# Thomas Russell Infants School 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

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| Detail | Data |
| School name | Thomas Russell Infants |
| Number of pupils in school | 179 |
| Proportion (%) of pupil premium eligible pupils | 5%  (9 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2022 |
| Date this statement was published | September 21 |
| Date on which it will be reviewed | September 22 |
| Statement authorised by | Lisa Farmer |
| Pupil premium lead | Lisa Farmer |
| Governor / Trustee lead | Ali Cotterill |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £13,764 |
| Recovery premium funding allocation this academic year | £1,305 |
| 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 | £15,069 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our ultimate goal is that all pupil’s in receipt of pupil premium funding achieve higher than their peers and have high aspirational goals and targets for themselves. Ensuring all teaching and opportunities they receive are the very best and that evidenced based approaches are researched and adopted is at the centre of our strategy.  Key principles of our strategy include;   * Time for staff to access relevant CPD * Commitment to funding additional time and resources * Commitment and time for all subject leaders to develop their subject content to ensure our children experience sequential and high quality teaching. * Knowledge that quality first teaching is at the heart of academic improvement and progress. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Poor language skills on entry to school |
| 2 | Low levels of engagement with home learning |
| 3 | Poor understanding and use of learning behaviours |
| 4 | Specific needs |
| 5 | Low levels of literacy and numeracy |
| 6 | Inconsistent attendance |

## 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.

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| Intended outcome | Success criteria |
| 1. To develop children’s language acquisition so ambitious vocab is used by all.   To close the gaps caused by disrupted time in preschool settings due to covid.  To ensure children are equipped to learn with a focus on PSE, communication, literacy and maths. | Achieve GLD by the end of reception and be ready to access learning in year 1 |
| 1. That home learning engagement by families is effective. | All children will complete homework, attend school events and progress as a result |
| 1. Children to be able to articulate why good learning behaviours are important and demonstrate in daily learning. | All children will achieve beyond their starting points an demonstrate in and out of class our learning behaviours |
| 1. Staff to be trained and equipped to understand the impact attachment has in learning and development. | Children to feel safe and secure and appropriate strategies be embedded across school. |
| 1. Phonics knowledge used and applied to read fluently (for age)   To close gaps in learning through quality first teaching in maths and English. | All year 1 and 2 children to pass phonics screen. All reading books sent home matched to their phonics ability, additional time spent reading in school and home leading to reading at or higher than expected for age. |
| 1. Children and families understand the importance of attending school each day- attendance for all pupils above 95% | 95% plus attendance for all- no lost learning and high attainment as a result. |

## 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: *£*4,500**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Nurture teacher salary | EEF/Sutton Trust | 3,4,5 |
| CPD for all teachers and Teaching assistants in quality first reading, writing and maths | EEF/Sutton Trust | 1,4,5 |
| Additional reading materials | EEF/Sutton Trust | 1,5 |

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

**Budgeted cost: £ 9,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| One-to-one support in class- TA salary | EEF/Sutton trust | 1,3,4,5 |
| Parenting support/training and materials | EEF | 1,2,6 |

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

**Budgeted cost: £1,569**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Lunch time support |  | 3,4 |
| Enrichment and extracurricular opportunities in and out of school |  | 1,6 |
| *Contingency to address needs as they arise throughout the year (£500)* |  |  |
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**Total budgeted cost: £ 15,069**

# 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.

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| All staff trained and new methods deployed. Children enjoying reading and made good progress.  Home learning shared with parents and planning matched children’s needs. Children made good progress.  Further school/bubble closures meant this was not fully developed and improved. Some gaps remain. Sharing of new texts and books sent home had a positive impact on reading attitudes and engagement.  Writing stamina improved but continues to be a priority.  No external phonics screen went ahead as envisaged due to continued Covid restrictions and school closures. Internal progress data demonstrates progress for all children.  A successful year for supporting children and families joining us throughout the year. Children settled well and their starting points were used skilfully by staff to support learning and outcomes. |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | Funding for extracurricular activities in and outside of school  A range of books to be kept at home |
| What was the impact of that spending on service pupil premium eligible pupils? | Growth in confidence and experiences led to rich experiences for enjoyment and which can be drawn upon for learning in school. |

# Further information (optional)

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