



Pupil Premium Strategy Statement 2022-2023

School overview

Detail	Data
School name	Joydens Wood Infant School
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	5.02%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Rachel Hatley
Pupil premium lead	Kerrie Freeman
Governor / Trustee lead	Clarissa Hill, Safeguarding Governor

Funding overview

Detail	2020-2021	2021-2022	2022-2023
Pupils on roll	255	251	239
Proportion of disadvantaged pupils	4.7%	4.38%	5.02%
Pupils eligible for Pupil Premium for which funding is received	12	11	12
Pupil Premium Funding allocation	£15,894	£14,099	£14,875
Recovery premium funding allocation	-	£2,000	£2,000
Pupil premium funding carried forward	-	£240	£1,083
Total funding allocated	£15,894	£16,339	£17,958

Historical impact

2020-2021	2021-2022
<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>	<p>Pupil Progress Meetings have enabled teachers to identify trends and barriers across subjects and feed this into the NTP. This in turn has supported the increase of the number of days offered for NTP. The school will continue to offer this during next academic year.</p> <p>Food vouchers were rapidly distributed as needed.</p> <p>Nurture Programme has been signed up for to support the complex needs of our families.</p> <p>SSP Little Wandle has been implemented to launch September 2022 to support academic outcomes for PP children</p> <p>New PP lead appointed for September 2022 who will support more cultural capital opportunities alongside more in depth focus on PP vocabulary.</p>

Part A: Pupil Premium Strategy Plan Statement of Intent

Statement of Intent
<p>Our intention for PP pupils:</p> <p>Our vision is that all pupils, irrespective of their background or the challenges they face, make <i>at least</i> good levels of progress, achieve high attainment across all subject areas either close to or line with other pupils nationally. 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.</p> <p>We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and external agency support. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.</p> <p>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.</p>

Specifically:

- To identify the needs of each of our disadvantaged pupils through clear and accurate assessment.
- To assess the children's mental, social, emotional and well-being of all pupils through the use of the Boxall Profile.
- To provide quality first teaching, bespoke intervention and additional provision for our disadvantaged children.
- To prioritise the attainment in communication and language skills as well as widening children's vocabulary through a tiered approach.
- To provide a broad and balanced curriculum which all pupils have access to.
- To build strong relationships with families to support children's attainment and attendance.
- To ensure that all children received rich learning experiences, clubs and additional trips/visits to support their learning and well-being.

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
- use a school based tracker that enhances our case study approach of our most vulnerable pupils

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how this will be measured.

Intended Outcome	Success Criteria
Class teachers have a good understanding of the needs of every disadvantaged pupil in their class and plan how to address these accordingly.	<ul style="list-style-type: none">- Range of assessments to be carried out upon starting at our school including Little Wandle assessments, Baseline Assessment, Speech and Language link and social, emotional assessments.- Teachers to know children's gaps in reading, writing and maths. These should be identified on weekly planning and should be implemented within the classroom.- Social and emotional needs are addressed in class by class teacher and LSA.
All disadvantaged pupils make at least good progress in reading, writing and maths.	<ul style="list-style-type: none">- Data evidences a minimum of 3 steps of progress across RWM.- The progress of disadvantaged pupils is at least the same as the progress of non-disadvantaged pupils.- Teachers prioritise feedback to target pupils.

	<ul style="list-style-type: none"> - Teachers to know children's gaps in reading, writing and maths. These should be identified on weekly planning and should be implemented within the classroom. - Quality first teaching is paramount in all classrooms to support children to make at least good progress in RWM.
Vocabulary gaps are identified and closed.	<ul style="list-style-type: none"> - PP children are read with daily, prioritised by class teachers and LSA's. - Pre-teach of vocabulary is introduced to children and explained prior to provide more opportunities for children to be successful. - Vocabulary is explicitly taught through quality first teaching and is planned for by class teachers. This should be outlined on STP and MTP.
Progress and attainment in reading increases and pupils become more motivated to read for pleasure.	<ul style="list-style-type: none"> - PP children have the opportunity to access the Reading Forest (weekly) and Reading Nook (daily). -
Disadvantaged pupils achieve at least 95% attendance.	<ul style="list-style-type: none"> - Family Worker has intervened where necessary to support families in ensuring children attend school regularly. Absence is closely monitored and followed up where required by class and then headteacher.

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 stated above.

Challenges

Challenge	Detail of Challenge
1	School has a lower deprivation indicator (12.8) than Kent (20.87). 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.
2	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.
3	Our attendance data indicates that attendance among disadvantaged pupils has been significantly lower compared to non-disadvantaged pupils.
4	Addressing issues of social, emotional and mental well-being and the direct impact this has on their learning.
5	Balancing the lack of equality of opportunity outside school through the experiences we offer through a bespoke, broad and balanced curriculum.

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

Budgeted cost: £5,542

Activity	Evidence	Challenge number(s) addressed
Targeted Academic Support: Maths Seeds, Reading Eggs/Cracking Comprehension, NTP, Interventions	<p>Additional support in specific areas can provide children with the opportunity to close the gap between themselves and their peers.</p> <p>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.</p> <p>Targeted interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p>	
Learning Resources £2,842	Ensuring pupils have access to the appropriate resources means they have tools to access the learning.	

<p>Teacher Intervention Planning hours linked to School Led Tutoring Programme</p> <p>£2,700.00</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Whole school focus on explicit teaching of tier two vocabulary</p>	<p>“EEF Guide to improving literacy in KS1”. Recommendations for effective approaches for improving literacy include: a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children’s language and thinking during interactions and activities such as shared reading.</p>	
<p>Introduce and implement whole school approach to reading practice (Little Wandle)</p>	<p>(EEF Guide to Improving Literacy Skills KS1, recommendation 2). Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills. Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading.</p>	
<p>Boxall Profile</p>	<p>Pupils have improved personal, social and emotional skills evidence by the Boxall Profile.</p>	
<p>Cultural Capital Opportunities</p>	<p>PP Leader will hold a regular lunch time club to support the needs of all PP children. They will embark on school based projects that support our community and also plan their own trips that enhance their cultural capital</p>	

Wider Strategies (including attendance, behavior, wellbeing, family support)
Budgeted cost: £12,333.00

Activity	Evidence	Challenge number(s) addressed
Boxall Profile	Pupils have improved personal, social and emotional skills evidence by the Boxall Profile.	
Cultural Capital Opportunities	PP Leader will hold a regular lunch time club to support the needs of all PP children. They will embark on school based projects that support our community and also plan their own trips that enhance their cultural capital	
Pastoral Support: Family Engagement Leader providing wellbeing support and monitoring attendance/punctuality. £10,833.00	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.or g.uk)	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	
After School Clubs/Holiday Clubs/Trips £500.00	Providing children with extra-curricular activities helps to promote their social skills and contributes to improved overall well-being.	
Uniform £1,000.00	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.	

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.

Pupil Premium Strategy outcomes

Progress of PP children

Last academic year our PP children achieved well with 100% obtaining GLD, 60% passing Phonics Screening Check in Year 1 and 100% achieving the Expected Level in Writing and Maths and 50% in Reading. This demonstrates our outcomes for our PP children are above Kent and National outcome for disadvantaged children.

FSP Trends - All Pupils and FSM Ever Pupils Attainment

*DfE published **Emerging National

No Trend data is available for Literacy and Mathematics due to the new EYFSP Framework

	2019					2022				
	School		Kent		National*	School		Kent		National**
	All	FSM	All	FSM	All	All	FSM	All	FSM	All
% Good Level of Development	62.9	0.0	74.0	56.4	71.8	69.0	100.0	65.4	46.5	65.2
% Expected Standard Literacy Goals						72.6	100.0	68.3	49.2	68.0
% Expected Standard Mathematics Goals						88.1	100.0	76.9	60.3	75.9

Phonics Trends - All Pupils and FSM Ever Pupils Attainment

*DfE published **Emerging National

	2019					2022				
	School		Kent		National*	School		Kent		National**
	All	FSM	All	FSM	All	All	FSM	All	FSM	All
% 32+ - Year 1	77.0	33.3	82	65.8	82	73.3	60.0	74.2	56.7	75.5
Number of Year 2 Retakes	31					11				
% 32+ - Year 2	87.1	50.0	52.2	43.9	56.0	45.5		41.2	35.5	44.1

KS1 Trends - All Pupils and FSM Ever Attainment

*DfE published **Emerging National

	2019					2022				
	School		Kent		National*	School		Kent		National**
	All	FSM	All	FSM	All	All	FSM	All	FSM	All
Reading % Expected Standard+	84.4	33.3	76	58.3	75	53.7	50.0	67.0	48.5	66.9
Writing % Expected Standard+	82.2	33.3	71	52.3	69	54.9	100.0	57.9	37.7	57.6
Maths % Expected Standard+	88.9	33.3	78	61.2	76	62.2	100.0	68.4	49.4	67.7
Reading % Greater Depth	47.8	0.0	26	12.6	25	20.7	0.0	17.8	7.1	18.0
Writing % Greater Depth	16.7	0.0	15	5.9	15	0.0	0.0	7.5	2.2	8.0
Maths % Greater Depth	41.1	0.0	22	10.1	22	14.6	0.0	14.1	5.1	15.1