

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	Tottenham Infant School
Number of pupils in school	277
Proportion (%) of pupil premium eligible pupils	22.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sian Mainwaring
Pupil premium lead	Sin Mainwaring
Governor / Trustee lead	Sandra Delapenha

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61870
Recovery premium funding allocation this academic year	£7800
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	£69670

Part A: Pupil premium strategy plan

Statement of intent

Supporting our pupils

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through quality first teaching and targeted interventions we are working to eliminate barriers to learning and progress.

For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. Our FSM pupils do well in our school showing the positive impact of the additional funding.

Funding has been ring fenced and used to benefit all pupil premium pupils. We ensure that we track PP pupil's achievements and that all staff know which pupils need additional support to either support or extend their learning. We also identify most able PP pupils.

This has meant making informed decisions about spending such as:

- Ensuring that spending is directly linked to differences in achievement
- Making use of our own data to set interventions
- Making sure there is at least good teaching daily
- Ensuring we deliver a robust systematic synthetic phonic programme
- Supporting pupil's home learning

Pupil Premium/ Recovery premium spending 2021-2022- **£70,870**

Pupil Premium spending 2020-2021 - **£61,870**

Pupil Premium spending 2019-2020 - **£59,400**

The attached Pupil Premium Strategy Statement includes the details of how we are improving outcomes for PP pupils. The statement also reviews expenditure and the impact of this for 2020-21.

Challenges

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

Challenge number	Detail of challenge
1	Low levels on entry of PP pupils particularly in communication & understanding, literacy and language
2	Pupils entering school with limited English/no English (82.3% EAL pupils)
3	Parental lack of engagement / understanding, especially linked to attendance
4	Impact of Covid 19 pandemic - lost learning
5	Ensuring staff use evidence –based whole class teaching interventions consistently.

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
PP pupils achieve expected or better outcomes in KS 1 assessment in Reading, Writing & Maths	Pupils achieve expected outcome -Data 2022
PP pupils achieve national average expected standard in Phonic Screening Check	Pupils pass Year 1 phonic test June 2022
Attendance of PP pupils improves	Improve attendance of disadvantaged pupils to 95%
Improved parental engagement	Pupils achieve expected outcome -Data 2022

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: £35089

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff have received training to deliver phonics scheme effectively.	EEF state that a systematic phonic programme can have a positive impact (+5 months) as an important component in the development of early reading.	4 & 5
Create a positive reading culture across all curriculum areas.	EEF confirms that reading a book with rich opportunities for discussion is a vital step in supporting the children's language and communication skills.	1 & 2
Ensuring staff use evidence –based whole class teaching interventions consistently. e.g. Number Mastery	The Maths Hub Programme (NCETM) brings together professionals in a collaborative national network each locally led by an outstanding school to develop and spread excellent practice, for the benefits of all pupils.	2, 3 & 5

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

Budgeted cost: £23615

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use systematic phonic programme to ensure the proportion of pupils reaching the expected standards in the Year 1 phonics screening check is closer to national averages (Little Wandle Catch up)	Literacy specialists from English Hubs conclude that evidence shows that learning is most effective when children are taught by sticking to a particular programme.	1 & 4
To support Home Learning through ICT	EEF evidence suggests parents play a crucial role in supporting their children's	3

e.g. Mathematics	learning, and levels of parental engagement are consistently associated with better academic outcomes.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to support parents to understand the need for improved school attendance.	Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, according to a report published by the Department for Education (24 March 2016).	3
To return to the planned programme of enrichment opportunities following the Pandemic.	EEF states that all children deserve a well-rounded, culturally rich, education. Enrichment approaches can directly improve pupils' attainment	4
Coffee mornings for parents/carers to support home learning e.g. Mathematics, phonics	EEF findings show that parental engagement has a positive impact on average of 4 months' additional progress.	3

Total budgeted cost: £63364

Contingency: £ 7306

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.

2020-2021

Improve reading skills for PP pupils – In line with cohort

Improve writing skills for all PP pupils – In line with cohort

Accelerate progress of all PP pupils – Robust catch up programme was in place between March – July to support all pupils to catch up with their learning in Reading.

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
IDL	International Dyslexia Learning Solutions Limited - Ascentis