



## Pupil premium Strategy Statement 2021-2022

### School overview

Detail	Data
School name	Joydens Wood Infant School
Number of pupils in school	251
Proportion (%) of pupil premium eligible pupils	4.38
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021/22 to 2024/25
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emma Blake, Acting Headteacher
Pupil premium lead	Carly Adams, Safeguarding & Operations Manager
Governor / Trustee lead	Clarissa Hill, Safeguarding Governor

### Funding overview

	<b>2020-2021</b>	<b>2021-2022</b>
Pupils on roll	255	251
Proportion of disadvantaged pupils	4.7%	4.38%
Pupils eligible for Pupil Premium for which funding is received	12	11
Pupil Premium Funding allocation	£15,894	£10,760
Recovery premium funding allocation	-	£500

Pupil premium funding carried forward	-	£240
Total funding allocated	£15,894	£11,500
Impact from previous year	<p>Communication during Covid-19 lockdowns was strong, all PP children were either in school or in regular contact with the school's FEL/Class Teachers.</p> <p>Food vouchers/parcels were rapidly distributed.</p> <p>All National Schemes were shared with disadvantaged families and support to engage was offered eg. Summer Camps, Reconnect Programme etc.</p> <p>Academic progress was hindered due to Covid-19 pandemic (see data summary sheet).</p>	

## 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, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 and Complicating Factors

1		Our assessments and observations indicate that both the social, emotional wellbeing of many of our disadvantaged pupils have been impacted by partial school closures, caused by the Covid-19 pandemic, to a greater extent than for other pupils. These findings are supported by national studies.
2		School has a lower deprivation indicator (13.1) than Kent (20.80) and National. Small numbers of Pupil Premium pupils means value for money is paramount and the school does not qualify for certain benefits due to the low percentage of Pupil Premium pupils.
3		As an Infant School we provide Universal Infant Free School Meals (UIFSM) for all children therefore parents do not see the benefit of completing the paperwork for receiving the Pupil Premium Funding until the children are in the Junior School.
4		Our attendance data indicates that attendance among disadvantaged pupils has been significantly lower compared to non-disadvantaged pupils.
5		Observations and discussions with pupils indicate that disadvantaged pupils generally experience greater difficulty academically than their peers. This negatively impacts their development as learners.

## Strategy aims for disadvantaged pupils 2021-2022

**Leadership: To use formative and summative assessment to shape the curriculum over time to effectively enable the implementation and outcomes for learning to be as robust as possible.**

- Enabling leaders to rapidly identify issues/next steps alongside patterns/trends in a data to enable progress to remain high and the covid related 'attainment' blips to be eradicated.
- Pupil progress meetings are data driven and shared with parents, specifically with those that are most vulnerable (PP, SEN).

**Teaching and Learning (Inc. EYFS): To ensure meaningful experiences underpin the school's curriculum design.**

- Through cross curricular planning that encompasses crucial reading, writing and numeracy skills
- Through an experience based approach that effectively links to every subjects PoSK.

## Intended outcomes

<p><b>Leadership: To use formative and summative assessment to shape the curriculum over time to effectively enable the implementation and outcomes for learning to be as robust as possible.</b></p> <ul style="list-style-type: none"> <li>• Enabling leaders to rapidly identify issues/next steps alongside patterns/trends in a data to enable progress to remain high and the covid related 'attainment' blips to be eradicated.</li> <li>• Pupil progress meetings are data driven and shared with parents, specifically with those that are most vulnerable (PP, SEN).</li> </ul>	
Proactive steps	PP Leader to regularly review PP overview, planning and data (Pupil Progress Meetings) to identify trends and barriers alongside Class Teachers and Subject Leaders.
	PP Leader to undertake regular learning walks and pupil/parent voice.
	Individual PP support is rapidly identified based on need.
	PP Leader to monitor attendance and punctuality and address any concerns in a timely manner.
	PP Leader to promote Pupil Premium funding to all and eligible families.
	PP Leader and School Business Manager to regularly monitor and track funding to ensure value to money.
	PP Leader to monitor the social, emotional and mental wellbeing of pupils and implement any support to ensure pupils are emotionally ready to access the learning

<p><b>Teaching and Learning (Inc. EYFS): To ensure meaningful experiences underpin the school's curriculum design.</b></p> <ul style="list-style-type: none"> <li>• Through cross curricular planning that encompasses crucial reading, writing and numeracy skills</li> <li>• Through an experience based approach that effectively links to every subject's PoSK.</li> </ul>	
Proactive steps	PP Leader to regularly review PP overview, planning and data (Pupil Progress Meetings) to identify trends and barriers alongside Class Teachers and Subject Leaders.

	<p>PP Leader to ensure funding is used to enable PP children to attend trips and after school clubs.</p>
	<p>PP Leader, alongside Class Teachers, to have a firm understanding of what meaningful experiences are for our PP children and where possible make these a reality. Aspiration/dream maps to be created with children.</p>
	<p>PP Leader to work closely with Class Teachers to ensure disadvantaged pupils are appropriately supported academically to improve and monitor their development as learners.</p>

## Activity in this academic year

### Teaching and Targeted Academic Support (including CPD, staffing, one-to-one support, structured interventions)

(Budgeted cost: £7,000)

Activity	Evidence that supports this approach	Challenge numbers(s) addressed
Targeted Academic Support: Mathematics, Phonics, Teacher Led Focus Groups, Interventions	Additional support in specific areas can provide children with the opportunity to close the gap between themselves and their peers. Teacher Led Focus groups and interventions allow staff to determine specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support. Targeted interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.	1, 2, 3, 4, 5
Learning Resources	Ensuring pupils have access to the appropriate resources means they have tools to access the learning	1, 2, 3, 4, 5
Child Psychologist	Seeking specific advice from experienced professionals ensures that the most appropriate support is implemented to target individualised needs in a timely manner.	1, 2, 3, 4, 5
Teacher Intervention Planning hours linked to School Led Tutoring programme	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4, 5

**Wider Strategies (including attendance, behaviour, wellbeing, family support)  
(Budgeted cost: £7,500)**

Activity	Evidence that supports this approach	Challenge numbers(s) addressed
Pastoral Support: Family Engagement Leader providing wellbeing support and monitoring attendance/punctuality, HLTA in The Hive providing social and emotional support/interventions	Extensive evidence associates 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):  <a href="https://educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
After School Clubs/Holiday Clubs	Providing children with extra-curricular activities helps to promote their social skills and contributes to improved overall well-being.	1, 2, 3, 4
Uniform	Providing support in the way of paying for school uniforms can contribute to minimizing additional financial worries in the home and ensure children are not made to feel different to their peers by not having correct/fitting uniform.	2, 3

**Total Budgeted Cost: £14,500**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Due to the impact of Covid-19 pupils' education was disrupted in all subjects 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 funding in the degree that we had intended. Despite this, we still endeavoured to provide and maintain a high quality remote education, aided by the use of online resources and live-streamed lessons and interactions with teachers. Regular well-being check-ins were scheduled between school and disadvantaged families.

Attendance during Covid-19 induced lockdowns also affected the amount of support that our pupil premium children accessed. Parental choice as to whether children attended school during these times meant many did not take up the school place offered, despite encouragement from SLT. Absence in general among disadvantaged pupils was higher than their peers which is why attendance is a focus in our current plan.

Our assessments and observations indicated that pupil's social, emotional and mental health were significantly impacted last year, primarily due to Covid-19. Funding was used to provide emotional support for all pupils and targeted interventions where appropriate. This is an ongoing issue and why emotional wellbeing support is prevalent in this year's plan.