statement.

Proposed Outcomes		
Aim	Success Criteria	Review (July 2021)
A Improve communication and language skills	Children will have improved language skills enabling them to understand vocabulary and use more accurate sentence structures – impacting on English results in FS and KS1.	Medium: Language groups in FS and KS1 had started and had some impact.
B Targeted support for social and emotional wellbeing	Children are nurtured and encouraged to ensure they have the social and emotional skills to engage in learning	Medium / High: Following the disruption in 2019/20 wellbeing for all children was a focus for all staff. Jigsaw programme has started although needs embedded in 2021/22. Due to reducing the number of contacts 'Nurture Group' was suspended in Spring and Summer terms with more 1:1 support given within class.
C Improve children's ability to decode words (particularly in Reception and Year 1).	Success at Phonics Screening Check for disadvantaged pupils will be in line with peers.	Medium: Floppy Phonics in Reception and Year 1 is now established. While no PSC for Y1 in June 2021, assessments show that the majority of children in Reception are on track – this should translate to results in 2021/22
D Regular parent workshops for classes and PP group.	Parents will actively engage with workshops in school and therefore child's learning.	Low / Medium: Due to Covid restrictions remaining in place for the whole academic year, parents were unable to attend sessions in school. However, they did engage with home learning activities and communication on Tapestry.
E Opportunities to broaden experiences and therefore aspirations.	Children will participate in trips and cultural experiences.	Low: Covid restrictions again impacted on the number of external experiences we were able to provide.

Internal data: numbers in () show the number of children in receipt of PP in cohort

GLD: 43% (9)

PSC: 44% (11)

KS1 Reading: 50% (2) KS1 Writing: 50% (2) KS1 Maths: 50% (2)

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
Reading Eggs, Mathseeds, Fast Phonics	3P Learning
Education City	Edmentum
Purple Mash	2Simple