

PASHLEY DOWN INFANT SCHOOL PUPIL PREMIUM STRATEGY SUMMARY 2021-2024

This statement details Pashley Down Infant 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.

School Overview and review for 2021-2022

Detail	Data
School name	Pashley Down Infant school
Number of pupils in school	265
Proportion (%) of pupil premium eligible pupils	25% (65)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Heather Godding, Headteacher
Pupil premium lead	Emma Lewis, Deputy Headteacher
Governor / Trustee lead	Jennifer Cruse, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,045
Recovery premium funding allocation this academic year	Based on 63 PP pupils, provisional allocation is £9,425 (£145 per PP child)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ None
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	£91,470

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

At Pashley we will ensure we consider the challenges faced by vulnerable pupils, such as those who have a social worker and those from a variety of different backgrounds. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We set high expectations of all stakeholders to ensure the focus on our disadvantaged pupils is always at the forefront of decision made across the school.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through our own Tutoring programme and bespoke interventions for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- raise the awareness of Pupil Premium with all stakeholders and relentlessly focus on the delivery of the plan through the leadership of Pupil Premium Champion Emma Lewis, and Pupil Premium Governor Jennifer Cruse, overseen by Head teacher Heather Godding.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident particularly in EYFS this year, and are more prevalent among our disadvantaged pupils across the school than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing and phonics than their peers. This negatively impacts their development as readers and writers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Tracking and observations of interaction from parents at parent workshops, parent consultations, dojo and tapestry interactions and evidence of reading at home shows that engagement from disadvantaged pupils parents is particularly low this year. This is having a negative impact on these families and how they interact with the school and support their child(ren) at home. Which is both effecting academic progress and children's wellbeing. Parental engagement has been impacted for all pupils due to the pandemic.

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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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils.	KS1 reading and writing outcomes in 2024/25 show that more than X% of disadvantaged pupils met the expected standard in Reading and X% in Writing. <i>(Reading – 75% in 2021 and Writing 66% in 2021)</i>
Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2024/25 show that more than X% of disadvantaged pupils met the expected standard. <i>(75% in 2021)</i>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour issues recorded for our disadvantaged pupils • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved parental engagement and interaction with school, for all parents, particularly parents of our disadvantaged pupils.	Sustained parental engagement from 2024/25 demonstrated by: <ul style="list-style-type: none"> • parental interaction with the school from our disadvantaged families is shown to be strong • KS1 outcomes for RWM for disadvantaged pupil are

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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) in 2021-22 **academic year** to address the challenges listed above. The plan has been RAG rated for the year and will roll over to continue next year. Every area of focus will be continued in 2022-23 as this is a three year plan and those aspects that are green will continue to be in practice and become embedded, orange have been started and red need to be focused on as a priority for the year ahead.

Teaching and Leadership

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments for Reading (YARC).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Raising the accountability of all staff for the progress and wellbeing of disadvantaged pupils.</p> <p>Performance Management targets for all staff relate to PP children.</p> <p>Pupil Progress meetings take place termly.</p> <p>Regular CPD sessions for all staff focusing on PP.</p> <p>Time given for Teachers to meet weekly with class team through 'Professional Talk Time' to allow them to discuss PP children.</p> <p>Focus on PP with Governors. Item on all Governor reports.</p>	<p>EEF research shows that working together collaboratively has a high impact on results. Although they focus on pupils and we are focusing on staff working together, it is still a good reminder of the high impact it can have when everyone works on a group focused project collaboratively (+ 5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1,2,3,4,5,6

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<p>Focus on PP with Subject leaders and Heads of Year. Item on all monitoring.</p> <p>Relentless focus on Pupil Premium children shown by PP Leader who will Champion the focus for disadvantaged children. Time taken weekly by Deputy Head to focus on PP.</p>		
<p>Running regular targeted interventions for oral language and vocabulary skills. Pre-teaching of vocabulary for specifically identified children.</p> <p>We will fund a trained Learning Assistant to carry out regular NELI interventions, including out own school adapted interventions (pre-reading) and deliver teacher training on the importance of teaching vocabulary.</p>	<p>There is a strong evidence base that suggests oral language and vocabulary interventions have a large impact on speaking, listening, vocabulary and literacy skills.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Enhancement of our writing teaching and curriculum planning in line with Talk for Writing training for all teachers.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Talk for Writing resources and embed training.</p>	<p>EEF guidance suggests oral interventions has a significantly positive impact on pupils learning in literacy (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2,4
<p>Run targeted interventions for children working below age expected level in Phonics and Writing to accelerate learning in Reading, writing and phonics.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	3

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guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) EEF guidance suggests mastery learning has a significant impact on all pupil s(+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Budgeted cost: **£32,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for Learning Assistants to carry out targeted interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics and writing sessions targeted at disadvantaged pupils who require further phonics or writing support.	Targeted writing interventions for children lacking the basic skills of letter formation, grammatical understanding and sentence structure to be carried out. Our own school qualitative evidence in children's writing over time show that these specifically tailored interventions have a huge impact on writing progress and children's confidence over time. Phonics approaches have a strong evidence base indicating a positive impact on pupils,	2, 4

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	<p>particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 6 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Creating and carrying out our own Tutoring programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,3,4

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

Budgeted cost: **£29,170**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Inclusion Assistant regularly contacts disadvantaged pupil's families, who are not engaging with the school. Dedicated time and weekly meeting to discuss these families in place with Head and Deputy.</p>	<p>EEF research shows that parental engagement with school has +4 month impact on a child</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4,6

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<p>Wellbeing and Inclusion groups run regularly by trained staff.</p> <p>Ready to Learn groups support's children's understanding and their ability to be ready to engage in class activities, building their confidence and readiness to learn in class.</p> <p>Nurture groups build self esteem and targets children's individual needs so they are given time to discuss emotions and learn on a structured and very successful nurture programme.</p> <p>Mindfulness 1:1 or group sessions support children to improve self regulation and gives them strategies to calm and for them to be able to engage better with life.</p> <p>Cosy Book club allows children time to discuss different topics pertinent to their lives based on books specifically targeted to the groups of children that are working together. Pupil Voice is collected weekly and shared with teachers, this gives Pupil Premium children regular time to share how they are and staff a raised awareness of things that might be needed to support them at home or in school.</p>	<p>EEF research shows that supporting children with how to interact with others through targeted interventions e.g. Ready to Learn and Nurture has a +4 months impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Also shown in social and emotional learning EEF research which has a +4 month impact rating:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF research into listening to feedback shows a +6 month impact. Cosy Book Club allows all Pupil Premium children time to feedback in a small, well known and trusted group how they are and how things are at home. Teachers can then use this to give individual feedback to children in class that is increasingly tailored to their needs. All PP children will have the opportunity to access this intervention across the year:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Individualised instruction has a 4+ month impact on learning. Mindfulness time gives time for individual instruction and expression.</p>	<p>4</p>
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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	
<p>Raising parental engagement across the school, to include:</p> <ul style="list-style-type: none"> - Raising the level of parents who regularly check to see if they qualify for Pupil Premium funding, within their child's school career. - Taking away the stigma of Pupil Premium away through clear guidelines and communication with parents as to how and when to apply. 	<p>Parental engagement is shown to have a +4 month impact on children:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2,3,4
<p>Enrichment activities available for PP children.</p> <p>All PP children have free or subsidized trips throughout their school career at Pashley. This ensures PP children get to take part in a range of enriching activities in and out of school e.g. watersports trip in Year 2, trip to Bodiam castle in year 1, trip to the farm in EYFS, Trip to Art gallery in Year 2.</p>	<p>Arts participation + 3 months:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £91,470

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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 2021 to 2022 academic year.

	Intended outcome	Outcomes and impact July 2022
1	Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. All children who were provided with NELI support made progress to move off the programme over time, some required more than one series of sessions.</p> <p>Talk for Writing had a very positive impact on children’s oral development and confidence speaking aloud across the school.</p>
2	Improved reading and writing attainment among disadvantaged pupils.	<div><div><div><div><div>Pashley Down Infant School</div><div>Indicator</div><div>School FSM Eligible</div><div>47.8 % (Cohort: 11)</div><div>vs.</div><div>70.2 % School All Pupils (Cohort: 84)</div><div>66.6 % LA All Pupils (Cohort: 3,450)</div><div>50.8 % LA FSM Eligible (Cohort: 860)</div><div>67.4 % NCER National All Pupils (Cohort: 352,690)</div><div>52.2 % NCER National FSM Eligible (Cohort: 78,700)</div></div><div>Reading >= EXS</div><div>39.1 % (Cohort: 9)</div><div>vs.</div><div>65.5 % School All Pupils (Cohort: 84)</div><div>56.2 % LA All Pupils (Cohort: 3,449)</div><div>39.0 % LA FSM Eligible (Cohort: 860)</div><div>58.4 % NCER National All Pupils (Cohort: 352,850)</div><div>42.2 % NCER National FSM Eligible (Cohort: 78,740)</div></div><div>Writing >= EXS</div></div><div><div>Grouping: FSM Eli</div><div>22.4% pts</div><div>18.8% pts</div><div>3.0% pts</div><div>19.6% pts</div><div>4.4% pts</div><div>26.3% pts</div><div>17.0% pts</div><div>0.2% pts</div><div>19.3% pts</div><div>3.0% pts</div></div></div> <p>Reading at KS1 shows the largest gap between national and local PP figures, however it is still relatively small (3% LA, 4% NA) and our school gap has reduced across the year. The children have developed a love of reading, progress is evident in the book bands they have moved up and the Cosy Book club Involvement scale shows PP Year 2 children have moved from an average of 2 on the scale (low engagement) to 3 (moderate) from Term 1 to 6. 90% of Year 2s also passed the phonics screening showing the focus on word decoding has supported reading development for PP children. We will focus on reading fluency in 2022-2023, starting a new reading fluency assessment in Term 1 and reading fluency interventions and tutoring from Term 2. All teachers will increase the focus on reading fluency with PP children. A new structure for teaching reading in place, Little Wandle books and scheme purchased to support current teaching and enhance link between phonics and reading. From September 2022 this will be in place and used in school.</p>

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		<p>Writing has a smaller gap with 0.2% to LA and 3% to National PP estimates. This shows the impact of Talk for Writing, interventions, writing targets in class, tutoring, whole class word/ sentence level work and excellent CPD for teachers within the school.</p> <p>All three core subjects show a wide gap between all pupils and PP which will continue to be a focus. Closing the gap the ultimate aim. The significant impact of the pandemic on PP children is very evident in the results across the school.</p>
3	Improved maths attainment for disadvantaged pupils at the end of KS1.	<div><div><div><div>Maths >= EXS</div><div>56.5 % (Cohort: 23)</div></div><div>vs.</div><div><div>76.2 % School All Pupils (Cohort: 84)</div><div>65.5 % LA All Pupils (Cohort: 3,450)</div><div>48.3 % LA FSM Eligible (Cohort: 860)</div><div>68.2 % NCER National All Pupils (Cohort: 352,770)</div><div>52.9 % NCER National FSM Eligible (Cohort: 78,720)</div></div><div><div>19.7% pts</div><div>9.0% pts</div><div>8.3% pts</div><div>11.7% pts</div><div>3.7% pts</div></div></div></div> <p>The table above shows a very positive picture for Maths in Year 2. Pashley results have exceeded PP East Sussex and National NCER predictions for 2022. This shows the impact of early morning tutoring, Maths interventions consistently run and well organised across the key stage, Maths Mastery becoming embedded in practice, excellent CPD led by Ros Dyer Maths lead and external Maths support, the school’s investment into ongoing maths training for two expert teachers with an increased focus on Maths in monitoring.</p> <p>(75% in 2021)</p>
4	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Leuvan scale impact:</p> <p>EYFS –</p> <p>Wellbeing scores</p> <p>Sept – average of 1> July 3</p> <p>Year 1</p> <p>Sept – 3> July 4</p> <p>Year 2</p> <p>Sept average of 2> July 3</p> <p>EYFS review:</p>

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EYFSP Gap Report

Pashley Down Infant School (2137)

Indicator	Eligible Cohort¹	FSM Eligible: FSM Eligible	
		School	NCER National
		Value	Gap
Good level of development² ●	17	41.2%	-9.7%
Average total point score	24,990	28.9	-0.5
All: At least expected		41.2%	-7.9%
Prime: At least expected		52.9%	-9.6%
COM: At least expected ●		70.6%	+1.0%
PSE: At least expected ●		76.5%	+1.7%
PHY: At least expected ●		58.8%	-17.7%
Specific: At least expected		41.2%	-9.1%
LIT: At least expected ●		41.2%	-12.2%
MAT: At least expected ●		52.9%	-9.6%
UTW: At least expected		52.9%	-15.7%
EXP: At least expected		82.4%	+6.2%

- Behaviour Mentor and Mindfulness Coach work collaboratively to practically and therapeutically support PP children's emotional regulation and wellbeing.
- Behavior Mentor to receive Therapeutic Thinking training with Link ESBAS Adviser in creating 'Early Prognosis' reports to further support pupils.
- Bespoke support plans created to develop emotional and academic resilience.
- Positive testimonials collected from parents in response to their children's participation in Mindfulness sessions.
- Sensory Circuits introduced to support pupil's ability to attend, learn and decompress at key transition points during the day. Focus on developing staff understanding of how sensory processing issues can impact upon behaviour and wellbeing planned for 2022/23 and 2023/24.
- Increased use of visuals to support transitions and reduce anxiety for vulnerable learners. To continue to focus on creating a 'total communication' environment in 2022/23.
- Consistent use of Zones of Regulation throughout the school to support social, emotional regulation and learning.
- Nurture Groups to promote social communication and emotional regulation and wellbeing run by Behaviour Mentor. We have invested in on-line Boxall Profiles to further target and develop social and emotional literacy in vulnerable groups.
- Communication, Personal social and emotional development and Expressive Arts and Design are higher for Pupil Premium (PP) children at Pashley than National estimates of other schools.

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		<ul style="list-style-type: none"> - School PP wellbeing and involvement packages (as detailed in PP plan) supported this accelerated progress. Wellbeing rated as an average of 1 on the Leuvan scale (extremely low) in Term 1 compared to an average of 3 (moderate) in Term 6. Involvement moved from 2> 3. - To continue to implement strategies outlined in the PP plan.
5	To achieve and sustain improved parental engagement and interaction with school, for all parents, particularly parents of our disadvantaged pupils.	<p>With the new strategy of phoning every PP parents and any parents who are not engaging fully with the school before any workshops or events in 2021, we found a raised level of attendance at our school events. One example of this was our Maths workshop for EYFS parents, after receiving phone calls we had 90% attendance from all parents, with only 2 PP parents not attending. This low cost, high impact strategy will be in place for all school events going forwards.</p> <p>We also started to put on a creche, employing one TA for the time of any school event with parents invited in the daytime. This may be a contributing factor to the raised level of attendance at our workshops in 2020-21. We will continue this going forwards.</p> <p>Engaging parents in school life is very important and has been more difficult since the pandemic. This will continue to be a focus into 2022-2023 and will remain on the PP action plan. We will continue early parents evenings and being flexible with parents times and dates to try and get every parent into school as much as possible.</p> <p>Our Inclusion Assistants regularly contact PP parents to check in with them as well as quickly responding to any issues or queries as they arise. This has fostered positive, transparent and trusting relationships between home and school.</p> <p>Inclusion Assistant has been employed as an additional Inclusion Assistant on a fixed term contract to help support the parents of vulnerable children with a focus on attendance concerns.</p> <p>Inclusion Team signpost parents to avenues of support for emotional wellbeing and behaviour management, making referrals, suggest strategies and send home bespoke resource packs.</p> <p>Key staff members now have school mobile phones which makes it easier for parents to contact them during busy or unstructured times of the school day. For example, letting our Behaviour Mentor know if a pupil has had a difficult start to the morning and may need additional support to come into school.</p>

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		<p>Increased parental engagement with the Assess, Plan, Do and Review cycle through regular review meetings and co-production of outcomes and targets for children with Additional Needs Plans as per the 2015 Code of Practice. The current overlap between SEND and PP is approximately 48%.</p> <p>Continue to implement strategies in the PP plan.</p>
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Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and sport. Disadvantaged pupils will be encouraged and supported to participate.
- 'Little extras' will be offered to all Pupil premium families, these include free bookbags, water bottles, school trips, quality texts, additional Christmas presents, free school photos and more! If a family needs something specific e.g. support coming into school we may offer them a free place in our Early Birds (breakfast club) or Ladybirds (after school club) We offer things specific to the needs of the families we have in school each year.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated what the specific needs of our children were given the impact of the pandemic on our disadvantaged pupils and what the priorities were. We took time and triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We discussed the strategy with the Full Governing Body and took on board ideas and questions, adapting the strategy accordingly.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.