



SOLENT INFANT SCHOOL

Pupil Premium (PP) Strategy Statement 2022-2023 REVIEW

Summary Information					
School	Solent Infant School				
Academic Year	2022-2023	Total PP budget for the academic year	FSM £27,700	Date of most recent PP review by the governing body	<ul style="list-style-type: none"> Pupil Premium Review September 2023
Total Number of Pupils	268	Number of Pupils eligible for PP	FSM 20 (7.5%)	Date of next internal review of this strategy	September 2023

Planned Expenditure					
Academic Year 2022 - 2023					
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?	Review Impact Statement
School to engage in “Sustaining Phase” of Mastery programme for maths delivery throughout the school (Year 4)	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) and the third year was embedding (2021-2022). The sustaining phase (2022-2023) will ensure that good practice continues, pupils continue to be challenged	-Maths Lead and SLT to draw on the successes of the project in the last 3 years and monitor eg focus on school development days -Year group meetings to agree strategies and	Maths Lead – Mrs McQuilken 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	X3 Development Days monitoring in Mathematics show clear delivery using Mastery approach; approach embedded within Teaching and Learning of Mathematics End of KS 1 results:





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	<p>within their everyday learning and a higher % of pupils meet the Expected and Greater Depth Standards at the end of KS1</p> <p>https://www.mathematicsmastery.org/</p>	<p>learning profile for year 4</p> <p>-Oversight of training attended by lead (HoS and EHT) - Observations</p>			<p>14% of FSM reached Greater Depth in Mathematics (an increase of 14%)</p> <p>22.5% of the whole cohort achieved Greater Depth; 72% of the whole cohort achieved Expected or Above;</p> <p>Above national in all areas</p> <p>Professional discussions during Pupil Progress meetings demonstrated strong pedagogy and knowledge of children</p>
<p>Desired outcomes: Pupils will leave the school with higher levels of enriched spoken and written language</p>					
<p>For all pupils to reach expected in reading and writing</p>	<p>Continuation of the focus upon Early Reading with focus upon vocabulary and phonics input – investigation of additional resources to support this focus. School has now chosen ‘Little Wandle Revised Letters and Sounds’ as statutory phonics programme – initial training for staff complete and new Phonics Programme started in September 2022.</p> <p>Training is ongoing and led by our school-based Phonics team. Resources are audited and topped up on a termly basis.</p> <p>Language development to be enhanced through focused work on vocabulary development planned into every writing journey; language development also an integral part of the Little Wandle reading sessions.</p>	<p>Full training (and ongoing “top up” training) provided via online CPD: Little Wandle Revised Letters and Sounds – staff (teacher and LSA CPD time scheduled for input)</p>	<p>HoS Mrs Curthoys English Lead – Mrs Lempriere Phonics Team – Mrs Dallinger and Mrs McQuilken</p>	<p>Discussions at staff meetings, moderation meetings, and pupil progress meetings regarding impact</p> <p>Little Wandle CPD</p> <p>Expected Cost £4,000 This increased significantly but was supplemented by government grant.</p>	<p>54.6% of FSM pupils met expected in Reading; All 45.4% of FSM pupils who did not meet the standard made better than expected progress in Reading from starting point.</p> <p>45.5% of FSM pupils met Expected in Writing All 54.5% of FSM pupils who did not meet the standard made better than expected progress in Writing from starting point.</p> <p>Termly Pupil Progress meeting included individual FSM pupil</p>





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					discussion linked to progress.
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.					
<p>All pupils from EYFS to Year 6 to use Nelson Handwriting schemes</p>	<p>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.</p> <p>Year R to teach handwriting in line with Little Wandle, moving to Nelson handwriting programme as specific children/ groups of children become competent with letter formation.</p>	<p>Teachers will teach handwriting daily.</p> <p>SLT will ensure this is on class timetables. SLT will look for evidence of lessons taught during half termly book looks. At this stage, progress of individual children will be monitored.</p>	<p>Head of School – Mrs Curthoys</p> <p>Mrs A Lempriere – English Lead</p>	<p>Book Looks during half termly development.</p> <p>Discussion during pupil progress meetings and planning meetings</p> <p>Expected Cost £400</p>	<p>45.5% of FSM pupils met Expected in Writing All 54.5% of FSM pupils who did not meet the standard made better than expected progress in Writing from starting point.</p> <p>All classes now using Nelson handwriting script.</p> <p>Monitoring shows significant improvement in presentation of writing.</p> <p>Autumn 2023: Consider enhanced Nelson resourcing for pupils in handwriting intervention.</p>
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/</p> <p>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>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</p>	<p>Mrs Curthoys – Head of School</p> <p>Mrs McQuilken – Maths and SENDCO</p> <p>Mrs Lempriere – English and KS1 lead.</p>	<p>Half termly review of impact</p> <p>£8,600 re-allocated from the after school provision identified below</p>	<p>All classes in Years 1 to 2 have class-based LSAs 5 mornings a week for the entire year</p> <p>14% of FSM reached Greater Depth in Mathematics (an increase of 14%) 22.5% of the whole cohort achieved Greater Depth;</p>





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	<p>Additional 'keep up' and 'catch up' sessions provided by LSAs with a focus on Phonics as well as key skills in English and Maths – due to timetabling challenges some sessions will now take place before school (8:30 – 9:00) and others in the afternoon (from 1:00 – 1:30)</p>	<p>learning associated with sessions.</p>			<p>72% of the whole cohort achieved Expected or Above. Above national in all areas.</p> <p>54.6% of FSM pupils met expected in Reading; All 45.4% of FSM pupils who did not meet the standard made better than expected progress in Reading from starting point.</p> <p>45.5% of FSM pupils met Expected in Writing All 54.5% of FSM pupils who did not meet the standard made better than expected progress in Writing from starting point.</p> <p>Early Bird Catch Up sessions for specific children in Years 1 and 2 improved pupil confidence in Phonics and Reading.</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 Writing moderation and portfolios Ongoing specialised CPD for class teams</p>	<p>CPD required prior to the implementation Monitoring Cycle – work share, moderation, standardisation, pupil conferencing, staff conferencing,</p>	<p>Mrs Curthoys Mrs McQuilken Mrs Lempriere Teacher and LSA phonics specialists</p>	<p>£4677</p>	<p>CPD programme followed in full.</p> <p>Information shared with Governors at termly assessment points; FSM data now a standing agenda item</p>





		pupil progress meetings.			Phonics results: Year 1 percentage pass rate increased by 12%; Year 2 re-take pupils 91% at Expected.
ii Other Approaches					
Desired outcome: To ensure social and emotional issues do not prevent pupils from making at least expected progress in all subjects.					
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 (In addition to universal offer of mental health learning for all)	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. Research based approach to support the fact that pupils will not thrive in learning without good mental health. Enhanced support to families using PACE and NVR approaches – increase capacity to meet with specific families who request support	Identified pupils progress monitored during termly pupil progress meetings, monitoring, book looks and as part of monitoring cycle. Pastoral team to provide verbal and written feedback to class teachers and Head of School as sessions evolve.	Mrs Clark – Pastoral Team (ELSA) Mrs Loy – Pastoral Team Mrs Curthoys – Head of School Mrs McQuilken - SENDCO	Feedback half termly During termly pupil progress meetings Case studies How are we monitoring the impact of these sessions? Expected Cost: £6,000	Increased offer of ELSA support for FSM pupils. Family Support offer publicised on website, in newsletter and in 1:1 meetings with FSM families. Full case studies for FSM pupils to identify longer term pastoral needs SENCO trained as Senior Mental Health lead to support ELSAs Training for staff from MHST teams and MHST Family Hub meetings established. Trick Box purchased ready for implementation in 2023
Desired outcome: To ensure higher attaining pupils experience stretch in maths which allows continued progress.					
Work alongside Maths Hub specialist	White Rose resources have been used successfully to support planning and teaching of mathematics. The aim is to extend this approach with resources	Termly pupil progress meetings.	Mrs M Quilken –	Feedback following school review visits	14% of FSM reached Greater Depth in





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<p>teachers to identify how resources can be enhanced to support further stretch within mathematics.</p>	<p>that can be used to stretch these pupils yet further, most specifically with critical thinking and problem-solving skills. White Rose resources, together with NCETM resource, to support delivery, focusing on SIP targets; coaching model supported by release from class</p>	<p>Monitoring as part of ongoing cycle; book looks, work moderation and pupil conferencing.</p>	<p>Maths Lead and SENDCO</p>	<p>Shared with Governing Body Expected Cost: £800</p>	<p>Mathematics (an increase of 14%) 22.5% of the whole cohort achieved Greater Depth; 72% of the whole cohort achieved Expected or Above; Above national in all areas.</p> <p>Continued with Maths Mastery Sustaining Year 4.</p> <p>Continuing work with Solent Maths Hub and developing White Rose materials.</p> <p>Began trial including FSM pupils in DfE trial of Mastering Number programme, using Rekenreks in Years 1 and 2.</p> <p>Following monitoring, clear focus in CPD on use of CPA approach.</p> <p>Integrated with Neuro Diversity project; full review of Maths learning environment, working walls and use of visuals.</p>

