

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 | Wallisdean Infant School |
| Number of pupils in school | 153 |
| Proportion (%) of pupil premium eligible pupils | 27% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | November 2022 |
| Statement authorised by | Sandra Cammish Executive Head Teacher |
| Pupil premium lead | Zoe Evans Deputy Head Teacher |
| Governor / Trustee lead | Barry Harwood |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £65,010 |
| Recovery premium funding allocation this academic year | £4,894 |
| 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 | £60,116 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers. A strong emphasis is needed on development of language understanding, narrative skills, speech sound pronunciation and vocabulary, including technical subject-specific vocabulary. |
| 2 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Autumn 21 Internal assessments indicate that Reading, Writing and Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS1. |
| 3 | Our assessments and observations indicate that many disadvantaged pupils need support to develop their emotional literacy, social and emotional skills, positive learning behaviours and good mental health and wellbeing. Disadvantaged children can often be more tired and find it harder to concentrate. Some disadvantaged children lack real life experiences which build resilience and other skills needed. Turbulence affects some pupils who have had multiple school moves. Turbulent family situations can impact on some children's physical and emotional wellbeing. Some children require additional emotional support, particularly in starting the day. |
| 4 | Our assessments and observations indicate that many disadvantaged children enter school with poor fine and gross motor skills. |
| 5 | Our attendance data from 20/21 indicates that attendance among disadvantaged pupils last year was only 1% below attendance for non-disadvantaged pupils. Since the beginning of Autumn 1 this has declined and overall attendance is at 94% with Disadvantaged attendance at 91%. The percentage of disadvantaged pupils who are persistently absent is now 29%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Poor attendance adversely affects the progress of some pupils and their attitudes to learning. |
| 6 | Our observations show that some disadvantaged children do not come to school with suitable clothing and equipment (uniform, PE kit) to access the curriculum. They also cannot afford to pay for extra-curricular clubs or school trip. |
| 7 | Our observations show that additional emotional support for some Services children is needed. It also benefits these children to form links with other Service children. |

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 |
|---|---|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including book scrutiny and ongoing formative assessment. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil conferencing, student and parent surveys and teacher observations • significant participation in enrichment activities, particularly among disadvantaged pupils |
| Improved reading attainment among disadvantaged pupils. | KS1 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard. |
| Improved maths attainment for disadvantaged pupils at the end of KS1. | KS1 maths outcomes in 2024/25 show that more than 88% of disadvantaged pupils met the expected standard. |
| Improved writing attainment for disadvantaged pupils at the end of KS1. This will also show the improvement of fine and gross motor skills. | KS1 writing outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • the percentage of all pupils who are persistently absent being reduced and the figure among disadvantaged pupils being equal to their peers. |
| To provide children with adequate equipment to access the curriculum | All children being able to participate in activities requiring equipment eg PE, Woodland walk. |

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| <p>To provide emotional support for Service children and enable them to form links with other Service children.</p> | <p>Sustained high levels of wellbeing from 2024/25 for service children, demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil conferencing, student and parent surveys and teacher observations • significant participation in enrichment activities for Service Children. |
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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: £23,200 (RWI alone £10,000 - £15,000)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | 1 |
| <p>Continued Purchase/Resourcing of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupil.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Synthetic phonic programmes have one thing in common: they teach children GPCs, to blend phonemes into spoken words and segment spoken words into phonemes. However, programmes use programme-specific systems and terminology such as actions, mnemonics, prompts, key words and routines to teach knowledge and skills. It is important not to confuse children by mixing material from different programmes or across different classrooms – hence the phrase ‘fidelity to the programme’.</p> <p>DFE The reading framework 2021</p> | 2 4 |

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| <p>Purchasing of home reading books that effectively work alongside our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupil.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Decodable' books and texts for children to read "So that beginner readers read books at the right level of difficulty, teachers should make sure their organisation of the books matches exactly the order in which GPCs are introduced in the programme". DfE The reading framework 2021</p> | 2 |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff led by our mental Health Lead and Wellbeing Team</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> | 3 |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund leader release time to embed key elements of guidance in school and to support teachers with planning.</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> | |

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

Budgeted cost: £25,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Funding of Early Years HLTA to complete assessment and teach a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF Synthetic phonic programmes have one thing in common: they teach children GPCs, to blend phonemes into spoken words and segment spoken words into phonemes. However, programmes use programme-specific systems and terminology such as actions, mnemonics, prompts, key words and routines to teach knowledge and skills. It is important not to confuse children by mixing material from different programmes or across different classrooms – hence the phrase 'fidelity to the programme'. DFE The reading framework 2021 | 2 4 |

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| To provide additional fine and gross motor interventions for disadvantaged pupils who have relatively low fine and gross motor skills. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 4 |
| To provide additional maths interventions for disadvantaged pupils who have relatively low number sense. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 2 |
| To provide a blend of tuition, and group intervention for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1 2 4 |
| To provide additional emotional literacy support for disadvantaged pupils if needed due to life changes, circumstances or experiences. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) | 3 |

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

Budgeted cost: £12,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Continued Whole staff training on behaviour management approaches with the aim of continuing to follow school ethos and sustain behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 3 2 |
| Whole school staff training on the Attachment and Trauma Approach. Auditing current practice and creating an action plan to developing the use of this approach throughout the year. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) School level approaches to developing a school ethos, which also aim to support greater engagement in learning Social and Emotional Learning Toolkit Strand Education Endowment Foundation EE | 3 |
| To provide for or access to equipment, uniform for disadvantaged children without the correct equipment to access the curriculum. | Our own observations indicate that for disadvantaged children not being provided with the correct equipment or uniform not only affects their academic progress but can impact on their social and emotional learning. Providing the correct equipment or uniform for them out of pupil premium funding means they are not impacted by lack of equipment or uniform both emotionally and academically. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) | 6 |

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|---|---|-----|
| To provide access to trips for all children to enhance the curriculum and develop their cultural capital | <p>Both oral language and literacy research support that children need first hand experiences to develop their use of language.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> | 6 |
| To provide funded places for disadvantaged children to our range of after school clubs. | <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation Toolkit Strand Education Endowment Foundation EEF</p> <p>There is some evidence that involvement in extra-curricular sporting activities might increase pupil attendance.</p> <p>Physical activity Toolkit Strand Education Endowment Foundation EEF</p> | 2 3 |
| To provide parenting support to families who need support with issues such as behavior, parenting and accessing services. | <p>Case studies from our setting show that parents being supported with routine, sleeping and behaviour strategies have impacted on children's attendance and readiness to learn.</p> | 3 5 |
| To identify any gaps in learning service children's education caused by moving between schools and address with targeted support. | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>and in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 7 |

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| <p>To provide staffing and resources for an after school club for Service children.</p> | <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation Toolkit Strand Education Endowment Foundation EEF</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> | <p>7</p> |
| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | <p>5</p> |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | |

Total budgeted cost: £60,200

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and Microsoft Teams. Our Pupil Premium Strategy also had to be reviewed and changed to include provisions for school closures such as technology and health/self-care hampers for families in need.

Attendance in 2020/21 was higher than in the preceding 3 years at 97.13%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was not any higher than their peers.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required particularly after school closures. We are building on that approach with the activities detailed in this plan.

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 |
|-----------------|-------------|
| Read, Write Inc | Ruth Miskin |
| | |

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? | <p>One of our Teaching Assistants is dedicated to the emotional wellbeing of service children. Our Inclusion Leader is responsible for the and academic achievement of service children.</p> <p>Service children attended a weekly after school club staffed by the designated Teaching Assistant.</p> <p>In these sessions they did activities such as crafts, sports and cooking and were supported to develop relationships with other service children. Pupils created 'still photo books' to stay connected to their deployed parent, and a teddy was provided for the deployed parent to take away with them. When the parent returned they were invited to the club to share their experiences and the child shared their photo book.</p> <p>We also identified and gaps in service children's education caused by moving between schools which we addressed with targeted support.</p> |
| What was the impact of that spending on service pupil premium eligible pupils? | <p>Teachers observed improvements in wellbeing amongst service children. Assessments good demonstrated progress in all subject areas</p> |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback.
[EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also applied for the Inclusion Quality Mark award which included reviewing our provision for disadvantaged pupils get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.