

# Mengham Infant School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	178
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	20/21, 21/22, 22/23
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
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	£ 77,575
Recovery premium funding allocation this academic year	£ 12,226
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	£ 89,801

# 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 communication development are hugely important in themselves, and because they 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. 7 out of 39 (18%) of PP children have SEND compared to 8 out of 139 (6%) 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 slightly below the rate for their non-PP peers (93.7% versus 94.6% respectively for 2021-22 academic year). The level of persistent absence for PP children was higher than their peers last year (12.9% versus 9.2%). Covid has affected these figures, but still, lower attendance rates reduces their school hours and causes PP children to fall behind.
7	A much higher proportion of children eligible for PP come from households that require significant support from external services such as Children's Services. For our current cohort, PP children are ten times more likely to have Children's Services involvement than their non-PP peers. The effects of this are different for different children, but often have very significant impacts on a child's physical and emotional during the day, and their development in all areas.

## 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 standard in Early Years, so that we diminish or eliminate the difference between this and the 'national other' figure.	<p>End of year cohort-targets for PP children:</p> <p>Year R:</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>GLD</th> </tr> </thead> <tbody> <tr> <td>58%</td> <td>58%</td> <td>75%</td> <td>58%</td> </tr> </tbody> </table> <p>Year 1:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>ARE+</td> <td>53%</td> <td>47%</td> <td>65%</td> </tr> <tr> <td>GDS</td> <td>12%</td> <td>12%</td> <td>18%</td> </tr> </tbody> </table> <p>Year 2:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>ARE+</td> <td>50%</td> <td>30%</td> <td>60%</td> </tr> <tr> <td>GDS</td> <td>10%</td> <td>0%</td> <td>10%</td> </tr> </tbody> </table>	Reading	Writing	Maths	GLD	58%	58%	75%	58%		Reading	Writing	Maths	ARE+	53%	47%	65%	GDS	12%	12%	18%		Reading	Writing	Maths	ARE+	50%	30%	60%	GDS	10%	0%	10%
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		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: £ 32,922

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. In this year's SIP, English targets are based around effective phonics provision, and Maths targets are focussed on problem solving and reasoning pedagogy.	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 continue to use guided reading toolkits, so that children's comprehension skills are developed in a carefully sequenced, progressive way. New staff receive training in these where necessary.	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 ensures that spelling and handwriting teaching is effective within the new Twinkl phonics scheme and that children use these skills 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 follows the Number Sense long-term plan to develop children's recall of number facts, and this scheme is followed faithfully and effectively.	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	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	1 – high attainment

time with curriculum leaders to learn school systems.	children in their class and work effectively doing so within the wider school team.	
There is a whole school CPD focus on developing children's metacognitive skills, including training from external experts. The pedagogies that come from these become embedded within teacher's daily practice.	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' progress when used well [and] the potential impact of these approaches is very high, particularly for disadvantaged pupils</i> ".	1 – high attainment
Subject leaders are given release time to drive improvements within their subjects across the school. This includes a particular focus on the 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: £ 28,792

Activity	Evidence that supports this approach	Challenge number(s) addressed
A tutor will work with PP children in KS1 to identify and address key next steps (primarily in reading and writing). The tutor will work closely with class teachers to ensure that the children apply their learning in all contexts.	The government guidance for the National Tutoring Program states that: " <i>It is a priority for the NTP to embed tutoring as a permanent fixture in our school system because it is a universally recognised method of addressing low attainment and educational inequality... Strong evidence suggests that the model of targeted, academic support, through highly trained tutors working with small groups and</i>	1 – high attainment

	<i>individuals, can make a difference to academic progress that can be expressed in months.”</i>	
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 and support early allows them to access the whole curriculum.	3 – language development
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: £ 28,087

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

<p>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, Numbots accounts, and communication via Seesaw and communication books.</p>	<p>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.</p>	<p>4 – home engagement and learning</p>
<p>The PE/community links lead ensures there is a range of after school clubs and 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>The government recognise that "school trips have clear benefits for pupils ... learning outside the classroom helps to bring the 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>5 – wider- &amp; extra-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. 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.</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.</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.</p>	<p>7 – external agency support</p>

**Total budgeted cost: £ 89,801**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

As stated above, it is best practice to have a pupil premium strategy that runs for three years, and so our current pupil premium strategy finishes at the end of the 2022-23 academic year. However, we still assess outcomes at the end of each academic year to give us an ongoing measure of how well the strategy is working and inform any alterations we need to make to it.

This is the impact that our pupil premium activity had on pupils in the 2021-22 academic year.

	Intended outcome	Success criteria	Outcomes (2021-22)
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.	<p>End of KS1 targets for 21-22 for PP children:</p> <p>Reading: ARE+ 54%, GDS 9%</p> <p>Writing: ARE+ 55%, GDS 5%</p> <p>Maths: ARE+ 55%, GDS 5%</p> <p>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.</p>	<p>End of KS1 outcomes for PP children were:</p> <p>Reading: ARE+ 47%, GDS 0%</p> <p>Writing: ARE+ 37%, GDS 0%</p> <p>Maths: ARE+ 37%, GDS 0%</p> <p>Outcomes for PP children were significantly lower than non-PP peers. Outcomes against initial PP targets set are slightly complicated due to 1 child arriving and another leaving. The percentages of PP children meeting their targets set were: 83% in reading, 83% in writing and 66% in maths. In order to improve these figures next year, SLT will lead even closer monitoring of and planning for PP children's progress.</p>
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.	<p>All children with Thrive intervention show significant improvements in their Thrive assessment scores.</p> <p>Class reward (pet) charts continue to show that PP children receive positive behaviour recognition at a rate in line with their peers.</p>
3	Children eligible for PP develop a wider vocabulary (especially with regards to academic language)	Staff are aware of PP children with poor oral language skills, and their next steps for improvement. Targeted PP children have improved	94% of the children targeted with NELI in year R made good or better progress in language development (as measured by the LanguageScreen

	and wider oral language skills, to bring them in line with their peers.	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.	assessment). Lesson observations, including those carried out by Ofsted, found evidence of children engaging in good levels of discussion using appropriate vocabulary in the large majority of lessons.
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.	Parental engagement trackers show that parents/carers of PP children attended 72% of school sessions (e.g. parents' evenings, family learning etc.). Parents/carers of non-PP children attended 79% of sessions. This suggests that steps taken by staff to engage with all families are broadly working.  In class reading trackers show that, in all classes, children receiving less support at home are being identified and given extra opportunities to read 1:1 with teaching staff at 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.	53% of PP children attended at least one after-school club. Overall, 34% of children attending clubs were PP children. Given that PP children made up 28% of the school population, this means that PP children were more likely to attend school-based clubs than their peers. Child conferencing shows that all PP children attending clubs were enjoying them, and felt they were learning skills.
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).	Attendance rates for 20-21: PP children: 93.7% non-PP children: 94.6% Persistent absence for 20-21: PP children: 12.9% non-PP children: 9.2% Overall attendance for PP children is broadly in line with their peers, although persistent absence is higher. Both these

			figures have been affected by Covid, and are expected to improve to levels seen in previous years given systems in place.
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.	Weekly monitoring of CPOMS records shows that concerns raised by teachers or families are being responded to quickly with appropriate actions, and that these actions are followed through upon. Governor and Ofsted evaluations also found that these systems were rigorous and effective.

## 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	Multimedia Limited
Speech Link	Multimedia Limited
White Rose Maths	White Rose Maths
Real PE, Real Gym	Real PE
Twinkl Phonics	Twinkl
Numbots	Maths Circle