



# Pupil premium strategy statement

## 2021-2023

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 and 2022 to 23 academic years) 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 2021-22	Data 2022-23
School name	Black Horse Hill Infant School	
Number of pupils in school	162	152
Proportion (%) of pupil premium eligible pupils	28 children (F2-Yr2) 3 EYFS PP (F1)	27 children (F2-Yr2) 2 EYFS PP (F1)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-23	2021-23
Date this statement was published	November 2021	November 2022
Date on which it will be reviewed	July 2022	July 2023
Statement authorised by	Julie Morris	Julie Morris
Pupil premium lead	Julie Morris	Julie Morris
Governor / Trustee lead	Daniel Stenhouse	Daniel Stenhouse

### Funding overview

Detail	Amount 2021-22	Amount 2022-23
Pupil premium funding allocation this academic year	£38,990	£37,395
Recovery premium funding allocation this academic year	£3,045	£3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,035	£41,310

# Part A: Pupil premium strategy plan

## Statement of intent

At Black Horse Hill Infant School we have high aspirations and ambitions for all our pupils, and we are determined to ensure that all our pupils are given every opportunity to reach their full potential both in terms of their academic achievement and in their ability to make a full and positive contribution to our school community. We recognise that to fully meet the needs of our pupil premium children we need to identify any individual barriers to learning which they may have which prevents them from making progress in line with other children. Our focus is to ensure that the funding we receive has a positive impact upon our disadvantaged pupils. The school will use the additional funding to promote the achievement and progress of all entitled children. Through wise use of this additional funding, we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it.

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

## Challenges

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

Challenge number	Detail of challenge
1	Impact of Covid-19 and children missing out on important learning plus wider experiences that they would gain from being at school.
2	Attainment on entry to F2 for our pupil premium children is below expectation especially around language development.
3	In KS1 of half of the PP children are working below age related expectations in Phonics, Reading and Maths.
4	Children having multiple characteristics e.g. Pupil Premium, SEND, SEMH, behaviour, concentration issues.
5	A high proportion of PP children struggling listen, focus and sustain concentration for significant periods of time.

6	Lack of parental engagement with supporting reading and completing homework task.
7	Attendance for PP children is not as high as attendance of non PP children 2020-21 PP attendance <b>93.79%</b> and Non PP attendance <b>96.88%</b> 2021-22 PP attendance <b>91%</b> and Non PP attendance <b>93.7%</b>
8	Children joining us from Ukraine with English as an Additional language
9	Financial restraints limiting PP children's access to enrichment activities such as out of school sport clubs. Survey (October 2021) revealed only 5/29 children are accessing extra-curricular provision.

## 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
To ensure that our curriculum is planned, delivered and assessed in such a way that all children are provided with the opportunities to continue with 'catching up and recovery' with any lost learning due to Covid-19, whilst ensuring that they are also able to receive a broad and balanced curriculum that is appropriate to their age and/or ability	All subjects across the school are planned so that they are coherent, progressive and build the knowledge, skills and vocabulary that the children need. All Subjects are taught to a high standard so all children access high quality teaching. Assessments are on-going and quickly identify pupils at risk of not making expected progress.
To narrow the learning gap and to increase the number of children in KS1 on track to achieve age related expectations in reading and phonics.	Quality Teaching for all (Tier 1) High quality teaching of reading across the school. Little Wandle scheme and resources purchased (September 2022). Phonics lessons 5x a week Teaching Assistants to support the delivery of phonics and reading and to provide "Keep-up, intervention sessions" Lowest 20% of readers working with Reading Leader or Deputy Headteacher. Read to Write Scheme in place to develop vocabulary and writing skills. Staff Training and support through the English Hub. Leadership team to monitor data and progress. Additional decodable books to be purchased. Effective communication with parents/carers about their child's progress in reading.
To narrow the learning gap and to increase the number of children in KS1 on track to achieve age related expectations in mathematics.	High quality teaching of mathematics across the school. White Rose maths scheme in place

	<p>Maths intervention (using rekenreks) in Yr1 and Yr2 to close gaps due to lost learning.</p> <p>Teaching Assistants in each class to support early identification of pupils who are struggling with their learning.</p> <p>Staff Training from Northwest Maths Hub for Subject leaders and teachers</p> <p>Leadership team to monitor data and progress.</p>
<p>To provide early intervention and support across EYFS classes to increase the number of children on track for GLD.</p>	<p>High quality teaching across all EYFS classes.</p> <p>Teaching Assistants in each class prioritising early reading, phonics and maths skills.</p> <p>Focus on “Keep up” rather than “Catch up”</p> <p>Staff training-</p> <p>Read to Write Scheme</p> <p>Focus on developing core strength and physical skills to develop writing.</p>
<p>To support pupils with SEMH issues across the school in order for them to flourish in school and make academic progress.</p>	<p>Jigsaw PSHE scheme taught across the school and provides opportunities for children to explore their feelings and behaviour.</p> <p>.</p>
<p>To improve the attendance of pupil premium children whose attendance falls below 95%.</p>	<p>Children who are eligible for PP funding will have 96% or above attendance rate.</p>
<p>To enable all children to access the enrichment opportunities on offer at school.</p>	<p>Payment for school trips and events</p> <p>Subsidising attendance at extra-curricular clubs.</p> <p>Provision of a school sports coach to deliver different sports at lunchtime.</p>

## 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to focus on embedding the school curriculum so that all children access high quality first teaching.</p> <p>This will include training for staff in each area of the EYFS and National Curriculum over the two year implementation of the PP strategy.</p> <p>Purchase of schemes of work such as Little Wandle Phonics, Read to Write, Maestro, Sing-up, Jigsaw to support the planning of the whole school curriculum</p>	<p>Ofsted EIF</p> <p>EEF guide to Pupil Premium</p>	<p>1,2,3</p>
<p>To continue to embed new phonics and reading model across the school and to train new staff on the approach.</p> <p>Purchase an accredited SSP scheme.</p> <p>Little Wandle purchased September 2022.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Specialist English Hub advice and expertise.</p> <p>EEF Improving Literacy in KS1</p>	<p>1,2,3</p>
<p>To continue to improve Maths teaching across the school by engaging in Maths Hub Mastery Programmes.</p> <p>Deliver whole class Maths intervention to address gaps from lost learning.</p>	<p>Specialist Maths Hub advice and expertise.</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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>1,2,3</p>
<p>Improve the quality of social and emotional (SEL) learning by continuing</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	attitudes, behaviour and relationships with peers): <a href="#">EEF guidance: Social and Emotional learning</a>	
To provide high quality story and rhyme time across the school to promote a love of reading and also to promote children's vocabulary development.	<a href="#">Ofsted The Reading Framework</a>	1,2,3

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide small group phonic and reading sessions to those children who are not making expected progress. Provide additional intervention to those children in the lowest 20% of readers across the school.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  Specialist English Hub advice and expertise. EEF Improving Literacy in KS1	1,2,3,4,5
To use Teaching Assistants in the class to identify pupils that are not securing understanding in lessons and then provide "in the moment" support and feed back to pupils.	EEF teacher feedback to improve pupil learning	1,2,3,4,5
To provide intervention and teaching on a 1:1 basis for pupils with additional SEN needs and those pupils with EAL.		

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>7</p>
<p>To provide bespoke and high quality support for children who are struggling with their SEMH.</p>	<p><a href="#">EEF guidance: Social and Emotional learning</a></p>	<p>4, 5.6</p>
<p>The provision of a school sports coach at lunchtime to enable all children including PP children to access quality sports enrichment opportunities.</p>	<p><a href="#">EEF: Physical Activity</a></p>	<p>8</p>
<p>To ensure equality of opportunity for all children for school trips, visits and after school activities</p> <p>Further improving pastoral support offered by school to most vulnerable pupils.</p> <p>Providing a safe space for children when they most need it.</p>	<p>The PPG grant is used to pay for vulnerable children and those entitled to FSM to attend a range of curricular and extra-curricular activities as well when necessary to access before/after school club. Trips and visits are paid for This will provide experiences and opportunities that the children may otherwise not be able to access and improve their overall curriculum knowledge and well being</p>	<p>8</p>

**Total budgeted cost: £47,000**

## 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 2021 to 2022 academic year.

In the last academic year the strategies that worked well and had the most impact on the Pupil premium children were:

- A high quality, coherent and ambitious curriculum in place which is taught well by school staff across the school.
- Work with the English Hub, phonics training for all staff and a new reading model.
- Whole school strategy on reading for pleasure.
- Maths training from Maths Hub on approaches to mastery in EYFS and KS1.
- NCETM catch-up programmes in place in KS1.
- High quality intervention (reading, phonics and maths) delivered by the Deputy/SENDco who has been released from the class.
- Additional reading support and keep up interventions for children who were not on track to reach ARE.
- Targeted support and Interventions for Year 2 children who were not on track in Reading, Writing and maths.
- SEMH support from Learning mentor, Super beans and mental health team.
- Regular review of attendance in place for children who were not attending school. Attendance panel meetings with LA Attendance Officer.
- Sports Coach provision providing enrichment at playtimes and lunchtimes.

Due to COVID-19, performance measures were not been published for 2020 to 2021. Below is official data from 2019, our internal performance evaluations from 2021 and official data from 2022.

End of KS1	2019 (2 Pupils)	2021 (10 Pupils)	2022 (11 pupils)
Reading	100%	70%	<b>64% (51.5%*)</b>
Writing	50%	70%	<b>55% (41%*)</b>
Maths	50%	70%	<b>55% (52%*)</b>
<b>Year 1 Phonic Screening Check</b>	2019 (7 Pupils) 100%	2021 (8 children) 63% (5/8)	<b>2022 (8 children) 63% (63%*)</b>
End of F2	2019 (5 pupils)	2021 (8 children)	2022 (8 children)
GLD	40%	38% (3/8)	<b>50% (50%*)</b>
Reading	40%	38% (3/8)	<b>88%</b>
Writing	40%	38% (3/8)	<b>50%</b>
Maths	40%	75% (6/8)	<b>88%</b>

\*National results



## 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*

<b>Programme</b>	<b>Provider</b>
Little Wandle Letters and Sounds	Wandle Learning Trust
Read to Write scheme	Literacy Counts
Curriculum Maestro	Cornerstones
Jigsaw PSHE	Jigsaw
Sing-Up Music Scheme	Sing Up
Purple Mash	Computing platform
Babcock Spelling	Babcock
Penpals Handwriting	Pearson

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	We currently have no service children at Black Horse Hill.
What was the impact of that spending on service pupil premium eligible pupils?	N/A