

# Mengham Infant School 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	Mengham Infant School
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	20/21, 21/22, 22/23
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Lindsay Rebbitt
Pupil premium lead	Senior leadership team
Governor / Trustee lead	Julie Collins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 63,800
Recovery premium funding allocation this academic year	£ 5,660
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	£ 69,460

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision is that Mengham Infant School will be an outstanding learning environment, within which all children feel safe, inspired and valued; a place of excellence that gives our children the foundation they need to become creative, confident, life-long learners.

We believe strongly that disadvantaged children can and should flourish in all areas of their development, and that we can minimise or eliminate any barriers that they may face to doing so.

In formulating our pupil premium strategy, we look at all the disadvantaged children within our school as individuals and identify the barriers that they face, before picking out key themes of difficulty that we can address as a school.

The two key principles of our strategy plan are:

- Quality teaching has the greatest impact on children and is the most effective way to raise children's attainment.
- All areas of disadvantaged children's development are crucial. This is both because areas such as personal, social, emotional, physical and communicative and hugely important in themselves, but also because they also underpin learning in core academic areas such as English and maths.

## Challenges

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

Challenge number	Detail of challenge
1	A higher proportion of children eligible for PP have special educational needs or disabilities (SEND) than their peers. 10 out of 50 (20%) of PP children have SEND compared to 3 out of 129 (2%) of non-PP children. Also, a higher proportion of children eligible for PP lack vital skills / understanding in reading, writing and maths even though they do not have SEND. This makes it hard for all these children to access learning objectives at age-related expectations (ARE).
2	Some children eligible for PP have poor inter- and intra-personal skills. This is a problem in itself, as this lack of skills affects children's emotional wellbeing, and it also prevents children learning effectively within school.
3	Some children eligible for PP have poor language skills. They do not have as wide a vocabulary as the average child of their age, particularly with regards to subject-specific vocabulary. This prevents them from understanding new

	concepts, or the explanations of concepts, and hinders them from fully joining in discussions.
4	Some children eligible for PP have parents or carers who do not fully engage with the school or support their children's learning at home. This is particularly noticeable in reading, and means that these children do not embed and master skills (especially reading skills) as quickly as their peers.
5	Outside of school, some children eligible for PP do not take part in activities such as clubs, trips out etc. This limits their inspiration for learning, their personal development and their wider understanding of the world.
6	The attendance rate for pupils eligible for PP is still slightly below the rate for their non PP peers (96.82% versus 97.78% respectively for 2020-21 academic year- Sept to July). The level of persistent absence for PP children is 0.4% higher than their peers (2.0% versus 1.6%) but historically it has been significantly higher, and thus there is a risk of this reoccurring. Lower attendance rates reduces their school hours and causes PP children to fall behind. As we can see our strategies linked to this are working we want to continue.
7	A higher proportion of children eligible for PP come from households that require significant support from external services such as Children's Services. This effects of this are different for different children, but include (for example) children being hungry at the start of the school day and children being upset by incidents that have happened at home.

## 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
1	A greater proportion of PP children meet ARE / GDS standards in KS1 and the expected / exceeding standards in Early Years, so that we diminish or eliminate the difference between this and the 'national other' figure.	End of KS1 targets for 21-22 for PP children: Reading: ARE+ 54%, GDS 9% Writing: ARE+ 55%, GDS 5% Maths: ARE+ 55%, GDS 5%  Children eligible for PP who have SEND and who are working significantly below ARE show clear progress against starting points and they are given good opportunities to meet challenging, personalised targets.
2	Children eligible for PP develop improved inter- and intra-personal skills.	Targeted PP children have improved Boxall / Thrive profile scores in areas identified for development. All PP children receive, on average, as many behaviour awards in school as their peers.
3	Children eligible for PP develop a wider vocabulary (especially with regards to academic language) and wider oral language skills, to bring them in line with their peers.	Staff are aware of PP children with poor oral language skills, and their next steps for improvement. Targeted PP children have improved language link scores. Child conferences provide evidence of PP children

		confidently using a wide range of technical vocabulary, at an ARE standard. Lesson observations provide evidence of PP children fully engaging in class, small group and pair discussions.
4	Families of all children eligible for PP take up a wide range of opportunities to engage with school. The school encourages and supports these families to help their child learn at home. School provides extra help and motivation for PP children if families do not do so at home.	Parental engagement trackers and Seesaw use show increased levels of participation from parents/carers of PP children, so they are in line with the parents of non-PP children. Parental engagement with reading bookmarks show that PP children are read with on a 1:1 basis as frequently as their peers, either by parents/carers at home or through extra opportunities in school.
5	Children eligible for PP have similar opportunities for enhanced learning activities across curriculum as their peers and are inspired to participate, improve and excel.	At least 50% of pupil premium children attend some form of extra-curricular provision. When interviewed, these children report that it is enjoyable and/or has helped them develop a skill/interest.
6	Children eligible for PP have increased attendance rates.	Overall PP attendance is at least in line with non-PP peers. Percentage of persistent absentees among PP children remains less than 6% (in line with national average non-PP children).
7	Families of children eligible for PP who need support from external agencies are signposted to this support quickly, and school plays a proactive role in being a part of this a support so that it is effective and the effects of the difficulties at home are mitigated.	Child protection monitoring shows concerns about children are followed up quickly and appropriately, with school being proactive in finding and offering sources of support. Internal monitoring documents show that families are being offered support and that where there are requirements from external agencies' plans, school is fully involved in meeting these.

## 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: £ 21,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
English and maths leaders provide effective, tailored CPD for teachers to ensure units of learning have clear progression and responsive AfL which effectively focusses on all children's next steps.	The EEF argues that quality first teaching " <i>is the most important lever schools have to improve pupil attainment ... particularly the most disadvantaged among them.</i> " The development of this quality teaching needs to be based on a clear plan of CPD which is also responsive to individual staff's needs.	1 – high attainment
Staff are trained in the use of 'guided reading toolkits', and these become embedded in practise, so that children's comprehension skills are developed in a carefully sequenced, progressive way.	The Hampshire Inspection and Advisory Service (HIAS) has trialled these toolkits in many schools, and found a significant impact with their use. Their expert practitioners can train and support leaders in running this in the school.	1 – high attainment 4 – home engagement and learning
The school uses new spelling and handwriting schemes that ensure these skills / knowledge are embedded and that children use them consistently in independent writing.	Transcription skills are often the elements within PP children's writing that are weaker. Teaching these effectively requires a clear long-term progression, and a pedagogy which embeds the skills / knowledge in children's long-term memory.	1 – high attainment
The school develops a clear long-term plan to develop children's recall of number facts, and this element of maths is taught regularly using the Number Sense scheme.	For many PP children, it is their core calculation skills and understanding of number that prevents them from making accelerated progress. Number Sense is a scheme that has been tested in a large number of schools, and found to be very effective.	1 – high attainment
New members of staff have a carefully planned program of induction CPD led by deputy head teacher which includes time with curriculum leaders to learn school systems.	The school has developed a wide range of systems and processes to support PP children; it is vital that new staff understand and use these to provide support for the children in their class and work effectively doing so within the wider school team.	1 – high attainment
There is a whole school CPD focus on developing children's metacognitive skills, including training from external experts.	Extensive research has found that developing children's metacognitive strategies has a high impact on their learning. The EEF found it " <i>can be worth the equivalent of an additional +7 months</i> '	1 – high attainment

	<i>progress when used well [and] the potential impact of these approaches is very high, particularly for disadvantaged pupils”.</i>	
Subject leaders are given release time to drive improvements within their subjects across the school. This includes particular foci on progress of vulnerable children and language development.	EEF research has found that quality first teaching is the most powerful way of helping disadvantaged children to make progress, and so if we want to develop children’s vocabulary this needs to be at the forefront of what our first wave teaching is focussing upon. In addition, the Education Development Trust has found the use of peer review strategies brings about improvements in quality of teaching and learning.	1 – high attainment 3 – language development
The procedures outlined in our SIP for SEND children are followed consistently across the school, including: ●formal identification of SEND, ●effective target setting with and for SEND children, ●precise tracking of progress, ●parent partnership working. The SENDCO leads this provision, providing CPD to staff.	DfE research * indicated that effective SEND provision has to be driven from by leaders throughout the school, but particularly senior leaders. It also found that support has to be carefully tailored to individuals, in collaboration with families, with robust systems for assessing and reviewing.  * <i>SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges</i>	1 – high attainment

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

Budgeted cost: £ 21,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs, volunteer adult readers and the Therapy Dog provide extra 1:1 reading opportunities for children who are struggling. The English leader oversees reading and phonics training for volunteer readers. TAs receive CPD through the year to help them be most effective in their roles.	1:1 reading is a very effective intervention, but it takes a lot of time and so teachers would find it difficult to provide this for all the children who really need it. TAs, volunteers and the Therapy Dog provide the capacity to provide this intervention. They also give the children another role-model of an adult who values reading, and (especially in the case of the Therapy Dog) a non-judgemental listener for children whose self-confidence is low.	1 – high attainment 4 – home engagement and learning
Nuffield Early Language Intervention (NELI) run in year R.	NELI is an evidence-based oral language intervention developed by the University of York which showed significant impact in randomised control trials. Ensuring year R children have language deficits identified	3 – language development

	and support early allows them to access the whole curriculum.	
ELSA to run SpeechLink interventions in KS1.	SpeechLink is a widely-used diagnostic and intervention tool with proven impact. Using it to identify children's needs precisely then enable subsequent interventions to be more effective.	3 – language development

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

Budgeted cost: £ 36,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA to provide social skills and friendship groups as well as 1:1 emotional literacy support. ELSA will be supported and trained through county-wide ELSA supervision.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues is effective. The ELSA also works supporting families, which the EEF Toolkit recommends to increase effect size.	2 – inter / intra personal skills
Dedicated staff member to provide 1:1 Thrive support. Thrive practitioners from PBS support staff member in school implementing these interventions.	THRIVE has been developed by the Hampshire primary behaviour support service who have tested its effectiveness. It focuses on filling key personal/emotional developmental gaps. This is valuable in itself for children, but also then allows them to access the curriculum much more effectively.	2 – inter / intra personal skills
Teachers promote and SLT oversee a range of strategies to encourage families to engage with school and support their child's learning at home. This includes drop-in sessions, family learning sessions, parents' assemblies; communication via Marvellous Me App, Seesaw and communication books.	The Educational Endowment Foundation (EEF) has found that parental engagement can have a moderate positive effect on children's progress. However, they point out that the cost of different approaches to improve parental engagement can vary widely, and so recommend ensuring value for money. Our approaches are designed to be relatively low-cost, while maximising impact. They also follow the EEF advice to: provide a flexible approach to fit around parents' schedules; aim to make the school welcoming for parents whose own experience of school may not have been positive; and give practical support, advice and guidance to parents who are not confident in their ability to support their children's learning.	4 – home engagement and learning
The PE/community links lead ensures there is a range of after school clubs and	The government recognise that "school trips have clear benefits for pupils ... learning outside the classroom helps to bring the	5 – wider- & extra-

<p>enhanced curriculum opportunities within school time such as sports festivals and trips. School leaders seek funding opportunities and this is provided where appropriate to allow PP children to take part in activities.</p>	<p>curriculum to life – it provides deeper subject learning and increases self-confidence” [HSE: School Trips]. Our clubs-offer provides similar benefits, alongside the wider personal and inter-personal skills they develop.</p>	<p>curriculum opportunities</p>
<p>Attendance is promoted and celebrated regularly within school. There is a supportive yet rigorous follow-up process for children who are absent. With Mengham Junior, the school run a morning minibus service to pick up persistent absentees who are eligible for the PP. The head teacher and attendance officer oversee these process.</p>	<p>Raising attendance is a crucial first step to raising attainment. Improved attendance is a target from our last OFSTED report. DfE research shows the impact of having a senior member of staff overseeing this issue, of analysing data regularly and acting on it promptly. The minibus service provides a service for children whose families cannot ensure their attendance even with other, earlier support.</p>	<p>6 - attendance</p>
<p>Families who struggle with home circumstances are proactively identified, supported, and signposted to external support services. Up-to-date information is disseminated and promoted to parents. Fareshare 'community fridge' continues to support families to feed children sufficient, healthy meals.</p>	<p>There are a range of services on or near Hayling Island that can support parents. Although some parents who struggle at home do not want to take these up, many parents do but are simply not aware of what is on offer. School is a crucial point of contact between parents are these services, and for many parents the relationships they have with school or the staff at school give them the confidence to engage with these services. The community fridge has been a significant source of support to a group of our school's families and also provides a natural bridge of contact for them.</p>	<p>7 – external agency support</p>

**Total budgeted cost: £ 69,460**



## 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.

Challenge number	Detail of challenge																																				
1 – high attainment	<p>The outcomes for the PP cohorts were:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Year 2</td> <td>ARE+</td> <td>32%</td> <td>36%</td> <td>59%</td> </tr> <tr> <td>GDS</td> <td>9%</td> <td>0%</td> <td>9%</td> </tr> <tr> <td rowspan="2">Year 1</td> <td>ARE+</td> <td>37%</td> <td>58%</td> <td>63%</td> </tr> <tr> <td>GDS</td> <td>11%</td> <td>0%</td> <td>5%</td> </tr> <tr> <td rowspan="3">Year R</td> <td>ARE+</td> <td>41%</td> <td>33%</td> <td>67%</td> </tr> <tr> <td>GDS</td> <td>8%</td> <td>8%</td> <td>25%</td> </tr> <tr> <td colspan="4">33% of PP children achieved a good level of development</td> </tr> </tbody> </table> <p>PP children's attainment is still significantly below that of their peers. The end of year 1 and year 2 outcomes were higher than their start of year data, which represents expected progress for the cohort, with a proportion of children making accelerated progress. Year R PP children's end of year attainment was broadly in line with their starting points in reading and maths, although it was lower in writing. A significantly higher proportion of year R children achieved GLD than were on track to do so at the start of the year.</p>			Reading	Writing	Maths	Year 2	ARE+	32%	36%	59%	GDS	9%	0%	9%	Year 1	ARE+	37%	58%	63%	GDS	11%	0%	5%	Year R	ARE+	41%	33%	67%	GDS	8%	8%	25%	33% of PP children achieved a good level of development			
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2 – inter / intra personal skills	<p>Class reward (pet) charts show that PP children do receive positive behaviour recognition at a rate in line with their peers. During the academic year 2020-2021 there were seven children accessing Thrive sessions daily. Out of those children, six of them were pupil premium. The overall summary for the children was that they all made progress with their individually assessed baseline skills. This was measured through a Thrive Screening Assessment regularly throughout the academic year.</p>																																				
3 – language development	<p>Lesson observations at two points during year focussed in part on vocabulary development and found good use of discussion in general and use of specific vocabulary. Within KS1, 6 children were targeted using Language Link. All 6 of these made at least age-expected progress, with 2 making significant progress so that they are now only classed as having a 'moderate' difficulty, rather than a 'severe' difficulty.</p>																																				
4 – home engagement and learning	<p>Parental engagement trackers continue to show that engagement of parents/carers of PP children is, on average, slightly lower than non-PP children. However, teachers were able to explain how they had targeted those individual families following non-engagement.</p> <p>However, school ensured that all PP children had some level of parental engagement and that all PP children who lacked parental engagement with academic support (e.g. reading at home) received extra support in these areas.</p>																																				

5 – wider- & extra-curriculum opportunities	31 PP children attended at least one club, out of 54 total, which means 57% of pupil premium children attended some form of extra-curricular provision. This was despite clubs not running for the spring term. Overall, 35% of children attending clubs were PP children. This compares to 29% of children in school being eligible for PP, which means PP children were slightly more likely to attend clubs than their peers.
6 - attendance	Attendance rates for year 20-21: 97.8% PP children: 96.82% (based on the 49 children at start of the year) non-PP children: 97.78% Persistent absentees for year 20-21: 1.69% (3 children) PP children: 2.0% (1 child) (based on the 49 children at start of the year) non-PP children: 1.6% (2 children)
7 – external agency support	Monitoring of child protection systems by SLT and governors shows that concerns about children had appropriate actions put in place in all cases, and that these actions were followed up if the desired outcome was not achieved. Parental engagement records show that families who are interested are being signposted to voluntary support services

## 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
Language Link	Provided by SpeechLink
White Rose Maths	White Rose Maths
Monster Phonics	Monster Phonics
Real PE, Real Gym	Real PE