



Doddinghurst Infant School

Church Lane, Doddinghurst, Brentwood, Essex, CM15 0NJ

Pupil Premium Strategy statement

Date last reviewed:	Autumn 2021
Frequency of review:	Annually
Date next review due:	Autumn 2022
Version:	2.0

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
<u>Doddinghurst Infant School</u>	
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	9% (13 pupils)
Academic year from and to	2021/2022
Date Published	December 2021
Date for Review	December 2022
Authorised by	Mrs Ingrid Nicholson (Headteacher)
Pupil Premium Lead	Mrs Sarah Driver
Governor Trustee	Nikki Marsh

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17,485
Recovery premium funding allocation this academic year (Some or all of it may be carried forward to future financial years Gov.uk)	£ 1,117.06
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	£ 18,602.06



Part A: Pupil premium strategy plan

Statement of intent

At Doddinghurst Infant School, we are committed to ensuring that all our children have the best start to their early learning journey by providing a curriculum that is coherent, challenging and dynamic. We believe it is not about racing through the curriculum; it is about children developing a deeper understanding and giving any child, of any ability, in any subject, the opportunity to show mastery of their learning.

It is our intent to develop a cohesive and ambitious plan for the use of our pupil premium grant funding, to 'close the gap' in attainment between our disadvantaged children and their non-disadvantaged peers. We focus on providing experiences to overcome the lack of opportunities they may be exposed to in their wider lives.

We strive to provide age appropriate challenges, equity of opportunity and carefully differentiated activities. This will enable them to make accelerated progress.

Our intention is to provide an inspirational and inclusive environment, which builds confidence and motivation to help children overcome barriers and raise their own expectations and aspirations no matter what their starting points or background.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language, vocabulary comprehension.
2	Parental Engagement
3	Attendance
4	Progress and learning behaviour
5	Emotional Needs (Children/Parents)

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
Improve the level of language for disadvantaged children enabling them to access the curriculum	<ul style="list-style-type: none"> Quality first teaching has improved the level of language enabling the child to access the curriculum. Through regular 1:1/small reading opportunities the child knows new words and will have absorbed information on how to structure sentences. Improved language and emergent literacy skills. NELI (EYFS) children's language and early literacy skills have improved.

	<ul style="list-style-type: none"> • Talk Boost (Year1) improved language and communication skills. • Narrative Therapy children can find the meaning and understanding of language.
Significantly close the attainment gap between PPG children and non PPG peers achieving GLD	<ul style="list-style-type: none"> • Quality first teaching has closed the attainment gap. • Target support, 1:1 or small group interventions has developed the groups thinking and understanding. • Bespoke Phonics sessions have developed language and emergent literacy skills. • Weekly support from Disadvantage Champion to help self-regulation will have a positive impact on later learning wider outcomes such as behaviour and resilience.
Significantly close the attainment gap between PPG children and non PPG peers achieving phonics in Year 1 and 2	<ul style="list-style-type: none"> • Quality first teaching will close the attainment gap. • Individual instruction shows progress in phonics. • Regular practise using previous phonic checks supports anxieties, children become used to the format. • Utilising Phonics Bug gives a consistent approach for all children. • Regular 1:1 phonic sessions raises phonemic awareness and accuracy in reading. • Weekly support from Disadvantage Champion will increase children’s attainment in phonics.
The proportion of disadvantaged children achieving the expected standard in reading	<ul style="list-style-type: none"> • Target support, 1:1 or small group interventions consolidates effective reading strategies. • Promoting reading for pleasure helps positive reading attitudes and enjoyment. • Robust reading material that matches their phonic levels supports their learning to become competent readers. • Daily reading, to achieve the home challenge raises self-esteem. • Guided reading – improves reading strategies. • New Phonics reading scheme embedded throughout the school improves knowledge of the alphabetic code, and the mastering of phonics. • Improved comprehension of written text.
Significantly close the attainment gap between PPG children and non PPG peers achieving Year 2 SATs (reading writing and maths)	<ul style="list-style-type: none"> • Quality first teaching will close the attainment gap. • Target support, 1:1 or small group interventions consolidates effective strategies. • Narrative Therapy children can find the meaning and understanding of language. • Key concepts have been learnt as a result of the delivery of Maths mastery and sentence stems. • Metacognition strategies ‘Think, Pair, Share’ has helped children learn about their own learning more explicitly. • Regular practise using previous SATs papers supports anxieties, children become used to the format. • Deployment of staff has effectively closed the attainment gap. • Improved comprehension of written text. • Weekly support from Disadvantage Champion increases attainment in reading, writing and maths.

	<ul style="list-style-type: none"> • Feedback indicates learning strategies which have been effective in previous completed work.
<p>Improve Parents engagement through school based information sessions that supports their understanding of how the curriculum is taught</p>	<ul style="list-style-type: none"> • Parents have a greater understanding of home learning information. • Parents misconceptions are addressed. • Improved understanding of learning strategies through workshop sessions. • Focused objectives understood by parents after attending One Plan meetings. • Improved attainment with parental engagement. • Information on website keeps parents informed and up-to-date on the curriculum.
<p>Attendance and punctuality</p>	<ul style="list-style-type: none"> • Through moderation half-termly increase in attendance. • Parents aware of expectations via Letters of attendance. • Parents understanding criteria from attendance meeting. • Weekly monitoring of lateness will show noticeable improvement.
<p>Improve the Social, emotional learning for some PPG children</p>	<ul style="list-style-type: none"> • Mindfulness sessions decreased levels of anxiety. • Children able to find ways and words to express what's going on inside using Colour Monsters. • PSHE (Jigsaw) - children have the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals. • Feedback indicates learning strategies which have been effective in previous completed work.



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: £574.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff meeting CPD for all staff	Metacognition and Memory training EEF - metacognition-and-self-regulation Phonics training Maths Mastery EEF - mastery-learning Bereavement training Insight training on new assessment package.	1, 4, 5
SEND lead	Attended Essex Disadvantage training Based upon Marc Rowland "Addressing Educational Disadvantage" book. Relevant information delivered to staff through staff meetings.	All
Purchase of Phonics scheme 'Little Wandle'	To secure stronger phonics teaching for all pupils. Staff receive training. Purchase of new books. Children have a solid base upon which to build as they progress through school. To develop the habit of reading widely and often, for both pleasure and information. EEF Phonics toolkit	1,4
In house support staff training	Talk Boost LSA to attend training from one of the LMP group. EEF teaching assistants intervention	1, 4, 5
Trauma Perceptive Practice	Training for SLT and teaching staff <ul style="list-style-type: none"> Trainer at the school can then train the staff. ECC had committed to an approached named Trauma Perceptive Practice (TPP), to support schools to understand behaviour and support emotional wellbeing. 	4,5
Quality first teaching	Teaching utilise a range of strategies to support the children's learning, identifying needs and ensure they make progress. Educational endowment Foundation toolkit (EEF) feedback metacognition-and-self-regulation Maths Mastery mastery-learning reading-comprehension-strategies individualised-instruction	All



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

Budgeted cost: £16,386.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speaking and listening interventions	Talk Boost Power of reading high quality text. 'Think pair share' metacognition-and-self-regulation	1, 4, 5
HLTA lead Narrative therapy	reading-comprehension-strategies	1, 5
NELI Programme (EYFS) - Trained LSA to deliver intervention in small groups x20 weeks	Nuffield Early Language Intervention (NELI) to improve children's language and early literacy skills oral-language-interventions	1, 4
Differentiated Phonics intervention	Assessment of Phonics sound half termly. EEF- phonics	1, 4
Develop vocabulary through reading a wide range of text on a regular basis Daily reads	Educational endowment Foundation toolkit (EEF) teaching-assistant-interventions oral-language-interventions reading-comprehension-strategies Closing the reading and vocabulary gap by Alex Quigley	1,
EYFS support for PPG or Pupils identified as potential vulnerable	early-years-toolkit	All
Structured intervention for Disadvantaged and SEND children	Interventions to include Next steps Feedback Educational endowment Foundation toolkit (EEF) feedback Homework club homework Talk time collaborative-learning-approaches individualised-instruction	1,2,4,5



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

Budgeted cost: £1,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to Play Therapy interventions for PPG and disadvantaged pupils.</p> <p>Delivery of play Therapy sessions from trained professionals</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEMH skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEMH skills are linked with poorer mental health and lower academic attainment.</p> <p>(5+ months progress)</p>	<p>5</p>
<p>Mindfulness intervention and support that provides pupils with coping strategies to help overcome and process SEMH needs.</p> <p>Delivery of Mindfulness intervention from a holistic medicine practitioner.</p>	<p>SEMH interventions in education are shown to improve SEMH skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.- (EEF-2020)</p> <p>(5+ months progress)</p>	<p>5</p>

Total budgeted cost: £18,885.35



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.

Due to COVID – 19, performance measures have not been published, for 2020 to 2021, and results will not be used to hold school to account.

On baseline, children showed a drop in attainment on return to school when compared with previous years. Informal assessments were carried out to ensure all teachers were aware of the gaps that needed to be addressed; confirming the right provision was put in place to meet identified gaps. Implementation of bespoke interventions led to many children achieving at expected levels. Our disadvantaged pupils were the first groups of pupils to access the catch-up strategy we implemented with evidenced based interventions.

EYFS

60% of children who were below on entry achieved GLD.

20% of children who were expected on entry achieved good results in Reading and Writing.

Key Stage 1

	Year 1	Year 2
Reading progress	1.5	2.6
Writing progress	1.7	2.6
Maths progress	2	2.9

Pupil Premium children received additional support throughout the pandemic including computing resources to support home learning, additional support and guidance with their learning from class teachers and LSAs. The school provided learning packs, delivered to home at parent's request. Regular phone calls home were made by the Welfare Officer and the headteacher to ensure wellbeing of children and parents. School provided support financially for electricity and gas, together with food parcels and regular hot meals. The deployment of staff and additional LSA hours supported our CD-19 catch up programme, which included Pupil Premium and disadvantaged children. Critical workers and vulnerable children had access to the school setting. Support staff were used throughout the school to support children, bubbles and remote learning.

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
Trauma Perceptive Practice Training (TPP)	Essex County Council
Disadvantaged Pupil: Bridging the Attainment Gap.	Essex County Council
NELI	Nuffield

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A