

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 affect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Fetcham Village Infant
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	7.2%
Academic year/years that our current pupil premium strategy plan covers	2019-2020 2020-2021 2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Christine Shuman
Pupil premium lead	Keryn Wingrave
Governor / Trustee lead	Aurora Sinclair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,355
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to ensure that children are not disadvantaged because of their educational, medical, social and emotional barriers. There has been a marked increase in the number of children starting school who need Speech and Language support. This is more notable over the last three years. In 2018, we had 11% on our SEND register for speech and language; this has risen to 30% in September 2021. We have seen an increase in the number of Pupil Premium who have special educational needs. We believe that with support all pupils can achieve well. We aim to remove barriers to learning created by poverty, illness and family circumstance. To narrow the attainment gaps between disadvantaged and non- disadvantaged children within school by ensuring ALL pupils are able to articulate their learning and read fluently and with good understanding which will enable them to access the full breadth of the curriculum. We aim to develop confidence in their ability to communicate effectively in a wide range of contexts so that they can talk about their social and emotional needs, learn self-help strategies and develop resilience.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities
- Provide appropriate nurture to support children in their social and emotional development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all children through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual children that will be reviewed at least termly. Alongside academic support, we will ensure that children with social, emotional and mental health needs will access high quality provision from appropriately trained adults such as the SENCo, ELSA support and outside agencies.

Challenges

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

Challenge number	Detail of challenge
1	Under developed oral language skills and limited vocabulary. This is evident in both reception and key stage one. This has been reported nationally as a consequence of Covid-19 however we were aware of this as a growing problem pre Covid and know that evidence shows that interventions delivered in school settings can improve children's oral language skills. We had begun to develop training and expertise to support this which was interrupted by Covid.
2	The impact of partial school closures affected all children but particularly the disadvantages in our current reception class who had restricted access to social experiences for long periods.
3	Experience tells us that parental support for disadvantaged children is often less than those of non-disadvantaged children. There are many factors to account for this. <ul style="list-style-type: none">• Parents own school experience and level of education• Lack of understanding of the importance of parental support• Parents working long hours• Larger families• Siblings with high levels of need• EAL• Health

4	Ensure that disadvantaged children have access to the same quality of education as non-disadvantaged children. This includes school trips and curriculum enrichment activities. There is also a small amount set aside for emergency funds to support the purchase of uniform and equipment that may be required but cannot be planned for.
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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
Improved oral language skills among disadvantaged pupils.	Assessments and observations indicate that disadvantaged children's language skills have improved and are now equal to their peers
Improved vocabulary among disadvantaged pupils.	Assessments and observations indicate that disadvantaged children's vocabulary has increased and is now equal to their peers
Improved phonics teaching	95% of all pupils will achieve the phonics screening check at the end of year one and reach the expected level of development in reading by the end of KS1.
Families of disadvantaged pupils participate in school events and support their child's learning	Parents feel comfortable to seek support from school. They openly share wider stressors to inform our practice when supporting their children. They feel equipped in supporting their child with home learning activities feel valued and contribute to school events
All disadvantaged children participate fully in all aspects of school life.	All children are able to take part in curriculum enrichment days and all aspects of school life without looking, feeling or made to feel different.

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: £15,039 + Plus recovery

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions	The Emotional Literacy Support Assistant (ELSA) targets children to develop their emotional well-being. This is particularly relevant following enforced periods of isolation leading to a lack of social interaction.	1,2,
Purchase of Read, Write Inc. to secure stronger phonics teaching for all pupils.	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. The EEF research into Read Write Inc. is incomplete however	1,2,3
Training of Read, Write Inc for teachers and support staff.	The successful teaching of phonics is based on the assumption that teachers have the expertise to deliver the programme and maximise the impact. This can only be achieved through high quality staff training.	1,2,
NELI trained practitioner	Identifying children's language needs early and providing them with targeted language support could ensure they have the fundamental foundations needed for good language and social and emotional development as well as	1,2,

	later literacy and numeracy skills. Research completed by the EEF showed that NELI has a significant impact on children's early language skills.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3,384

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our fully trained NELI practitioner will carry out assessments, organise and implement interventions and review impact	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	4

Total budgeted cost: £ 18,683

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.

Teacher Assessment

EYFS

- 1 child just entering expected standard in reading and writing 1 x at expected standard
- 1 child below in number
- 100% at least expected progress from their baseline.

YEAR 1:

- 1 child expected standard in reading writing and maths
- 2 children working toward expected standard
- 100% at least expected progress from their baseline.

YEAR 2:

- 3 children expected standard in reading and maths
- 2 children expected standard in writing
- 1 child below in number
- 100% at least expected progress from their baseline

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

Programme	Provider

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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