

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	Market Weighton Infant School
Number of pupils in school	236 (276 including nursery)
Proportion (%) of pupil premium eligible pupils	20%
Academic year that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	S Kay-Wood
Pupil premium lead	S Kay-Wood
Governor / Trustee lead	P Fortune

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,730
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£50,660

Part A: Pupil premium strategy plan

Statement of intent

To enable PPG children in reception to reach a good level of development in the EYFS profile.

To enable Y1 PPG children to reach the expected standard in the Phonics Check.

To enable Y2 PPG children to reach age related expectations in reading.

To identify and support children to achieve greater depth in reading where there is the potential to do so.

To narrow the attainment gap between PPG and non-PPG children.

To support children in catching up with lost learning during the Covid school closures.

To give PPG children greater opportunity to engage in rich learning experiences to increase their cultural capital in line with their peers. To support families to improve their child's learning at home.

To support the PPG children to develop greater self-belief, resilience and confidence.

We are committed to a 'quality- first' approach to teaching as this will benefit every child in the school, not just the disadvantaged children. Our approach is informed by a range of rigorous, regular assessments and observations. We have a whole school approach where the responsibility for the outcomes of disadvantaged children is a priority for everyone.

Challenges

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

Challenge number	Detail of challenge
1	A large proportion of our disadvantaged pupils have social and emotional needs and this can affect their behaviour, confidence and/or level of concentration.
2	A large proportion of our disadvantaged pupils have additional learning needs as evidenced by our assessments and observations.
3	A large proportion of our disadvantaged pupils have limited parental support at home to extend learning opportunities, develop vocabulary and access real life experiences which sharply contrasts

	with other children who receive extensive home learning experiences.
4	Assessments, observations and reading sessions with children show that disadvantaged children generally have greater difficulties with phonics and reading than their peers, along with evidence in their reading records suggesting they generally have minimal parental support with reading at home.

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
EYFS Good Level of Development (GLD) for PP-eligible pupils above the PP (Pupil Premium) national average	Percentage PP children achieving GLD >57% 2022
Y1 Phonics for PP-eligible pupils at or above the national average for PP pupils	Percentage meeting expectations of Phonics Check >71% 2022
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged children.	Qualitative data from pupil voice, parent feedback and staff observations demonstrate that well-being levels are high

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: £20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train all teachers and teaching assistants to use the Read Write Inc Scheme for reading and writing and purchase training materials	EEF Improving Literacy In Key Stage 1: Point 3- Effectively Implement a Synthetics Phonics programme	2,3,4
Purchase Read Write Inc books and resources for school and home use	EEF Improving Literacy In Key Stage 1: Point 3- Effectively Implement a Synthetics Phonics programme	
Monitor the effectiveness of the new Read Write Inc scheme and continue the professional development cycle to ensure the impact	EEF Improving Literacy In Key Stage 1: Point 3- Effectively Implement a Synthetics Phonics programme	

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

Budgeted cost: £15,742,50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Respond to phonics monitoring and assessment when grouping children for small group catch-up phonics and one to	EEF Improving Literacy In Key Stage 1: Point 3- Effectively Implement a Synthetics Phonics programme	2

one reading interventions, to ensure teaching can be targeted for accelerated progress.		
Staff training and pupil participation in Nuffield Early Language Intervention to improve speaking and listening skills.	EEF Improving spoken language skills in young children around the time that they start school	3
Pupil participation in Lexia Core Reading programme to target comprehension, vocabulary and phonics.	EEF Testing a computer-based reading programme.	3, 4

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

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sessions with Emotional Literacy Support Assistants to promote wellbeing and social skills through therapeutic approaches and nurture groups.	EEF Improving Social and Emotional Learning in Primary Schools	1
Teaching language and communication through a curriculum rich in first hand experiences such as themed days and visits to places of interest.	EEF Arts Participation	1, 3

Total budgeted cost: £50,742.50

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.

Introduce a Maths Mastery approach from September 2019 in F2 and follow this through into Y1 in September 2020 and Y2 in 2021.

End of Autumn term results 2019 showed the Maths Mastery approach was having a high impact on all children's attainment in "Number", including FSM children (33% to 67%) and non-FSM children (61% to 82%). Summer born children particularly benefitted with an increase from 50% to 71%. This strategy was then put on hold in March 2020 due to the national lockdown and it was not possible to collect further results. We therefore took the decision to continue to invest in this approach and feel that providing the extra staffing needed for maths mastery teaching is essential in order to make this approach work.

Lower achieving children to be taught in small groups for phonics to ensure that pupils are actively engaged.

Small group tuition was in place to support the lower attaining 20% of children in phonics. Observations showed that this enabled children to take an active part in phonics lessons and to make good progress up until the national lockdown in March 2020.

Purchase new Pink and Red Level Phonic books to closely match letter-sounds that have been taught so far.

New Pink and Red Level phonic books were purchased. Monitoring showed that these enabled the texts to be matched to the children's phonics knowledge and this started to have a positive impact on children's reading in the EYFS when these books were introduced and with the lower attaining children in Year 1. End of year data is unavailable due to the national lockdown.

Read, Write, Inc. training for nursery staff so that they can teach phonics in the summer term so that children are well prepared for school in order to make faster progress.

Nursery staff completed RWI training so that RWI can be introduced to children during the summer term each year. This was not able to take place in 2020 due to the national

lockdown, but was started in summer 2021. As a result, children who attended our own nursery began school with a higher phonics baseline than those who did not.

1 x ELSA (Emotional Literacy Support Assistant) deployed to support children with individual social and emotional needs x 1 day per week.

One new ELSA is being trained to support children in Y1.

ELSA support is very much in demand due to a growing number of children experiencing social and emotional difficulties. We feel that it is not enough to provide ELSA support in Key Stage 1, but that this is also needed in the Foundation Stage. Therefore, we will look to appoint a third ELSA for the Foundation Stage in 2020-21.

Externally provided programmes

Programme	Provider
Read Write Inc Phonics for Nursery	Read Write Inc
Lexia Core 5 Reading	Lexia

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Contributed to providing small group tuition for the teaching of phonics for the lower achieving children.
What was the impact of that spending on service pupil premium eligible pupils?	Observations showed that this enabled children to take an active part in phonics lessons and to make good progress up until the national lockdown in March 2020.