

## Pupil premium strategy statement

This statement details our school's use of pupil 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   | Kings Furlong Infant School and Nursery          |
| Number of pupils in school  | 200  |
| Proportion (%) of pupil premium eligible pupils   | 45 children<br>22.5%                             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022<br>2022/2023<br>2023/2024<br>2024/2025 |
| Date this statement was published   | December 2022                                    |
| Date on which it will be reviewed   | July 2023  |
| Statement authorised by   | Anne Perriam                                     |
| Pupil premium lead  | Katie Davidson                                   |
| Chair of Governors  | Cliff Cheesman                                   |

### Funding overview

| Detail   | Amount         |
|--|----------------|
| Pupil premium funding allocation this academic year                                    | £58,770        |
| Recovery premium funding allocation this academic year                                 | £0             |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0             |
| <b>Total budget for this academic year</b>   | <b>£58,770</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

At Kings Furlong Infant School and Nursery, we provide a happy, nurturing and supportive environment where all children are encouraged to reach their full potential. We have high aspirations for all our children and strongly believe that educational success is not about where you come from. Through a process of assessing strengths and needs of individual pupils; of targeting interventions to address specific gaps in learning; of monitoring academic progress; and of identifying and encouraging the subjects in which pupils excel, we aim to ensure that all pupils maximise their potential to achieve excellence. To ensure our Pupil Premium funding is spent in the most effective ways we aim to:

- Target the funding well from the outset, being responsive and flexible to individual needs.
- Use progress data and information effectively to identify the strengths and weaknesses of individual pupils and groups, in particular those children underachieving and eligible for Pupil Premium, and target intervention and support to accelerate their progress.
- Use effective intervention strategies to improve achievement in English and Mathematics
- Identify and minimise the barriers to learning achievement, regularly reviewing the circumstances effecting the learning of individuals.
- Actively involve the governing body in decision making processes and the monitoring and evaluation of effective Pupil Premium spend.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | The progress of pupil premium children is lower than that of non-pupil premium children in Reading. As a result of looking into reading further, we identified the skill of blending as the area that proposes the largest challenge for our children.   |
| 2                | Pupils are weak in spoken language skills and vocabulary acquisition as in some cases English is not spoken at home. Therefore, children require precision teaching of key vocabulary to understand key concepts.  |
| 3                | The progress of pupil premium children is lower than that of non-pupil premium children in Maths. As a result of looking into Maths further, it was the girls who were underachieving in this area. Therefore, the challenge is to improve girl's attainment in Maths so they move from working towards to working at expected by the end of KS1. Thus, narrowing the gap between the girls and boy's performance.   |
| 4                | Low attainment on entry to Early Years Foundation Stage in all areas. As a result of looking at the specific areas that proposes the largest challenge, we identified the areas of CLL and PSED. There is a noticeable gap between boys and girl's performance in these 2 areas. Therefore, the challenge is to improve boy's performance in CLL/PSED so they are working at expected by the end of EYFS. Thus, narrowing the gap between the boys and girl's performance. |
| 5                | Increased numbers of pupils with complex needs, including social communication, mental health and attention difficulties across Nursery to Year 2. With the increase of mental health needs across the school there is a need to introduce a more structured programme to support children's mental health and well being.   |
| 6                | Wider engagement with families. This will be through - <ul style="list-style-type: none"> <li>○ Improving attendance</li> <li>○ Improving school life participation. For example- Attending school events, workshops and parents' evenings.</li> <li>○ Support in attending wider school provision. For example- After school clubs.</li> </ul>  |

## 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  |
|---|---|
| <p>1. Improve the attainment of pupil premium and therefore reduce the gap between pupil premium children and non-pupil premium children in Reading. Specifically, the skill of blending.</p> | <p>The gap between the 2 groups will begin to narrow with the pupil premium children starting to make rapid progress from their starting point.</p> <p>By the end of the 3-year plan children's attainment will be more in line with their peers.</p> <p>Termly pupil progress meetings and data drops will highlight children's progress and identify those children who aren't making progress.</p> <p>Gaps will be identified, for those children not making sufficient progress from their starting point and next steps put in place. Therefore, bridging the gap between them and their peers.</p> <p>Reading books correctly matched to the child's phonic knowledge.</p> <p>Oral and assisted blending opportunities in every phonics lesson.</p> <p>Children show progress in their phonic knowledge through each 6 week assessment cycle.</p> |
| <p>2. Children to have opportunities to access precision teaching of key vocabulary before a unit of work.</p>  | <p>Pre-teaching of vocabulary focuses on the new skills/vocabulary of the topic.</p> <p>Children able to use newly taught skills in the classroom and during lessons independently.</p> <p>Children able to correctly use and understand the new vocabulary taught in the classroom.</p>  |

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|---|---|
|   | <p>Staff to provide learning opportunities that follow the new skills-based curriculum.</p> <p>Evidence, including engagement in lessons, look book checks, capture sheets and ongoing formative assessments notes vocabulary use.</p>  |
| <p>3. Specific individual needs are met in EYFS to close the gap in CLL/PSED to enable boys to attain highly.</p> | <p>Internal assessments identify children's gaps and interventions, as appropriate implemented.</p> <p>Interventions accurately pitched to children's needs and gaps. Children make progress.</p> <p>SMART targets match child's needs and gaps (link to cHips).</p> <p>Targets reviewed regularly ensuring there is continuous progress (PP meetings-termly, data-termly and cHips-half termly).</p> <p>Children apply what they have learnt in their intervention in class. Progress tracked and children close gaps and keep up with their peers</p> <p>Regular group activities for the boys to have their needs met.</p> <p>Speech and language interventions support the boys communication and language needs.</p> |
| <p>4. Specific individual needs are met to close the gap to enable girls to attain highly in Maths.</p>           | <p>Improved Maths attainment so it is more in line with their peers.</p> <p>Children able to reason and problem solve more during lessons.</p> <p>Staff to identify the girls, using their data, who need targeted Maths support. Staff to have a list of target children and the area(s) they need support in.</p>   |

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|   | <p>Children retain basic Maths skills and recall these when reasoning and problem solving.</p> <p>Staff implement EY Maths training when planning and teaching maths skills.</p> <p>Evidence, including engagement in lessons, look book checks, capture sheets and ongoing formative assessments notes children applying basic skills.</p>  |
| <p>5. Staff use a range of strategies when identifying and managing complex mental health and well-being needs.</p>         | <p>Staff apply training on how to manage more complex needs.</p> <p>Staff demonstrate a range of effective strategies to support children</p> <p>Staff manage children with complex needs effectively Children able to engage with their peers.</p> <p>Involvement of outside agencies, where appropriate.</p> <p>SENCO seen as an expert by staff and provides additional support, where appropriate.</p> <p>Behaviour logs identify patterns in behaviour and interventions implement where appropriate.</p> <p>Structured Thrive programme impacts positively on the children's emotional well-being.</p> |
| <p>6. Children have access to a wide range of trips, visitors and life experiences before they leave at the end of KS1.</p> | <p>Half termly visitors to school are planned for.</p> <p>Annual whole school trip is planned for.</p> <p>12-week outdoor learning programme for YrR to Y2 children.</p> <p>Attendance letters inform parents of attendance concerns.</p>  |

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|  | <p>Parents will attend parents evening appointments.</p> <p>Children will attend an after-school club.</p> |
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## 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: £4921.12

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>DHT to support staff with regards to lesson planning cycle, including assessment</p> <p>0.1 DHT time=<br/>£240.04 per day x3 days ( x1 day autumn, x1 day spring and x1 summer) =£720.12</p> | <p>Successful schools ‘have a clear, responsive leadership.’ DFE ‘Supporting the attainment of disadvantaged pupils: articulating successes and good practice’</p> <p>Pupil Premium action plan has clear actions, timescales, and evaluation schedule in order to hold teachers to account for progress of PP children.</p> | 1,4,5                         |
| <p>Pupil progress meetings support and develop CTs ability to identify children’s learning needs and any barriers to learning</p> <p>10 days’ supply=£160 per day x 10 days=<br/>£1,600</p>     | <p>EEF ‘high quality learning opportunities support children to attain highly’.</p> <p>Wider educational literature e.g. Lemov (2010) and Sherrington (2019) highlights the importance of effective assessment improving student outcomes.</p>   | 1,4,5                         |
| <p>Staff work in pairs to observe children’s learning recording what they notice (research lesson)</p> <p>10 days’ supply =£160 per day x 10 days=<br/>£1,600</p> <p>100 LSA hours=£1,001</p>   | <p>EEF recommendation paper 1 on effective professional development confirms that promoting effective professional development amongst staff (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p>   | 1,5                           |



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

Budgeted cost: £913

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>Art Therapy</i></p> <p>For costings see – emotional support in wider strategies</p>  | <p>EEF Arts participation and EEF Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>EEF paper on Improving Social and Emotional Learning in Primary Schools- Recommendation 1 Teach SEL skills explicitly confirms that using a range of strategies to teach key skills, both in dedicated time, and in everyday teaching is most beneficial. Skills such as-Self-awareness, self-regulation relationship building and self-calming strategies. Quality matters more than quantity. Brief regular instruction appears more effective than infrequent long sessions.</p> | <p>1,3,5</p>                  |
| <p><i>Lego Therapy</i></p> <p>For costings see – emotional support in wider strategies</p> | <p>Children develop skills such as instruction following and co-operation. Alongside social benefits, Lego therapy interventions also improve fine motor skills as well as spatial, visual and analytical skills.</p> <p>EEF</p>   | <p>1,3,4,5</p>                |

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|  | <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>EEF paper on Improving Social and Emotional Learning in Primary Schools- Recommendation 1 Teach SEL skills explicitly confirms that using a range of strategies to teach key skills, both in dedicated time, and in everyday teaching is most beneficial. Skills such as-Self-awareness, self-regulation relationship building and self-calming strategies. Quality matters more than quantity. Brief regular instruction appears more effective than infrequent long sessions.</p> |         |
| Half-termly monitoring of provision and identification of next steps on individual pupils  | Individual Pupil Profiles will be discussed in terms of impact of interventions and class-based learning on progress; progress in books; pupil conferencing; data analysis  | 1,3,4,5 |
| <p>Additional LSAs for group support / 1:1 across core subjects</p> <p>Costings-<br/> Year 2: £ 342.00<br/> Year 1: £ 297.00<br/> Year R: £<br/> 374.00<br/> Total: £ 913.00</p> | <p>EEF evidence’ Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension.</p> <p>EEF Evidence ‘Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.’</p>  | 1,3,4,5 |

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

Budgeted cost: £30784.12

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>Family Support Worker</i> appointed to work across the cluster with vulnerable families and improve parental engagement (toddler group, community events etc, family learning projects etc.)</p> <p>Costing-<br/>£2861.00</p>   | <p>EEF define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul> | <p>5,6</p>                    |
| <p><i>Funding trips</i></p> <ul style="list-style-type: none"> <li>• Junk Music - £200 (The total event is £608.00 we hope to have parent contributions but suspect will be covering more than £200.00 for this activity)</li> <li>• Road Safety - £140.00 (The total event is £540.00 we hope to have parent contributions but suspect will be covering more than £140.00 for this activity)</li> <li>• Farm - £200.00 (The total event is £600.00 we hope to have parent contributions but suspect will be covering more than £200.00 for this activity)</li> </ul> | <p>Reduced income effecting issues such as being able to pay for school trips/visits.</p> <p>To ensure that PP children have access to a broad curriculum. To promote cultural capital and broaden the experiences for PP children.</p> <p>Trips/visits funded where necessary to ensure children are well placed to learn alongside non-PP children.</p> <p>As a school will feel it is vital to support our community with the cost of school trips to ensure</p>   | <p>1,2,6</p>                  |

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| <ul style="list-style-type: none"> <li>• Sublime Science - £250.00 (The total event is £650.00 we hope to have parent contributions but suspect will be covering more than £250.00 for this activity)</li> <li>• History Museum, London - £425.00 (The total event is £3125.00 we hope to have parent contributions but suspect will be covering more than £425.00 for this activity)</li> </ul> <p>Total =£4076</p> | <p>pupils benefit from community cultural capital enrichment activities such as school trips. The large majority of our households have very little opportunity to have family days out and go beyond their immediate surroundings.</p> <p>EEF 'enrichment education has intrinsic benefits. We think all children including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education'.</p>                         |         |
| <p><i>Providing uniform</i><br/>Costing- £100</p>  | <p>Reduced income effecting issues such as clothing. Clothing paid for where necessary to ensure children are well placed to learn.</p> <p>Provided to maintain the school ethos and the see an improvement of behaviour and discipline</p> <p>EEF-Working with Parents to Support Children's Learning and Teachers learning toolkit 'school uniform'.</p>  | 2,6     |
| <p><i>Emotional support</i></p> <p>Costings-<br/>YR -<br/>10 Hours for 35 weeks: £3472</p> <p>Y1 -<br/>25 Hours for 35 weeks: £ 10,596.25</p> <p>Y2 - Hourly rate £10.01<br/>10 Hours for 35wks: <u>£3503.05</u></p> <p>Total: £17,571.75</p>  | <p>LSA, with appropriate training, available in every year group to provide emotional support to the children<br/>YR- Thrive<br/>Y1 – Thrive<br/>Y2- Lego therapy/Thrive</p> <p>Children will be given time, either 1:1 or small group, in response to their emotional needs. Resources available to all year groups and children. These staff are also available at lunchtime to provide support to children during unstructured school times.</p> | 1,2,4,5 |

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|  | <p>EEF Evidence ‘Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>   |            |
| <p><i>Thrive Training</i></p> <p><i>X2 members of staff= £2786</i></p> <p><i>(New for academic year 2022-2023)</i></p> | <p>The training provides us with the evidence-based skills and knowledge to better respond to what children’s distressed behaviour is trying to communicate, to help build their ability to process emotions, and to understand how our relationship can support their healthy development.</p> <p>EEF<br/>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>EEF paper on Improving Social and Emotional Learning in</p> | <p>4,5</p> |

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|--|---|-----------|
|  | <p>Primary Schools-<br/> Recommendation 1 Teach SEL skills explicitly confirms that using a range of strategies to teach key skills, both in dedicated time, and in everyday teaching is most beneficial. Skills such as-Self-awareness, self-regulation relationship building and self-calming strategies. Quality matters more than quantity. Brief regular instruction appears more effective than infrequent long sessions.</p> |           |
| <p>National College<br/> <i>(New for academic year 2022-2023)</i></p> <p>Total= £ 1194</p>     | <p>Online CPD access for all staff in early years and KS1. Staff are able to tailor their CPD towards the areas they feel meets the needs of their own professional development and needs of the children in their class. For example-</p> <ul style="list-style-type: none"> <li>○ Mental Health and Wellbeing</li> <li>○ SEND</li> <li>○ Teaching and Learning- quality of teaching will improve</li> </ul>                       | 1,2,3,4,5 |
| <p>DHT supporting staff well being</p> <p>X1 day a term</p> <p>£ 240.04 x 3days = £ 720.12</p> | <p>DHT has attended a Senior Mental Health Leader Training course.</p> <p>DHT to use the course to further support staff.</p> <p>EEF recommendation paper 1 on effective professional development confirms that promoting effective professional development amongst staff (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p>  | 4,5       |

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|--|--|--------------|
| <p>After School Club</p> <p>Funding for at least x1 club for x1 half term</p> <p>£ 35 per child for one ½ term.</p> <p>£35 x 43 children = £1505</p> | <p>Reduced income effecting issues such as being able to pay for after school clubs.</p> <p>To ensure that PP children have access to a broad curriculum. To promote cultural capital and broaden the experiences for PP children.</p> <p>After school clubs funded/partially subsidised where necessary to ensure children are well alongside non-PP children.</p> <p>As a school will feel it is vital to support our community with the cost of after school clubs to ensure pupils benefit from community cultural capital enrichment activities such as after school clubs. The large majority of our households have very little opportunity to attend activities outside of school.</p> <p>EEF 'enrichment education has intrinsic benefits. We think all children including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education'.</p> | <p>1,2,6</p> |
|--|--|--------------|

Staff costs have been worked out on the current rate we are waiting for support staffs pay increase to be agreed once this has been agreed it will be back dates to April 2022 this will increase the staffing costs stated on this report.

**Total budgeted cost: £36,618.12**

**Allocated money £58,770**

**Budget cost £**

**Difference to be paid for by school budget £0**