

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged children.

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	Fetcham Village Infant
Number of children in school	175
Proportion (%) of pupil premium eligible children	7.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2021 2021-2022 2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Christine Shuman
Pupil premium lead	Gareth McGovern
Governor / Trustee lead	Aurora Sinclair
Chair of governors	Cath Garel

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 20,436
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

The Pupil Premium is additional funding allocated to schools based on the number of children who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium addresses the inequalities that exist between children from disadvantaged backgrounds and their peers.

Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We provide quality teaching, targeted academic support for children who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital. Through our reporting, we demonstrate how and why, this funding is spent using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium by the school and governing board throughout the year and allows us to be critical and confident that children are given opportunities to excel.

At Fetcham Village Infant School, we recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

## Challenges

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

Challenge number	Detail of challenge
1	Supporting attainment and progress – reading, writing and maths We track the progress and attainment of all our children individually on a termly basis and we compare the progress and attainment of groups of children according to different characteristics including eligibility for

	pupil premium. Our analysis of both school-based data for all individuals and classes has shown that while our disadvantaged children are making accelerated progress, some individuals are not attaining as highly as their peers who are not eligible for pupil premium in either reading, writing or maths.
2	Lower attendance of pupil premium children, including persistent absentees.
3	Limited opportunities/ life experiences beyond their home and immediate community.
4	Supporting personal development and wellbeing. Through observations in the classroom and from wellbeing surveys carried out by our ELSA, we have identified that a number of our disadvantaged children have emotional or mental health needs including low levels of resilience, low self-belief or self-esteem needs. We want to support these children' well-being and personal development by ensuring they participate as fully as possible in our wide-ranging extra-curricular and enrichment activities.

### 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
All pupil premium children to make accelerated progress from their starting points in line with non-pupil premium in Phonics, Reading and Writing	<ul style="list-style-type: none"> <li>Data will show that pupil premium children achieve in line with non-pupil premium children at the end of each Key Stage (EYFS and KS1). They are making at least expected progress throughout each year.</li> <li>Monitoring of whole class phonics and whole class reading sessions will show that teaching is consistently good or better across the school and that there is challenge and support for all learners to make good progress</li> <li>Analysis of data shows that children with gaps in learning are taking part in timely interventions that ensure good that good progress is made to close gaps between themselves and their peers</li> </ul>

	<ul style="list-style-type: none"> <li>Monitoring of one to one reading sessions show that diagnostic reading assessments are used effectively and reading books are accurately matched to the child's current phonic level</li> </ul>
Improved reading, writing and maths attainment and progress for individual disadvantaged children.	<ul style="list-style-type: none"> <li>Percentages of disadvantaged children reaching at least the expected standard in KS1 reading, writing and maths are in line with percentage for other children.</li> </ul>
Disadvantaged children will meet national expectations for attendance.	<ul style="list-style-type: none"> <li>Disadvantaged children will match or exceed national averages for non-disadvantaged children (96+%).</li> <li>Monitoring of attendance by Head teachers, communicating effectively with the Inclusion services in order to increase children's attendance and a decrease in persistent absence.</li> </ul>
<p>All children are exposed to a breadth of experiences that will enable them to contextualise their learning.</p> <p>Children love learning and have access to an engaging, broad and varied curriculum</p>	<ul style="list-style-type: none"> <li>The curriculum will provide children with and exciting, varied learning.</li> <li>Teachers and support staff will plan a wide range of visits and experiences to inspire and enhance learning and make it memorable.</li> <li>Children have the opportunity to experience a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</li> </ul>

## 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: £12,436 (including recovery funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA sessions with a trained practitioner</p> <p>Trained Mental Health practitioner supporting small group or one to one sessions depending on need</p>	<p>The Emotional Literacy Support Assistant (ELSA) targets children to develop their emotional well-being This is evidenced by the EEF Improving Social and Emotional Learning in Primary Schools guidance report October 2021</p> <p>There are many studies for example those carried out by the mental health foundation and Active Surrey which have shown that doing physical activity can improve mental health. For example, it can help with better sleep – by making children feel more tired at the end of the day. Happier moods – physical activity releases feel-good hormones that make children feel better about themselves and gives them more energy.</p>	<p>3,4</p>
<p>Provide sessions for disadvantaged children (and others) to target specific areas of the curriculum missed or misunderstood</p>	<p>EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a good impact on pupil progress: EEF Small Group Tuition</p>	<p>1,3</p>

<p>Small groups (3-6) for series of 2-5 sessions Led by Class teacher HLTA</p> <p>Provide CPD for teachers and TA's on the correct use of scaffolding and the impact over time</p>	<p>Providing well thought out scaffolding which is time bonded and assessed over a short period. EEF Scaffolding – more than just worksheet e.g. visual scaffold, such as a task planner. - A verbal scaffold, such as a teacher correcting a misconception at a pupil's desk. - A written scaffold, such as a writing frame.</p>	<p>1,4</p>
<p>Provide CPD for all staff on: RWInc training for all new staff Refresh training for experienced staff</p> <p>CPD teachers/TA's classroom vocabulary strategies.</p> <p>Provide 1:1 reading daily with TA for disadvantaged children</p>	<p>The DfE 2021 Reading Framework includes a range of evidence demonstrating that consistent use of a SSP enables rapid progress for all children in reading. EEF reports a range of research that demonstrate the high impact of phonics on outcomes and progress of disadvantaged children</p> <p>To develop vocabulary (for use in speech and writing) to access the wider curriculum and support wellbeing see: EEF Improving literacy KS1 Eight recommendations to support the literacy of 5–7 year-olds</p>	<p>1,,3,4</p>

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

Budgeted cost: £6375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school access and parent access to ELSA and mental health support	EEF <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/primary-sel</a>	
Parent access to workshop, courses, adult support	<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</a>	

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

Budgeted cost: £760

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
Head and HSLW to Work with parents to support attendance	Ensuring parents are aware of: Statutory duty for attendance Discuss	4

through workshops, one to one and group support	<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</a>	
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**Total budgeted cost: £ 19,571**



## 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 children in the 2020 to 2021 academic year.

We continue to track individual pupil progress and attainment each term, adapting our provision and extra support accordingly. Our analysis of data (comparison of pupil premium/non-pupil premium group progress and attainment) shows that pupil premium children have made year-on-year progress in Reading since 2019.

Children eligible for pupil premium funding who left Year 2 in 2022 achieved very positive results in the end of key stage assessments with 97% of disadvantaged children achieving the expected standard in Reading and Maths.

Our progress scores for 2022 show that our disadvantage children have made accelerated progress and have performed equal to all other children in Reading and Writing both in school and nationally. In Maths our disadvantaged children have outperformed other disadvantaged children nationally.

Positive feedback from children and parents also tells us that they value the wide range of opportunities provided at school including the range of after school clubs and enrichment activities.

Disadvantaged children who engaged with the tutoring programme have made accelerated progress in maths, particularly in fluency. This was evident in achievement in KS1.

### 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 children, that is not dependent on pupil premium or recovery premium funding.*

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