

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the 2021 to 2022 academic year 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	Dropmore Infant School
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	3.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Gitta Streete Headteacher
Pupil premium lead	Gitta Streete
Governor / Trustee lead	Jag Lall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2690.00
Recovery premium funding allocation this academic year	£2000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£4690.00

Part A: Pupil premium strategy plan

Statement of intent

At Dropmore Infant School we have high aspirations and ambitions for our children and we believe that no child should be left behind. Our intention is to ensure that our children are given every chance to realise their full potential, regardless of their background and the challenges they face.

We will use these grants to ensure that those learners who are entitled to additional support have every opportunity to make accelerated progress.

As we do not have many pupils in receipt of pupil premium or other vulnerable pupils at the school, our plan is specifically catered to those individuals. We use careful assessment to work out the needs of our pupils and how we will support them to excel. This includes meeting as a teaching team to discuss the children at the school, using research-based evidence from the EEF toolkit and analysing provision and strategies from previous years. Our approach this year covers:

1. High quality teaching
2. Wellbeing support
3. Small group tuition and interventions
4. Enrichment experiences

Challenges

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

Challenge number	Detail of challenge
1	Low confidence and self-esteem.
2	Poor language and communication skills.
3	A need to provide a variety of rich and varied life experiences for our disadvantaged pupils.
4	Attainment in English and Maths. The education of our disadvantaged pupils has been negatively impacted by school closure, leaving many gaps in learning.

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
Pupils identified with social and emotional needs are well supported	Pupil voice survey, parent survey, class teacher feedback and observations.
Improved language and communication skills	Disadvantaged pupils are read with frequently. They attend intervention groups to support their language development. There is at least good progress in reading over the course of the academic year. Staff are well trained in supporting children develop these skills.
Disadvantaged pupils have similar opportunities and access to the school and wider curriculum as their peers.	Disadvantaged pupils will be invited to a range of experiences within and outside of the school day.
Accelerated progress in English and Maths	Data on progress and assessment at the end of the academic year.

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: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training (CPD)	Staff CPD is essential for high quality teaching. Training opportunities to support communication and language, reading and phonics will work to support the needs identified.	2, 4
To build a classroom environment that encourages children's love of reading including new books and developing class reading corners	<p>EEF – preparing for Literacy (EYFS) Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Prioritise the development of communication and language/ Develop children's early reading using a balanced approach</p> <p>EEF – Improving Literacy in KS1 Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills</p>	2, 3, 4
Supporting gross and fine motor skills development via specific sessions and planned strategies e.g. dough disco	<p>The importance of physical development Fine motor skills - Help for early years providers - GOV.UK (education.gov.uk)</p> <p>Research shows that the development of fine motor skills depends on the development of gross motor skills and that a joined-up approach to physical development is important. Young children need many opportunities to develop fine motor skills alongside gross motor skills so they can become confident to explore the world around them.</p> <p>Preparing for Literacy in the Early Years EEF Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Developing children's capability to write... Support children to develop the foundations of a fast, accurate, and efficient handwriting style. Monitor the product and process of children's handwriting and provide additional support as necessary.</p>	1, 4

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality small group interventions in English and Maths	<p>Improving Mathematics in the Early Years and Key Stage 1 Improving Mathematics in the Early Years and Key Stage 1 EEF educationendowmentfoundation.org.uk</p> <p>High quality, targeted support can provide effective extra support for children. Small-group support is more likely to be effective when: children with the greatest needs are supported by the most experienced staff; training, support, and resources are provided for staff using targeted activities; sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching.</p> <p>Improving Literacy in KS1 Improving Literacy in Key Stage 1 EEF educationendowmentfoundation.org.uk</p> <p>Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy</p>	2, 4
Language intervention groups, for example Language Link and Talkboost	<p>Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 1 EEF educationendowmentfoundation.org.uk</p> <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult child interactions are important and sometimes described as talking with children rather than just talking to children. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading. Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge.</p> <p>Oral language interventions EEF educationendowmentfoundation.org.uk</p>	2

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

Budgeted cost: £3,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing, social and emotional activities including whole class approaches and more specific therapeutic interventions for small groups and individual children	<p>Improving Social and Emotional Learning in Primary Schools Improving Social and Emotional Learning in Primary Schools EEF educationendowmentfoundation.org.uk</p> <p>Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children's emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives. Relationship skills: role play good communication and listening skills. Responsible decision-making: teach and practise problem solving strategies. Establish schoolwide norms, expectations and routines that support children's social and emotional development Establish a shared vision for SEL: ensure it is connected to rather than competing with other school priorities. Seek ideas and support from staff and pupils in how the school environment can be improved.</p>	1, 2, 3
Breakfast club, after school clubs and after school care	<p>We would like to offer children receiving pupil premium the opportunities to access breakfast club to ensure they have a filling breakfast to start their day and a calm start to the morning.</p> <p>By providing after school clubs and after school care free of charge, we give those pupils access to benefits and opportunities that might not otherwise be available to them. This in turn will support them in raising confidence and broadening experiences and aspirations.</p>	1, 2, 3
Additional support for school resources	Financial support for school trips, uniform and other school resources will be paid for where necessary.	3

Total budgeted cost: £4690.00

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.

Between 2020 to 2021, there was a significantly low number of pupils eligible for pupil premium. A range of strategies including a wellbeing activities and extra academic support was provided. Based on our internal assessments, at least good academic progress was made over the course of the year, however continued support will be required to achieve end of year expectations for the end of Key Stage 1.

Through observations and assessment carried out last year, it is clear that school closures impacted the accelerated progress we had planned for our pupils eligible for pupil premium. It has also impacted wellbeing amongst all our pupils. Therefore, we have factored this in the 2021-2022 plans.

Externally provided programmes

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

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

Further information (optional)

Our Pupil Premium strategy will be supported by additional activities that we are not using Pupil Premium funding or Recovery Premium funding for. This will include small group interventions at the end of the school day and the use of our School-Led Tutoring grant.

It is also worth noting, we are a small school. The number of children receiving pupil premium is low which makes us limited in implementing large programmes. We carefully plan how to spend this money so it has the most impact on our pupils based on their needs.