

## 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   | Windlesham Village Infant |
| Number of pupils in school  | 101                       |
| Proportion (%) of pupil premium eligible pupils   | 10%                       |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 yr plans are recommended</b> ) | 2021/2; 2022/3; 2023/4    |
| Date this statement was published   | 1/11/21                   |
| Date on which it will be reviewed   | 8/7/22                    |
| Statement authorised by   | Mrs N Ezzard, Headteacher |
| Pupil premium lead  | Mrs N Ezzard, Headteacher |
| Governor / Trustee lead   | Mr A Griffiths, Chair     |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £ 8,070 |
| Recovery premium funding allocation this academic year  | £2,000  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £10,070 |

## Part A: Pupil premium strategy plan

### Statement of intent

At Windlesham Village Infant School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for two separate policies:

- Raising the attainment of disadvantaged pupils
- Supporting pupils with parents in the armed forces

### Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Gaps/difficulties in basic learning skills e.g. phonics, reading and handwriting – with an emphasis on transferring these skills to the classroom |
| 2                | Speech and Language; pupils unable to hear/say phonemes   |
| 3                | Difficulty to engage socially or in the classroom   |
| 4                | EAL means sentence structure not quite secure in English  |
| 5                | Attendance below 90%  |

### 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   |
|--|--|
| Speech and Language Therapy; pupils able to hear/say phonemes clearly and accurately                           | Child knows and says accurately all single letter sounds; all digraphs; speech clearer     |
| Improved phonic knowledge; reading and writing specific sounds in isolation; use this knowledge to write words | Secure in Phonics Phase 2 (Yr R, 1 & 2); Phase 3 (Yr R, Yr 1, Yr 2), Phase 5 (Years 1 & 2) |

|  |  |
|--|--|
| Improved sentence writing and reading.   | Specific targets set for each intervention   |
| Encourage more engagement in learning; tailored support from Emotional Literacy Support Assistant (ELSA) | Focus agreed for each individual; targets set; ELSA baseline score; targets met; observations and pupil conference |
| Ongoing home-school dialogue to encourage regular school attendance                                      | Child's attendance is above 90%  |

## 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: £ 0

| Activity                                   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| 'Colourful Semantics' training             | Colourful Semantics is widely used in the UK and in Australia by speech and language therapists but has not formally been published as a programme.                            | 1,2,4                         |
| 'Trick Box' Personal Development programme | Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year. | 3                             |

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

Budgeted cost: £10,070

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Intervention groups; reading (decoding/segmenting & blending); handwriting; Colourful Semantics; Precision Teaching | Colourful Semantics is widely used in the UK and in Australia by speech and language therapists but has not formally been published as a programme.<br>Precision Teaching recommended by Specialist Teacher for Literacy and Language Support/ Ed. Psych | 1, 3, 4                       |
| Phonics intervention  | Widespread evidence supporting use of a systematic synthetic phonics programme   | 1 & 2                         |

|                                |   |   |
|--------------------------------|---|---|
| Intervention groups;<br>number | EEF 'Improving Mathematics in the Early Years and Key Stage 1'                  | 1 |
| ELSA                           | EEF 'Improving Social and Emotional Learning in Primary Schools'                | 3 |
| Dialogue with parents          | Experience that working in partnership with parents leads to greater engagement | 5 |

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

Budgeted cost: £ 0

| <b>Activity</b>   | <b>Evidence that supports this approach</b> | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| Attendance certificates;<br>publish attendance data each term | Strategy has worked well in the past        | 5                                    |
|   |   |                                      |

**Total budgeted cost: £10, 070**

## 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 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Additional to Wave 1 Quality Teaching

| Activity  | Focus group                                 | Results  |
|---|---|--|
| Emotional Literacy Support Assistant counselling  | 2 pupils per half-term, from any year group | Short-term targets set; Baseline score compared to end-of-half-term score: in each case, child scored higher after intervention.                           |
| 1:1 intervention  | 5 pupils                                    | Short-term targets set; pupils made better than expected progress, but did not meet age-related Expectations in Reading or Writing at the end of the year. |
| 2 out of 4 Pupil Premium Yr 2 pupils met the Phonics Screening Check last academic year.  |   |  |
| Pupil Premium Grant enabled the school to build in additional hours for pupils who were eligible for the grant. Short-term targets were set for each intervention and these were monitored. |   |  |

### 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           |
|---|--------------------|
| We trialled the National Tutoring Programme for one pupil, which started February 2021; | Targeted Provision |

an early evaluation led us to conclude that this programme did not meet the needs of our pupils as well as an intervention ran by school staff, so we withdrew from the programme, with no charge paid.

### Service pupil premium funding (optional)

| Measure  | Details   |
|--|---|
| How did you spend your service pupil premium allocation last academic year?    | Emotional Literacy Support Assistant time to address specific needs<br>1:1 or small-group support for 1 pupil   |
| What was the impact of that spending on service pupil premium eligible pupils? | ELSA: endpoint score higher than Baseline score<br>Child made expected progress in Reading and Writing and accelerated progress in Maths, but did not meet age-related Expectations at end of year. |

There are currently 0 pupils in receipt of Service Pupil Premium for academic year 2021-22.