

West Hove Infant School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
School name	West Hove Infant School
Number of pupils in school	496
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Wendy Harkness, Executive Head Teacher
Pupil premium lead	Ben Massey, Head of School
Governor / Trustee lead	Anne-Marie Williamson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,945
Recovery premium funding allocation this academic year	£11,745
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£125,960

Part A: Pupil premium strategy plan

Statement of intent

Our goal at West Hove infants is to enable all children, irrespective of their background or the challenges they face, to receive the support and challenge they need to make good or accelerated progress and achieve their very best with a smile on their faces.

In addition to disadvantaged children, we identify those vulnerable groups and individuals most in need of support, including children involved with Social Services, so that we can tailor our provision to suit all needs.

Our research-based approach to teaching and learning puts the greatest emphasis on quality-first teaching, with high-quality teaching at the heart of our practice. This ensures that all children, including the most vulnerable and those who are not disadvantaged, have access to exceptional learning opportunities and can make the best possible progress together.

This strategy underpins the key priorities laid out in our School Improvement Development Plan (SIDP), which focuses on offering emotional and social support for vulnerable children, developing effective learning behaviours and building an effective recovery curriculum, with support targeted at those who need it most.

Through termly Pupil Progress Meetings (PPMs) and Interim PPMs (targeted specifically at vulnerable children), we identify barriers for learning and work together to plan and implement support to respond to common challenges and individual needs. Strategies are regularly reviewed and, where necessary, adapted to meet children's needs.

To ensure that our strategy is effective, staff:

- Have high expectations and believe that all children can succeed in life and learning.
- Know which children they are working with are vulnerable and identify any children who they might be concerned about.
- Prioritise disadvantaged and vulnerable children for extra targeted support.
- Use ongoing formative assessment to identify barriers and work together to overcome them.
- Promote and model our golden rules and learning behaviours throughout every school day to instil positive, caring attitudes, encourage respectful relationships and foster self-belief.
- Provide an engaging, exciting and vocabulary-rich curriculum.
- Celebrate diversity and open the children's eyes to a wider world through trips, visitors, clubs and topic-rich learning experiences.
- Give children the tools and confidence they need to take ownership of their learning and pride in their achievements.
- Celebrate and welcome our school community and support families to become part of the children's learning.

- Touch base regularly with the families of disadvantaged and vulnerable children and ensure, wherever possible, that parents and carers of all disadvantaged and vulnerable children attend parents' evenings.

Challenges

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

Challenge number	Detail of challenge
1	<p>Phonics</p> <p>Assessment data and observation shows that disadvantaged and vulnerable children fall slightly below other children in the Y1 and Y2 phonics screeners, which has a negative impact on their reading.</p> <p>On entry to Reception class in 2021, 27% of our disadvantaged pupils arrived at age-related expectations in reading compared to 59% of other pupils.</p>
2	<p>Relationships & emotional wellbeing</p> <p>As reflected by national studies and Inclusion Key Worker (IKW) referrals, there have been higher than usual levels of social and relationship needs and emotional and wellbeing issues for all children, including those in EYFS, following lockdowns, with a significant gap between disadvantaged and non-disadvantaged children recorded in Reception baseline assessment.</p>
3	<p>English</p> <p>While disadvantaged children make good progress from their starting points, there remains a gap between the attainment of disadvantaged children and 'other' children in Reading and Writing on entry into EYFS and at the end of KS1. There was a significant gap between disadvantaged and 'National other' writers in 2019.</p>
4	<p>Maths</p> <p>While disadvantaged children make good progress from their starting points, there remains a gap between the attainment of disadvantaged children and 'other' children in Maths on entry into EYFS and at the end of KS1.</p>
5	<p>Recovery</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps and increases the risk of children falling further behind age-related expectations.</p>
6	<p>Greater Depth</p> <p>Closing the gap between disadvantaged children and other children remains a focus at all levels, including for children with the potential to attain Greater Depth.</p>
7	<p>Metacognition & Behaviour for Learning</p> <p>Following such extended periods outside of the classroom and normal school life, we will focus on continuing to develop our strong formative assessment practice to support children to take real pride in – and ownership of – their learning.</p>

8	<p>Attendance</p> <p>Attendance rates for disadvantaged pupils (95.4%) are slightly below those of all pupils (96.6%) and, again, slightly below the National attendance figures (96.1%).</p>
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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
Gaps closing in the attainment in both phonics and reading. Disadvantaged and vulnerable children making good progress in their phonics and reading. Children using phonics understanding as their primary reading strategy.	<p>Assessments, observations and tracking show improved attainment among disadvantaged and vulnerable children.</p> <p>Observations and discussions demonstrate increased confidence in – and enjoyment of – reading.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>A continued high level of participation in enrichment activities, particularly among disadvantaged pupils.</p>
Gaps closing in the attainment in Writing. Disadvantaged and vulnerable children making good progress in their writing across EYFS and KS1.	Assessments, observations and tracking show improved writing attainment among disadvantaged and vulnerable children. Vulnerable groups making good progress, with a high proportion making accelerated progress.
Gaps closing in the attainment in Maths. Disadvantaged and vulnerable children making good progress in their writing across EYFS and KS1.	Assessments, observations and tracking show improved maths attainment among disadvantaged and vulnerable children. Vulnerable groups making good progress, with a high proportion making accelerated progress.
Curriculum to include increased physical and wellbeing opportunities.	<p>Physical and wellbeing activities evident in daily planning and learning walks and impacting positively on learning behaviour.</p> <p>'Saplings' outdoor learning area (being trialled at the School Road site) utilised by all year groups, with planning in place and planning skills progression map complete. Parent volunteers supporting outdoor learning.</p>
Any gaps or missing learning addressed in planning and teaching.	Previous planning 'RAGged' by teachers and subject leads to show any lockdown-related gaps in learning. Termly overviews, progression documents and daily planning adapted to ensure coverage of any missed learning.
Children love learning. They have a Growth Mindset and are confident to pinpoint and	Feedback and Marking is relevant and timely, with evidence in work of children acting on feedback.

celebrate their successes and identify areas for development.

Effective self- and peer-assessment is evident in work. Children relish challenge.

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: £ 9,262

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics Phonics training and planning updates.</p> <p>Our phonics programme was recently updated to adhere to the DFE’s criteria for systematic systemic phonics programmes.</p> <p>Whole-school CPD led by English Leads, HoS and Year Group Leads to introduce updated planning and expectations.</p>	<p>There is extensive evidence to support the effectiveness of robust phonics approaches, particularly for disadvantaged pupils (EEF Phonics).</p>	<p>1, 3, 5</p>
<p>Phonics/reading</p> <ul style="list-style-type: none"> • Books purchased (£8,162) • Online library for home use (£1,100) <p>A range of new, fully-decodable books matched to the school’s phonics progression was required to support the updated phonics programme.</p> <p>Each class has a wide selection of home-school readers so that children have access to fully-decodable reading at home. All children also have access to an online Library of fully decodable texts that mirror the texts used in class.</p> <p>Phonics talks are held for parents and teachers have recorded ‘how to teach phonics’ videos, which are shared with families on our Seesaw learning platform.</p>	<p>Engaging parents with their children’s learning, in this case through reading, is proven to benefit pupil learning. (See EEF – Parental Engagement.)</p> <p>In addition, further (though limited) evidence from the EEF shows that home learning can have a significant impact.</p> <p>This is backed up by the success of the online Reading Eggs scheme that we purchased for all children’s use during the lockdowns. Reading engagement at home was hugely positive and parents supported children to continue making good progress while not in school.</p>	<p>1, 3, 5</p>

<p>Metacognition CPD</p> <p>Metacognition pinpointed as one of the school's Key Priorities, to support continued excellent behaviour for learning.</p> <p>CPD carried out with all staff to reinforce effective formative assessment.</p> <p>Feedback and Marking policy re-written in collaboration with the Junior School by the joint Feedback & Marking working party.</p> <p>New policy introduced to both schools at joint staff meeting and audited by all staff in Summer 2022.</p>	<p>Our previous and continuing focus on assessment for learning and effective feedback and marking has had a considerable impact on the children's learning behaviour and confidence to self- and peer-assess.</p> <p>The EEF report on Metacognition & Self-Regulation found that the teaching and learning of effective metacognition strategies have a very high impact on learning with a very strong evidence base.</p>	7
<p>Pupil Progress Meetings (PPMs) and case studies</p> <p>Termly PPMs are held to discuss the wellbeing and progress of all children in each class. In addition, 'Interim' PPMs are held with the SENCo and HoS to focus vulnerable groups, including PP, SEN and EAL children. Year Group Leads attend PPMs on both sites.</p> <p>Teachers produce detailed case-studies for any disadvantaged children and children with EAL who are at risk of not achieving their potential. These are used to track progress, support, strategies and interventions and are discussed in detail at termly PPMs and interim PPMs.</p>	<p>PPM practice is continually refined. The meetings give teachers and SLT time to discuss how current strategies are working and adapt individual and group initiatives according to need.</p> <p>Over the past three years, case studies have encouraged teachers to focus even more on disadvantaged children and to target extra support and intervention both in and out of the classroom.</p> <p>The case-studies are used as the basis for discussion at both Interim and full PPMs, so that assessment leads and the SENCo have a detailed awareness of the support being given.</p> <p>Case studies have been expanded to include EAL children following the lockdowns.</p>	1,2,3,4
<p>Maths CPD</p> <p>Continuing CPD in Maths Mastery to further enhance of our maths teaching and curriculum planning in line with DfE and EEF guidance.</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>Maths guidance KS1 and 2.pdf (publishing.service.gov.uk)</p> <p>(Also see the EEF's Mastery Learning Toolkit)</p>	4

<p>Saplings Training (for ‘Saplings’ outdoor area being trialled at School Road)</p> <p>Outdoor learning lead attending ‘Forest School’ and outdoor learning training to support with planning and teaching an outdoor learning curriculum.</p> <p>Outdoor learning lead to give training and CPD to HLTAs and to parent volunteers.</p> <p>Outdoor learning team to lead staff meetings.</p>	<p>The outdoor learning curriculum supports the development of social and emotional learning. (EEF – Improving Social and Emotional Learning in Primary Schools.)</p> <p>The Belgrave Trust and the Institute of Outdoor Learning’s systematic review of the existing literature for outdoor learning found that:</p> <p>“...Almost all [studies] report that the various outdoor learning activities have positive effects on all their various outcomes, e.g., attitudes, beliefs, interpersonal and social skills, academic skills, positive behaviour, re-offending rates and self-image.”</p>	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £64,888

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read 2 Write KS1 Reading and writing intervention</p>	<p>The vast majority of children carrying out this intervention have made good progress in their reading and writing through the year, with a high proportion making accelerated progress. (Over 50% of EAL children on the Read 2 Write intervention made accelerated progress in their reading in 2020-21.)</p> <p>EEF research show that: “Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.”</p>	1, 3, 5
<p>FCAN First Class at Number KS1 maths intervention</p>	<p>The vast majority of children carrying out this intervention have made good progress in their maths through the year, with a high proportion making accelerated progress.</p>	4, 5
<p>Nuffield Early Language Intervention (NELI) (EYFS early language intervention)</p>	<p>Trials into the effectiveness of NELI found a positive impact on children’s language skills adding the equivalent of three months progress in language skills. (Also see the EEF’s Early Years Support for Schools.)</p>	3, 5
<p>Phonics catch-up intervention</p>	<p>The ‘Closing the Disadvantage Gap’ section of the EEF’s phonics toolkit states that: “Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from</p>	1, 3, 5

	<p>phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.”</p>	
<p>Oracy project (An LA-funded project being developed and led by our Early Years Lead/AHT in collaboration with another school to be delivered to our School Partnership)</p>	<p>The EEF toolkit’s findings show that: “On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.”</p>	3, 5
<p>Writing and Maths teacher interventions and pupil-conferencing Teacher interventions are targeted at small groups and led by class teachers to target specific areas of learning need. They are carried out across KS1 for all ability ranges, including those with the potential to reach Greater Depth.</p> <p>Pupil conferencing is carried out in one-to-one sessions during assembly time and gives teachers time to focus on specific learning needs with the children.</p>	<p>Extra small-group support can be effective when appropriately targeted. (See EEF Small Group Tuition.)</p> <p>In previous years, teachers have found this time very useful as they offer time for children to reflect on their learning and develop skills in areas where they need support.</p>	1,3,4,5,6
<p>Early Bird Reading Small-group reading sessions with teachers before school on 2 mornings each week targeted at vulnerable groups to build confidence and enjoyment in reading.</p>	<p>Extra small-group support can be effective when appropriately targeted. (See EEF Small Group Tuition.)</p>	1, 3, 5

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

Budgeted cost: £51,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Inclusion Key Workers (IKWs) (In addition to 1-1 and small-group work for vulnerable children, IKWs work closely with the SENCo and Individual Needs Assistants to develop strategies to support individual children.)</p>	<p>“There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.” (EEF – Behaviour interventions.)</p> <p>There has been an increase in the number of IKW referrals and requests for training and support this year following the lockdowns.</p>	2, 5
<p>Early Years social & emotional intervention Support both in and out of class for vulnerable children in EYFS.</p>	<p>EEF – Improving Social and Emotional Learning in Primary Schools.</p>	2
<p>Educational visits & visitors Financial support offered to parents to ensure all children attend school trips and residential.</p>	<p>We have always found topic-related educational trips and visitors to the school to be hugely beneficial in contextualising learning and driving the enthusiasm and engagement of all children. These feel even more important than ever now due to the recent disruption caused by lockdowns.</p>	2, 5, 7
<p>Clubs Financial support offered to parents to access breakfast and after school clubs.</p>	<p>We have found that supporting parents financially so that their children can attend Breakfast Club has had a positive impact on attendance, social and emotional wellbeing and behaviour for learning. (The school also continues to subsidise free milk for disadvantaged pupils at breakfast club and following mid-morning break.)</p>	2, 7, 8
<p>Education Welfare Officer</p>	<p>The EEF’s Parental Engagement research states that: “Increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.”</p> <p>Having a dedicated person to support attendance ensures that good communication and relationships are developed quickly - particularly for the most vulnerable.</p>	7, 8
<p>‘Saplings’ outdoor area resources</p>	<p>See evidence in ‘Teaching’ section.</p>	2

Total budgeted cost: £125,960

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 2020 to 2021 academic year.

Internal assessments during 2020-21 showed that disadvantaged and vulnerable children were attaining lower than other children in the school.

As evidenced in schools across the country, school closure was detrimental to our disadvantaged and vulnerable pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. However, as we managed to continue to carry out interventions on-line during times of partial closure and as soon as the children returned, these groups still made good progress.

Due to lockdowns and the significant impact of the pandemic, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees.

The incredible work and dedication of all staff lessened the impact considerably and enabled us to offer very high-quality, bespoke teaching and wellbeing resources through our Seesaw learning platform and in school during times of partial closure and to continue to focus support on the children that needed it most. Similarly, a full curriculum review following the first lockdown enabled us to very quickly re-plan our curriculum to address key areas for catch-up.

Overall attendance generally is very good and above national. Attendance of disadvantaged children is slightly below that of other children, so this remains a focus.

Children's wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. This was further complicated in 2020-21 by the fact that classes were in bubbles on their return to school, with the majority of adults working within class or year group bubbles. We are building in further support for these children as detailed in this statement.