



# Pupil premium strategy statement



## Ad Astra Infant School

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	Ad Astra Infant School
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	20.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Kate Carter (CEO/EHT)
Pupil premium lead	Kay Spratt
Governor / Trustee lead	Emma Hall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,595
Recovery premium funding allocation this academic year	£8120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£76,715
<b>Total budget for this academic year including additional school funds allocated to improving outcomes for disadvantaged children</b>	£146,141

# Part A: Pupil premium strategy plan

## Statement of intent

We have the same intentions for our disadvantaged children as for all children in our Trust and our strategy is designed to redress any inequities that are barriers to disadvantaged children achieving this:

Our vision is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

We aim to inspire our children to be the socially conscious individuals who make a difference to the world. All children secure key learning and skills they will need to become lifelong learners and gain employment. Our aim is to improve all our children's life chances.

## Challenges

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

Challenge number	Detail of challenge
1	As a consequence of the Covid-19 pandemic, National lockdown caused all children to miss a significant amount of school. This was detrimental to all children's learning: particularly that of disadvantaged children.
2	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
3	Lack of parental engagement and support at home for some PP children means reading skills are not always practised regularly at home.
4	Attendance rates for some of the children eligible for PP are below that of others. This reduces their school hours and causes them to fall behind on average. Lateness for the PP children impacts on access to reading and writing.

## 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
To ensure all children make accelerated progress to recover from the educational and pastoral effects of the pandemic.	All pupils in receipt of pupil premium funding make the necessary progress to attain individualised targets.
To improve attainment outcomes at the end of EYFS.	Pupils eligible for PP make rapid progress by the end of the year so that the gap between PP outcomes and others has closed by the end of EYFS.
To ensure all pupils achieve their potential and overcome any external barriers to their learning.	Pupils eligible for PP make expected or better progress.
To improve attendance rates for pupils eligible for PP.	Overall attendance of pupils in receipt of pupil premium funding improves from 93.9 % (2018-19 data) to 96.5%, in line with 'other' pupils. Lateness of PP pupils is reduced to below that of non-PP pupils.

## 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: £8,823

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve levels of engagement at school and at home, especially in early reading.	The online and physical resources used are quality assured through previous successful applications and providers own diagnostic evidence of effectiveness.	1 and 3
Children to make the necessary progress to catch-up from reduced learning due to the pandemic.	<p>Accurate diagnostics are cited as a key foundation in EEF guidance. This is achieved through subscription to whole school tracking program to inform planning and interventions.</p> <p>Previous increased attainment through additional teaching groups has informed the decision to increase the number teaching groups during the Autumn term 2021 to temporarily reduce class sizes.</p> <p>The EEF metacognition toolkit identifies a number of effective strategies: all teachers will participate in a CPD programme to understand and apply these processes.</p>	1-3
Ensure the early identification of speech and language needs and put tailored intervention in place.	<p>EEF identifies that communication and language approaches have very high impact for very low cost in EYFS.</p> <p>Use of SLCN assessment and intervention tool for whole EYFS</p> <ul style="list-style-type: none"> <li>- GL Wellcomm</li> <li>- Trial of NELI including CPD for EYFS leads and support staff</li> </ul>	2

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

Budgeted cost: £87,853

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attainment outcomes for those pupils who are at risk of not meeting age related expectations in reading, writing and maths at end of KS1.	<p>Previous use of these approaches has led to improved outcomes. This is a low cost for moderate to high impact approach, according to the EEF toolkit. Provision of targeted interventions through online licenses, staffing provision and use of mapping tools.</p> <ul style="list-style-type: none"> <li>- Lexia online intervention</li> <li>- staffing for additional intervention groups</li> <li>- staffing of designated leadership for PP</li> <li>- Edukey provision mapping tool</li> <li>- L2 TA support in class</li> <li>- NTP school-led tutoring</li> </ul>	1 and 3
Improve speech and language skills in children who encounter difficulties in this area.	<p>Provision of Speech and Language, Communication support, through specially trained staff, for targeted children in receipt of PP funding</p> <ul style="list-style-type: none"> <li>- SPLCN specialist TA</li> <li>- SPLCN CPD</li> <li>- Participation in government funded Nuffield Early Language Intervention programme</li> </ul>	2

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

Budgeted cost: £49,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve mental and emotional health for vulnerable learners	<p>The PHE/DfE guidance, <i>Promoting children and young people's mental health and wellbeing</i>, cites the cognitive benefits of good mental health. This is delivered through provision of comprehensive pastoral support through specially trained staff and online record-keeping system</p> <ul style="list-style-type: none"> <li>- FT Pastoral care worker</li> <li>- PT Emotional Literacy Support Assistant</li> <li>- MyConcern</li> </ul>	1, 3 and 4

	- Free milk for pupils in receipt of PP funding	
Improve attendance, punctuality and school-readiness for vulnerable learners.	The EEF toolkit states that social and emotional learning has moderate impact for very low cost. Specialist staffing, home visits and provision of wraparound care to support vulnerable families <ul style="list-style-type: none"> <li>- Home Academy Liaison Officer</li> <li>- Breakfast club/Buddy club</li> <li>- Home visits for all new pupils and vulnerable families</li> </ul>	1 and 4
Provision of additional life opportunities, which may normally be out of reach for targeted pupils.	The EEF toolkit states that arts education has moderate impact for very low cost. Inclusion and engagement are also vital to children's wellbeing. Promote inclusion and wider experiences through subsidised funding for <ul style="list-style-type: none"> <li>- Uniform, trips and visitors</li> <li>- Peripatetic music tuition</li> </ul>	1, 3 and 4

**Total budgeted cost: £146,141**

## 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.

Detail	Amount
Pupil premium funding allocation in 2020-21 academic year	£65,905
Total spend in support of disadvantaged pupils 2020-21 academic year	£103,900

- The pupil premium strategy contributed to an effective plan to ensure that children recovered from the impacts of school closure. Despite there being a second period of lockdown during the year, the proportion of disadvantaged children who made expected or better progress during the 2020-21 academic year is broadly in line with that of non-disadvantaged children:

KS1 pupils making expected or better progress during 2020-21	Reading	Writing	Maths
Disadvantaged children	95%	98%	92%
Non-disadvantaged children	97%	99%	98%

- 90% of children in receipt of pupil premium funding met the expected standard in phonics screening at the end of Key Stage 1
- Of disadvantaged children receiving SALT in 2020-21 academic year, 70% met or exceeded their targets and were discharged
- Overall attendance of disadvantaged children compared to the whole cohort attendance during 2020-21 was closely in line in EYFS and Year 1. Significant support was given to the 2 persistently absent children in Year 2 who impacted the year group attendance data:

Attendance	Overall	EYFS	Year 1	Year 2
Disadvantaged children	96%	96%	97.4%	84.7%
Cohort	93%	96%	95.6%	96.5%

## 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
Lexia Core reading	Rosetta Stone
Numbots/TTRS	Maths Circle
Oxford Owl	OUP
Education City	

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	To fund staffing for targeted interventions for children in receipt of service pupil premium.
What was the impact of that spending on service pupil premium eligible pupils?	1 eligible child in EYFS achieved a GLD at the exceeding level in all 17 ELGs. 1 eligible child in Year 2 made expected progress in reading, writing and maths.



## Further information (optional)

The strategies detailed above detail spending in excess of the Pupil Premium and recovery funding. The excess is being funded by the MAT as Trustees recognise that additional resources must be allocated to disadvantaged children to fulfil our strategic vision of securing equitable life chances for all children. To achieve this, disadvantaged children are prioritised through:

- Allocation of places in school for face-to-face education during lockdowns
- Increased contact from class teachers and pastoral teams for disadvantaged children whose parents declined the offer of a place during lockdown
- Loans of electronic devices and 1:1 technical support to enable access to remote learning as needed
- Voucher allocations for families in receipt of free school meals
- Clothing vouchers for vulnerable families
- Provision of Christmas gift packages through collaboration with local charities and retailers
- Home visits and increased support for parenting through pastoral teams and the MAT Home Academy Liaison Officer.