

Motcombe School



## **Pupil Premium Strategy Statement**

**2021-2022**

## 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	Motcombe Infant School
Number of pupils in school	258
Proportion (%) of pupil premium eligible pupils	25.19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	17 December 2021
Date on which it will be reviewed	April 2022, following the January Census
Statement authorised by	Tracy Robinson Headteacher
Pupil premium lead	Jo Ansell Inclusion Leader
Governor / Trustee lead	Sally Threlfall PP Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (April to August 2022 will be allocated following the January Census)	£52,165
Recovery premium funding allocation this academic year	£9,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£61,445
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## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We could also consider the challenges faced by vulnerable children such as those who have a social worker or pupils who are young carers. We believe that with the correct support, the attainment gaps between disadvantaged and/or vulnerable pupils and their non-disadvantaged peers nationally will be significantly reduced.

Our ultimate objectives are for **all** pupils to

- achieve academic confidence
- maintain physical health
- develop mental strength through resilience
- make safe and sensible choices
- show kindness

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. In our school this group of learners is predominantly in Y2.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged and vulnerable pupils require the most support.

Being an infant school the focus is on speech and language, communication and reading as these are integral skills that enable access to the wider curriculum for all.

### Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.

2	Assessments and observations suggest that some disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as a reader.
3	Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.

## 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 outcomes from the SDP	Success criteria
Improved oral language and extended vocabulary at the end of FS (and Y1 for this year)	NELI assessments and language screen data will demonstrate improved oral language and vocabulary
Improved phonics attainment for disadvantaged pupils in Y2 and Y1	More than 95% of children in Y1 and Y2 will pass the phonics screening check
Improved reading attainment at the end of KS1	More than 90% of pupils will reach expected standard
Improved maths attainment at the end of KS1	More than 90% of pupils will reach expected standard
Improved writing attainment at the end of KS1	More than 90% of pupils will reach expected standard
Improved GLD at the end of FS	More than 85% of pupils will achieve GLD
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils	Thrive assessment will demonstrate that a significant percentage of pupils will reach 'power and identity' at the end of KS1

## 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: £39,519

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of an additional 'catch up class' 4 mornings per week in Y2 and 1 morning per week in Y1	Teaching children in reduced class sizes with bespoke planning to meet individual needs ensures improved progress.	1, 2 & 3
Purchase of diagnostic assessments and teacher tablets	Diagnostics tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help they receive the correct additional support through interventions through teacher instruction	2
Purchase of DfE validated systematic synthetic phonics programme	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils	2 & 3
Purchase of termly 'Favourite 5' quality texts to support reading and language development	There is strong evidence that children expand their language and vocabulary when they listen to or join in with quality texts. <u>DfE Reading Framework – July 2021</u>	1 & 3

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

Budgeted cost: £16,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
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'Speedy' interventions (including NELI) 4 sessions per week in KS1	Targeted intervention that is regular and repetitive suits the age and disposition of our young children	1, 2 & 3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,286

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of external EWO</i>	Improved attendance will have improved overall effects	1, 2 & 3
Thrive Practitioner 5 sessions per week	Thrive provides a dynamic, developmental and trauma-sensitive way of meeting emotional needs. Benefits include fewer disruptions in class and improved academic results <u>Thrive</u>	3
Thrive intervention 2 sessions per week	Thrive provides a dynamic, developmental and trauma-sensitive way of meeting emotional needs. Benefits include fewer disruptions in class and improved academic results <u>Thrive</u>	3

**Total budgeted cost: £ 61,445**

## 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.

All Children					
2019		2021 (Not submitted)		2022	
EYFS Data					
% of children reaching GLD	80%	% of children reaching GLD	80%	% of children reaching GLD	
Disadvantaged Children (Pupil Premium)					
% of children reaching GLD	50%	% of children reaching GLD	65%	% of children reaching GLD	
Y1 Phonics Screening Check					
% of children who met the standard for Y1 Phonics	93.8%	% of children who met the standard for Y1 Phonics	91.0%	% of children who met the standard for Y1 Phonics	
Disadvantaged Children (Pupil Premium)					
% of children who met the standard for Y1 Phonics	86.7%	% of children who met the standard for Y1 Phonics	76.0%	% of children who met the standard for Y1 Phonics	
End of Y2 Expected Standard data					
Reading Expected Standard	88.1%	Reading Expected Standard	79.8%	Reading Expected Standard	
Writing Expected Standard	86.4%	Writing Expected Standard	70.2%	Writing Expected Standard	
Maths Expected Standard	83.9%	Maths Expected Standard	76.9%	Maths Expected Standard	
Reading Greater Depth	43.2%	Reading Greater Depth	22.1%	Reading Greater Depth	
Writing Greater Depth	32.2%	Writing Greater Depth	10.6%	Writing Greater Depth	
Maths Greater Depth	38.1%	Maths Greater Depth	12.5%	Maths Greater Depth	
Disadvantaged Children (Pupil Premium)					
Reading Expected Standard	68.2%	Reading Expected Standard	60.7%	Reading Expected Standard	

Writing Expected Standard	63.2%	Writing Expected Standard	39.3%	Writing Expected Standard	
Maths Expected Standard	57.9%	Maths Expected Standard	46.4%	Maths Expected Standard	
Reading Greater Depth	36.4%	Reading Greater Depth	10.7%	Reading Greater Depth	
Writing Greater Depth	10.5%	Writing Greater Depth	7.1%	Writing Greater Depth	
Maths Greater Depth	15.8%	Maths Greater Depth	7.1%	Maths Greater Depth	