

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	Alton Infant School
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils (including Service pupils and Previously Looked After Pupils)	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	One
Date this statement was published	October 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Richard Mead (Headteacher)
Pupil premium lead	Richard Mead (Headteacher) and Lily Hill-Venning (SENDCO)
Governor lead	Amy Rowland (provision) and Ben Newton (impact of funding).

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£46,970
Recovery premium funding allocation this financial year	£2,320
Catch-up funding from Summer Term 2020	£4,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£53,890

Part A: Pupil premium strategy plan

Statement of intent

Our strong intention is for our disadvantaged pupils to learn, achieve, progress and have an equal level of opportunity to other pupils in the school. As well as ensuring academic progress, we also aim for our disadvantaged pupils to have high levels of confidence and self-esteem so that they can aspire to be the best they can be.

Our Vision.

Alton Infant School is a Rights Respecting School and all are welcome, accepted and included. Through high levels of care and compassion, we aim to provide a rounded education within which children flourish and thrive academically, emotionally and socially. Our vision is for teaching and learning to be an enjoyable, engaging and memorable experience so that children become happy, confident and creative learners. We believe that each child is unique and we aspire to unlock each child's individual gifts and talents.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring progress of reading, writing and phonics skills and understanding.
2	Ensuring progress of mathematical skills and understanding.
3	Ensuring progress of speech and language skills.
4	Ensuring progress of fine motor skills.
5	Social and emotional issues and regulation.
6	Lack of access to extra-curricular activities.
7	Lack of personal confidence, self-esteem and aspiration.

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 improve pupils ability to spell using appropriate spelling and phonic patterns for their year group.	Pupils' progress in writing, spelling and phonics is as expected or above.
To improve pupils' ability to decode and understand more complex vocabulary and meaning of texts.	Pupils' progress in reading and phonics is as expected or above.
To improve pupils' ability to decode and understand different phonemes appropriate to their year group.	Pupils' progress in reading, spelling and phonics is as expected or above.
To improve pupils' ability to decode and understand different common exception words appropriate to their year group.	Pupils' progress in reading, spelling and phonics is as expected or above.
To improve pupils' ability to construct simple and more complex sentences within different writing genres with the appropriate vocabulary and punctuation.	Pupils' progress in writing, spelling and phonics is as expected or above.
To improve pupils' fine motor skills.	Pupils' progress in writing is as expected or above.
To improve pupils' handwriting.	Pupils' progress in writing is as expected or above.
To improve pupils' speech and language skills.	Pupils' progress in speech and language is as expected or above.
To improve mathematical understanding of the value of numbers and number bonds.	Pupils' progress in maths is as expected or above.

To improve mathematical understanding of number, place value, number bonds, addition and subtraction.	Pupils' progress in maths is as expected or above.
To improve pupils' confidence and self esteem	Pupils grow in confidence and take part more happily in whole class and year group activities.
To enhance pupils' emotional well-being and to reduce any worry or anxiety.	Pupils grown in confidence and take part more happily in whole class and year group activities.
To enhance pupil's resilience, interest and aspirations.	Pupils grown in confidence and take part more happily in whole class and year group activities.

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.

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

Budgeted cost: £76, 522.15 (Funding topped up from the main school budget).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group maths, writing, phonics and spelling sessions with Year 2 children. Sessions led by Deputy Headteacher – 2 x mornings per week - £13,951	According to the Education Endowment Foundation these sessions have high impact with low cost.	1 and 2
Small group phonics sessions for Reception children 1 x morning per week. Led by Deputy Headteacher. £6975.54	According to the Education Endowment Foundation these sessions have high impact with low cost.	1
Small group phonics sessions for Year 2 children 3 x morning per week. Led by Deputy Headteacher - £20,926	According to the Education Endowment Foundation these sessions have high impact with low cost.	1
Small group maths, writing, phonics and spelling sessions with Year 1 children. Sessions led by Deputy Headteacher – 2 x mornings per week - £13,951	According to the Education Endowment Foundation these sessions have high impact with low cost.	1 and 2
Reading reflex sessions for Year 2 children led by TA – 4 x 30 minute sessions - £806.52	According to the Education Endowment Foundation these 1:1 sessions have high impact with moderate cost.	1
Small group number formation, phonic, spelling and handwriting sessions for Year 1 children 5 x	According to the Education Endowment Foundation these sessions have high impact with low cost.	1 and 2

mornings per week. Led by a Teaching Assistant in Reception and Teaching Assistant in Year 1 - £12097.80		
Year 1 speech and language – 2 x 30 minute sessions per week with a trained Teaching Assistant. £403.26	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	3
Staff training for Nuffield Early Language Intervention program (NELI) program. 5 hours. Training for 2xTAs £103.40 1x HLTA £62.35 3 x teachers:- £593.80	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	3
Reception speech and Language NELI – 3 x afternoon sessions per week with a Teaching Assistant. £2419.56	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	3
Year 2 Maths key skills and weekly objectives review and recap.- 1 hour per week with TA - £403.26	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	2
Weekly Year 1 Numicon catch up sessions – half an hour with teaching assistant and half an hour with qualified teacher – each week. £201.63	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	2
Weekly EYFS Numicon catch up sessions – half an hour with teaching assistant and half an hour with qualified teacher – each week. £1714.44	According to the Education Endowment Foundation these sessions have high impact with low cost.	2
Early dyslexia identification and support with a Teaching Assistant	According to the Education Endowment Foundation these 1:1 sessions have high impact with moderate cost.	1

Reception – 1 hour a week. £403.26		
Targeted phonics sessions with a Teaching Assistant. Year 2 – Monday – Thursday 9 -9.30am – each week - individual pupils. £201.63	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	1
Dough gym sessions for Reception children 5 x 30 minutes - £1008.15	According to the Education Endowment Foundation these sessions have moderate impact with moderate cost.	4
Occupational Therapy activities with TA – 1 hour each week. £403.26	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	4

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

Budgeted cost: £22,325.48 (Funding topped up from the main school budget).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil time with Emotional Literacy Support Assistant (ELSA) – 1 x afternoon a week. - £806.52	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	5
Social skills and building confidence/self-esteem work with the school's SENDCO (Special Educational Needs and Disability Coordinator) – 1 x afternoon per week. £3210.48	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	6 and 7
Purchase of Trick Box resources for pupil well-being - £585	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	5
Before and after school club membership and provision - £171	According to the Education Endowment Foundation these sessions have moderate impact with moderate cost.	6

Provision of activities that address the interests and passions of our pupil premium children. Whole staff salary – Friday PM - £17552.50	According to the Education Endowment Foundation these sessions have high impact with moderate cost.	6 and 7
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Total budgeted cost: £98,847.63

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold our school to account.

However, during 2020-21 the school's pupil premium funding was used effectively to allow disadvantaged pupils to have access to academic and social and emotional interventions and support. The school's pupil premium funding was also used to allow our disadvantaged pupils to have access to extra-curricular activities, before and after school clubs and the provision of practical items such as school uniform and milk. This resulted in disadvantaged pupils making good progress across the curriculum, having the same opportunities as their peers and pupils growing in self-esteem and confidence.