

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	Farnborough Grange Nursery Infant School (Good Shepherd Academy Trust)
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	29% (40 children)
Academic year that our current pupil premium strategy plan covers	2021-22
Date this statement was published	10/09/2021
Date on which it will be reviewed	10/04/2022
Statement authorised by	Mrs Jenny Cave (Head Teacher)
Pupil premium lead	Mrs Heather Hale
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,870
Recovery premium funding allocation this academic year	£ pooled
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	£ 63,870

Part A: Pupil premium strategy plan

Statement of intent

To enable our children with Pupil Premium funding to achieve without limits, the Pupil Premium Strategy Plan endeavours to provide a strategic approach where all stakeholders are aware of the needs of disadvantaged children and clear about the ways of addressing these needs.

To do this, we provide a safe and nurturing environment where every child feels included socially, emotionally and academically. All children are supported to be Farnborough Grange Champion Learners through developing their academic and personal characteristics, and a love of learning. Our Pupil Premium funding is used to remove barriers that may threaten to limit this development. They are challenged to achieve their best through Growth Mind Set, with high aspirations and expectations in learning. Positive relationships are built with all children and parents, and training is provided to staff in 'Emotion Coaching' and a 'Trauma Informed Approach' to help children understand emotional self-regulation and resolve behavioural challenges. Clear consistent boundaries and timely interventions are used to create a stable environment, where children can feel safe and listened to. Our values of 'We respect, We aspire, We belong' are integral to every learning activity and the basis for building the relationships, behaviour and attitudes needed for successful learning. We aim to provide a culture and school ethos where pupils treat each other with fairness, equality and open-mindedness.

Quality First Teaching is a high priority for our Pupil Premium Strategy as the key factor in improving outcomes for this group. Professional development is targeted at strategies for independent learning, the development of cognitive and metacognitive skills and clear assessments that support learning. Training and support for the teaching of reading and phonics are also a central aspect in our strategy. The development of good literacy skills is a whole school focus and our strategy aims for children with Pupil Premium funding to achieve without limits and as well as their non PP-funded peers. Levels of progress and attainment are carefully tracked and monitored across the school. Pupils with low literacy levels are provided with additional support so that basic skills can be developed effectively. For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning.

Tailored individual and group support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the additional resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress.

Improving children's attendance and cultural capital after the effects of pandemic lockdowns are also a high priority for the school and this is addressed in our Pupil Premium Strategy Plan through subsidised funding for Breakfast and After School Clubs, trips, visits and activity clubs.

Our strategy follows the three tier approach as evidenced by the Education Endowment Foundation with High Quality Teaching as the highest priority, and interventions and wider school strategies to build on this.

Challenges

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

Challenge number	Detail of challenge
1.	Delayed language skills
2	Delayed phonological skills
3	Delayed reading skills
4	Poor Social and Emotional Skills/ Wellbeing
5	Low Parental Confidence and Engagement
6	Poor Attendance
7	Limited Cultural Capital

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
The percentage of children eligible for PP with language delays will make accelerated progress in language development.	Language Link assessments will show that PP-funded children will have made accelerated progress in their language scores of 3 months or more.
The percentage of children eligible for PP will attain age related expectations in phonics in line those who are not.	In the Year 1 screening test, those eligible for PP will attain a comparative number of passes to non-PP-funded peers. In Year 2, 90% of those eligible for PP will have passed the screening test. In Year R, those eligible for PP will recognise a comparative number of phase 2 and 3 sounds as their non-PP funded peers.
The percentage of children eligible for PP will attain age related expectations in reading in line those who are not.	Children eligible for PP funding in Years 1 and 2 will make accelerated progress and the percentage reaching age related expectations in reading will be in line with their Non-PP funded peers. In Year R, PP-funded children will close the gap in CLL, Literacy and Reading with their Non-PP funded peers.
All children eligible for PP funding will be able to name their basic emotions, have strategies for self-regulation and be able to use them with adult support.	Child Conferencing will show that children eligible for PP funding have emotional understanding and can name some self-regulation strategies that they can use.
Numbers of parents (with children eligible for PP funding) engaging with the school about their children's learning will increase significantly by July 2022.	Numbers of parents (with children eligible for PP funding) attending parents' evenings and workshops will increase significantly. A larger proportion of parents will upload learning activities to Tapestry and Class Dojo as appropriate. This will be measured by the difference in parent numbers attending parent's evenings and workshops compared to previous years.
90% of PP children will be attending school more than 95% of the time during the Autumn Term and beyond. Attendance Data. (This is a continuing outcome target).	School data (on Arbor) will show that attendance for all children on PP will have increased and that 90% are attending more than 95% of the time over each term of the year.

Attainment in Foundation subjects will be similar between PP funded children and non-PP funded.

School attainment measures will show similar attainment in foundation subjects.

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Support and training for Early Career Teachers in Closing-the –Attainment Gap strategies.</i></p> <p><i>Explicit Teaching</i></p> <p><i>Cognition and Metacognition strategies,</i></p> <p><i>Effective use of LSAS,</i></p> <p><i>Independence scaffolding strategies,</i></p> <p><i>Flexible pairings and groups,</i></p>	<p>Recommended by the guidance from the Education Endowment Foundation</p> <p>With a number of Early Career Teachers in the school an early and clear focus on understanding the needs of pupils within the class who are eligible for PP funding is crucial for their success. Understanding who those pupils are and how their needs can be met will provide a targeted approach from the start. Monitoring attendance of those for whom this is an issue and engaging at an early stage will also be important. Support for ECTs to ensure that standards are maintained and consistent will be a priority.</p>	<ol style="list-style-type: none"> 1. Delayed Language skills 2. Delayed phonological skills, 3. Delayed reading skills 4. Social and Emotional Skills/ Wellbeing 5. Parental confidence and engagement 6. Attendance
<p><i>Training and support for all staff in systematic Phonics Teaching</i></p>	<p>Due to the disrupted phonics learning of recent years, the school is starting afresh across the year groups with Synthetic Phonics, a well-documented programme, in order to provide a systematic and consistent approach.</p>	<ol style="list-style-type: none"> 2. Delayed phonological skills,
<p><i>Staff to embed Emotion-Coaching and Trauma-Informed School Strategies.</i></p> <p><i>Monitoring and recording impact.</i></p>	<p>Emotion-Coaching is recommended and used by the Hampshire Educational Psychology Service. Many pupil premium funded children have experienced a disorganised approach to developing their emotional skills and less opportunity to develop their social skills. The Trauma Informed Approach is provided by the Beacon Trust as a well-established and evidenced approach. Some have experienced trauma through their experiences in the pandemic. LAC and Post-LAC in our school need a consistent approach from all staff.</p>	<ol style="list-style-type: none"> 3. Social and Emotional Skills/ Wellbeing
<p><i>Wellbeing will be a focus in a whole school approach.</i></p>	<p>Evidence collected by Mental Health and Wellbeing Leads will develop the whole</p>	<ol style="list-style-type: none"> 3. Social and Emotional Skills/ Wellbeing

	school approach and policy for collective wellbeing.	
<i>Focus on building and enriching vocabulary in topics- Word Aware</i>	Pupil Premium funded children at our school have especially experienced recent disorganised language and vocabulary development through the pandemic Lockdowns. Word Aware is an evidence-based approach based on enriching their vocabulary in a deliberate way and deeply understanding the meanings of words.	1. Delayed language skills 7. Limited cultural capital
<i>Focus on Practical Real-life learning in topics.</i>	Pupil Premium funded children at our school over the last 2 years have suffered a lack of enriching real-world experiences that would give them a chance to expand and build on their learning and language skills.	2. Delayed language skills 7. Limited cultural capital
<i>Embedding Talk for Writing and the Narrative Approach</i>	Pupil Premium funded children at our school have especially experienced recent disorganised language and vocabulary development through the pandemic Lockdowns. Talk for Writing and Narrative Approach is an evidence-based approach based on developing and rehearsing learnt sentence and story structures in a consistent way, enabling a lower cognitive load when talking and writing.	1. Delayed Language skills 2. Delayed phonological skills, 3. Delayed reading skills
<i>Embedding Walk and Talk Boards</i>	Many parents want to know what their child is learning about. The walk and talk boards allow parents to engage with their child about what they have been learning as they pick them up from school.	5. Parental confidence and engagement
<i>Continuing Professional Development for Staff on related topics</i>	Recommended by the guidance from the Education Endowment Foundation.	1. Delayed Language skills 2. Delayed phonological skills, 3. Delayed reading skills 4. Social and Emotional Skills/ Wellbeing 5. Parental confidence and engagement 6. Attendance

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted individual and group interventions for Reading, Writing and Phonics catch-up in all year groups.</p> <p>Precision teaching, Paired reading, Additional reading, Small phonic groups, Dictation groups.</p>	<p>Recommended by the well-evidenced guidance from the Education Endowment Foundation. LSAs targeting well planned interventions can make a significant contribution to the gaps in children's learning caused by their previous situations or poor parental support in the pandemic lockdowns.</p>	<ol style="list-style-type: none"> 1. Delayed language skills 2. Delayed phonological skills, 3. Delayed reading skills 4. Social and Emotional Skills
<p>Targeted Attention Interventions in Year R and Year 1.</p> <p>Bucket Time, Lycra.</p>	<p>The Solent Therapy Pack from the NHS and The Attention Autism approach by Gina Davis are well-evidenced approaches to developing, attention, listening and turn-taking skills in Early Education. A number of Pupil Premium funded children at our school have learning needs associated with low levels of attention and listening.</p>	<ol style="list-style-type: none"> 3. Social and Emotional Skills
<p>ELSA support for Targeted children with SEMH needs.</p>	<p>Many Pupil Premium funded children have experienced a disorganised approach to developing their emotional skills and less opportunity to develop their social skills. Some have experienced trauma through their experiences in the pandemic. ELSA training is provided through the Hampshire Educational Psychology Service and is well-evidenced.</p>	<ol style="list-style-type: none"> 3. Social and Emotional Skills
<p>Targeted children will have improved emotional security within personal goals.</p>	<p>Opportunities in class, groups and individually if needed will grow self-efficacy and self-esteem in personal targets. The PEP Toolkit is a well-evidenced guide to strategies to improve personal resilience and other goals especially related to LAC and Post LAC.</p>	<ol style="list-style-type: none"> 3. Social and Emotional Skills
<p>Targeted Speech and Language interventions</p>	<p>Language Link a well-evidenced assessment tool will be used to assess children's language needs. Many PP funded children have low levels of language and vocabulary. The Black Sheep Press and group programmes from language link will be used to support children with language needs.</p>	<ol style="list-style-type: none"> 1. Delayed language skills
<p>In class support to follow up interventions and targeted</p>	<p>The Education Endowment Foundation evidences that the interventions carried</p>	<ol style="list-style-type: none"> 1. Delayed language skills

'closing the gap' opportunities, along with pre-teaching	out beyond the classroom must be explicitly linked to the work done in the classroom curriculum. This year, Link Books will be used to inform class staff about intervention work by the Nest or outside agencies, as well as the usual professional dialogue, so that learning can seamlessly be linked to the classroom.	2. Delayed phonological skills, 3. Delayed reading skills
Resources needed for related aspects of this Pupil Premium Strategy Plan.	Recommended by the guidance from the Education Endowment Foundation. Intervention resources, Environmental resources etc.	1. Delayed Language skills 2. Delayed phonological skills, 3. Delayed reading skills 4. Social and Emotional Skills/ Wellbeing 5. Parental confidence and engagement 6. Attendance

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

Budgeted cost: £13,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Parental Engagement Support Workshops for Phonics, Reading etc.</i>	Recommended by guidance from the Education Endowment Foundation. Many parents want to know what their child is learning about. The walk and talk boards allow parents to engage with their child about what they have been learning as they pick them up from school.	5. Parental confidence and engagement
<i>Subsidised Breakfast Club and After School Clubs</i>	Where for persistent absentees, work patterns are difficult to accommodate getting children to school on time or collecting them, and parents are unable to afford to pay for BSC or ASC, school may agree to subsidise them.	6. Attendance
<i>Pastoral Support Work with parents.</i>	Parents sometimes need support from the school with parenting issues and attendance. The school provides support from the Pastoral Support Lead.	5. parental confidence and engagement 6. Attendance.
<i>Food support</i>	At times the school needs to support children with the provision of food.	3. Social and emotional
<i>Subsidised uniform</i>	Where there is a need to support a child with providing school uniform PP funding may be used.	3. Social and emotional

<i>Subsidised enrichment activities, trips and visits.</i>	Where there is a need to support a child with providing school uniform PP funding may be used.	7. Limited Cultural Capital
<i>Activity Clubs provided after school or at lunchtimes.</i>	To enrich PP funded children's experiences to enhance life chances, opportunities are provided by the school to take part in different clubs.	1. Language skills 3. Social and Emotional skills 7. Limited Cultural Capital

Total budgeted cost: £63,870

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.

Across the whole school, both children with PP funding and those without, were similar for Reading and Maths. Writing was an area that children without the funding achieved a higher percentage at ARE or above.

From the Autumn term, KS1 year groups have raised the number of children achieving ARE or above across children with PP funding and those without. Year 1 children with PP funding have outperformed those without in Reading (+22% (more children achieving ARE or above) compared to +16%) and maths (+36% compared to +31%), although not in writing (+14% compared to +25%). Fewer children with PP funding in Year 2 have achieved ARE or above by the summer, but percentage gains in numbers achieving writing and maths was higher in this group (Writing +4% compared to +0.5% and Maths +11% compared to -2%). While the percentage of PP children on track to achieve ARE in Autumn was comparable to those without the funding in Reading, by the summer numbers of Non-PP children had gone up by 20% compared to 4% PP children.

Phonics was an area of priority for children with PP funding this year. 62% of Year 1 children with PP funding passed the phonic screening test this year compared to 55% of all Year 2 children. A phonic intervention (Rapid Phonics) was bought and accessed online with staff support for targeted children through Lockdown and into the following terms. Where parental engagement was highest in accessing the intervention, it was the most successful.

During the Autumn term, book scrutiny showed that children with PP funding, as well as those with SEN, were more independent in their learning by the end of the term.

Attendance has remained a priority as some children with PP funding did not attend school places offered during Lockdowns and took periods of time self-isolating with their families due to Covid-type symptoms more frequently. This has happened particularly in Year R and has resulted in fewer children with PP funding making expected or accelerated progress due to not accessing interventions. Attendance strategies were in place, parent interviews, support offered etc., but the effect was limited by government restrictions in place. Regular mandatory daily virtual sessions with teachers facilitated engagement with remote learning schedules whilst children were at home. Use of the Before and After School Clubs has been limited due to bubbles being maintained between year groups.

Listening and Attention QFT and small group interventions became a priority for children with PP funding in Year R after the second Lockdown, due to low attendance of offered places, disruption to routine and the high number of SEN (and SEN monitored) children in this group. The impact of the interventions was beginning to be felt generally in the classroom, with children more independently engaged by the end of the summer term, and small group work showed a better willingness for these children to take turns and listen more constructively.

Lack of confidence in communication was identified with a number of children with PP funding across all abilities, affecting engagement with class discussions and understanding subtle social rules in friendship communication. Chatterbox groups were set up which enhanced social confidence, self-esteem, verbal turn-taking, and general language skills for these children, leading to better engagement with class learning activities. This will be continued next year to build on the advances made.

Opportunities for accelerated learning in all areas for targeted children were expanded after the Lockdown, including a wide range of interventions. This enabled a higher number of children to reach ARE (or above) by the end of the summer term, than had started 'On Track' in September following the first Lockdown.

Trips, events and clubs have not been established due to the continued restrictions this year, and cultural capital accessibility will continue to be a priority for next year.

More SEMH issues were apparent after the second Lockdown due to the disruption in routine, as well as towards the end of term due to anxiety about transitioning with a reduced ability for practical transition activity, such as meeting the new teacher. A number of measures were employed for individuals, groups and classes, such as extra transition activities, 'moving on' circle time, mindfulness etc. ELSA support and Lego Therapy was used successfully for individual children, however extra adult time was required to effectively decelerate incidents and put additional support protocols in place. Playtime nurturing groups were fully in place.

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
Rapid Phonics	Pearson
Language Link	Speech Link
Wellcomm Early Years	GL Assessment