



SOLENT INFANT SCHOOL

Pupil Premium (PP) Strategy Statement 2021-2022 (with review)

Summary Information					
School	Solent Infant School				
Academic Year	2021-2022	Total PP budget for the academic year	FSM £25,555 Service £10,540 Total £36,095	Date of most recent PP review by the governing body	<ul style="list-style-type: none"> Sports Premium Review December 2021 Pupil Premium Review December 2021
Total Number of Pupils	270	Number of Pupils eligible for PP	FSM 19 (7%) Service element 34 (13%)	Date of next internal review of this strategy	Summer 2022

Planned Expenditure

Academic Year 2021 - 2022

The headings below enable the school to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired Outcome: For all pupils to make at least expected progress in maths.

Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
School to engage in third year of Mastery programme for maths delivery throughout the school (Year 3)	Readiness for Mastery is led by The Solent Maths Hub with proven impact across a range of schools with a strong evidence base of proven success. It is a transformational approach to maths teaching which stems from high performing nations such as Singapore. The school started at year 1 (2019 – 2020) and progressed into year 2 (2020-2021) the third year will be embedding (2021-2022) with the intention of	-Continue with project leads within school – monitor staff training input and impact upon learning -Year group meetings to agree strategies and learning profile for year 3	Maths Lead – Mrs McQuilken Maths Mastery leads – Miss K Garland and Miss L Morris Head of School – Mrs Curthoys	This will be reviewed termly when analysing whole school data. Pupil Progress termly meetings when appropriate Expected Cost £8,000





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	engaging in a 4 year project to ensure that it is fully embedded across the school. https://www.mathematicsmastery.org/	-Oversight of training attended by lead (HoS and EHT) - Observations		
Desired outcomes: Pupils will leave the school with higher levels of enriched spoken and written language				
For all pupils to reach expected in reading and writing	Continuation of the focus upon Early Reading (links to project last year) with focus upon vocabulary and phonics input – investigation of additional resources to support this focus. School has now chosen Little Wandle as statutory phonics programme – training complete, due to start in September 2022. Language development would be enhanced through integrating letters and sounds with vocabulary, spelling and learn to read books. This will now be superseded by Little Wandle.	Full training provided by Little Wandle – staff (teacher and LSA CPD time scheduled for input)	HoS Mrs Curthoys English Lead – Mrs Amy Lempriere	Discussions at staff meetings, moderation meetings, and pupil progress meetings regarding impact Little Wandle CPD Expected Cost £4,000 This increased significantly but was supplemented by government grant.
Desired outcomes: We want children to leave our school with strong fine motors skills. Fine motor skills should not be a barrier for them achieving at least the expected standard in writing.				
All pupils from EYFS to Year 6 to use Nelson Handwriting schemes	Children have weaker than typical fine motor skills – and some pupils have handwriting as a barrier to achieving the expected and above standards of writing. We want to ensure that all pupils are taught handwriting to a high standard across the school. In 2020, staff reported that they saw huge improvements in their children’s writing however SLT are aware that the implementation of these lessons was inconsistent meaning there will be a stronger focus on it this year. Emphasis on support from home and remote delivery. As more significant gaps from Covid became evident, teachers focused upon other key skills for home learning.	Teachers will teach handwriting daily. SLT will ensure this is on class timetables. (check for spring and summer 2022) SLT will look for evidence of lessons taught during half termly book looks. At this stage, progress of individual children will be monitored.	Head of School – Mrs Curthoys Mrs A Lempriere	Book Looks during half termly development. Discussion during pupil progress meetings and planning meetings Expected Cost £400 Next Steps – include as a target for 2022-2023
Desired outcomes: To ensure high quality catch up / intervention groups run throughout the school.				





<p>Learning Support Assistants to run intervention groups to support those pupils who have demonstrated that they have gaps in their learning</p>	<p>National research into marking and quality feedback has shown that unless misconceptions are addressed quickly progress can be limited. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/feedback/ Class based LSAs to work alongside teachers to deliver sessions aimed at targeted pupils. These 'catch up' hybrid sessions have had a proven impact with pupils in years one and two in 2020-2021.</p> <p>X0.5 hour per day intervention time for all classes in years 1 and 2. Due to timetabling of LSAs at SIS this was not possible – LSAs support PPA delivery at SIS from 1.30pm (their lunch therefore has to be 1-1.30pm) so intervention was delivered in blocks rather than daily input. This delivery is not as effective and the impact not so great.</p>	<p>Termly pupil progress meetings. Monitoring of class data by SLT and external verification.</p> <p>Monitoring of sessions as part of monitoring cycle. Work scrutiny to involve planning and learning associated with sessions.</p>	<p>E Curthoys – Head of School R Mc Quilken – Maths and EYFS Lead A Lempriere – English and KS1 lead.</p>	<p>Half termly</p> <p>Expected Cost Beyond current PP allocation therefore shared with recovery fund allocation.</p> <p>£8,600 re-allocated from the after school provision identified below</p>
<p>Raise the attainment of pupils in reading and writing bridging the gap that has appeared as a result of Covid 19.</p>	<p>Autumn 1 data set – supported by Phonics screen baseline Spellings – common exception points Book Bands, Fluency and comprehension (% score on set piece of writing)</p>	<p>CPD required prior to the implementation Monitoring Cycle – work share, moderation, standardisation, pupil conferencing, staff conferencing, pupil progress meetings.</p>	<p>EC AL LSA phonics specialists</p> <p>£4677 up to Easter 2022 then to be reviewed – Pupil premium to be used for summer term extension of support</p>	<p>£4677 (Summer Term)</p>
<p>ii Other Approaches</p>				
<p>Desired outcome: To ensure social and emotional issues do not prevent pupils from making at least expected progress in all subjects.</p>				
<p>Pastoral team to dedicate 0.5 FTE to supporting pupils who require support with mental health and wellbeing that are either causing or could potentially cause a barrier to learning</p>	<p>Resources applied during Lighthouse sessions, themed approach and group structure supported a range of pupils in developing strategies to cope with mental health challenges such as self- confidence, resilience and social communication skills – they were ready and able to learn – progress academically has mirrored this success.</p>	<p>Identified pupils progress monitored during termly pupil progress meetings, monitoring, book looks and as part of monitoring cycle.</p>	<p>A Clark – Pastoral Team J Loy – Pastoral Team E Curthoys – Head of School</p>	<p>Feedback half termly</p> <p>During termly pupil progress meetings</p> <p>Case studies</p>





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<p>(In addition to universal offer of mental health learning for all)</p>	<p>This support is to be extended to 2022-2023 with the additional adult introduced to the team back in 2019. Research based approach to support the fact that pupils will not thrive in learning without good mental health</p>	<p>Pastoral team to provide verbal and written feedback to class teachers and Head of School as sessions evolve.</p>		<p>How are we monitoring the impact of these sessions? Expected Cost: £6,000</p>
<p>Desired outcome: To ensure higher attaining pupils experience stretch in maths which allows continued progress.</p>				
<p>Work alongside Maths Mastery specialist teacher to identify how resources can be enhanced to support further stretch within mathematics.</p>	<p>White Rose resources have been used successful to support planning and teaching of mathematics. The aim is to embed this approach this year and to enhance this with resources that can be used to stretch these pupils yet further most specifically with critical thinking and problem solving skills.</p> <p>Next steps – in year 4 to look beyond White Rose to resources such as NCETM to support delivery focusing on SIP targets.</p>	<p>Termly pupil progress meetings. Monitoring as part of ongoing cycle; book looks, work moderation and pupil conferencing.</p>	<p>R Mc Quilken – Maths Lead Jane James – school mentor (Maths Mastery) L Morris and K Garland – Maths mastery leads</p>	<p>Feedback following school review visits Shared with Governing Body Expected Cost: £800</p>
<p>Desired outcome: To ensure that our service pupils feel part of a consistently caring community where their status is celebrated and supported.</p>				
<p>Continued provision of an after school club 'Forces Friends' for our service pupils to attend alongside one another to develop community and support for a variety of circumstances</p> <p>This begun later this year due to Covid19</p>	<p>An afterschool enrichment club for service pupils has proven to promote positive attitudes towards school enabling our service pupils to feel part of a community and able to celebrate their service status. This has proven to be particularly successful for those pupils who have moved into area mid-term and mid school as they are able to quickly develop a support network. (Evidence from pupil conferencing).</p> <p>Hogee Bears for deploying parents to take away with them and report back to pupils and school.</p> <p>Provision of a 'service family' picnic in the summer term to celebrate the year at school.</p> <p>Attendance at events run by local armed forces support networks and those led by local military groups. Limited events this year due to Covid.</p>	<p>Termly attitudinal surveys. Progress reports. Progress data. Feedback from families and pastoral team.</p>	<p>A Clark – Pastoral Team L Butcher – Pastoral Team</p>	<p>Termly. Anticipated Cost £8,600</p>





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<p>Additional hours for ELSA to support those service pupils who are incoming (first point of contact prior to arrival) and also those who leave the Solent community (reaching out to new setting).</p>	<p>Pupil and family conferencing tell us that these times of movement between schools cause additional worry for their children. Previous feedback has demonstrated that these worries are allayed when given a specific point of contact at the new school, also when point of contact introduces themselves to new school and shares necessary discussion with new setting.</p>	<p>Number of families who contact school through the website contact us – also the number who are involved with ELSA at point of migration.</p> <p>Pupil conferencing. Family audit.</p> <p>Service family meetings unable to take place in 2020-2021 to be re-established in Autumn 2022 and run termly.</p>	<p>A Clark – Pastoral Team E Curthoys - HoS</p>	<p>Anticipated cost £2,000</p>
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Priorities for 2022-2023

FSM Pupils – 20 (£27,700) Service Pupils – 38 (£12,480)

Many of the items above will continue due to demonstrated positive impact within school. In addition to this;

- Re-introduce service family meetings
- Fully implement and resource Little Wandle phonics programme
- Resources to support the teaching of handwriting in the homes of disadvantaged pupils (home packs)
- Resource to support participation in Armed Forces events (including adult hours, fuel costs, material resources required)
- Re-evaluate and re-focus the use of intervention at SIS so that it has maximum impact upon progress – target FSM pupils and Service pupils identified as below expectation (target English) – consider groups before school hours

