



Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium funding (and the recovery premium 2022-23) 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	Marlow Church of England Infant School
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	3.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	16/12/22
Date on which it will be reviewed	15/12/23
Statement authorised by	Mrs Sharon Reynolds
Pupil premium lead	Mrs Sharon Reynolds
Governor / Trustee lead	Mrs Daphne Howarth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6925
Recovery premium funding allocation this academic year	£500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£7425

Part A: Pupil premium strategy plan

Statement of intent

At Marlow Church of England Infant School our vision is to inspire learning and ignite curiosity within a welcoming Christian and spiritual community. We embrace the uniqueness of everybody and are inclusive of all. Our values of, respect, kindness, perseverance, forgiveness, thankfulness and service guide all that we do and our aim is for every child to feel nurtured, supported and safe.

Our belief is that every individual is created in God's image and therefore is precious and valuable. We believe in treating everybody with respect and dignity because we acknowledge everyone's God given value and unique identity.

Then God said, "Let us make humankind in our image, in our likeness"

Genesis 1:26

Staff and governors alike take their responsibility for our pupils seriously and are committed to ensuring that all pupils, irrespective of their background, culture or challenges they may face, are provided with the opportunity to work towards achieving their full potential. We see our role as twofold; providing enriched academic learning experiences for pupils so that they make good progress and achieve highly across all subject areas; preparing pupils for their next steps in learning and life.

The aim of this pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

At Marlow Church of England Infant School, we consider the challenges faced by each of our vulnerable pupils and plan support needed accordingly, ensuring that all those in receipt of pupil premium are supported whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on the 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 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 provided by qualified teachers and experienced teaching assistants for pupils whose education has been worst affected by the pandemic, including non -disadvantaged pupils.

Through a clear, proactive approach, Marlow Church of England Infant school aims to identify the individual needs of disadvantaged pupils early, so that support can be put in place and have impact on the pupils as soon as possible.

Focus keywords in our strategy are:

***Individual**

***Challenge**

***Responsibility of all**

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, professional discussions and observations have historically identified that a large proportion of the disadvantaged pupils in our school have special educational needs and so this is an additional barrier to their learning
2	Our observations indicate that disadvantaged pupils in our school have limited access to experiences and opportunities to develop their cultural capital outside of school when compared to the rest of the cohort
3	Our observations and experience show that as an infant school we do not have as many years to allow our pupil premium strategy to have a long-term impact. We are quick to identify needs and put interventions in place where required but it is essential to identify needs correctly. Given the age of the pupils, their needs could be purely developmental – this is why we are flexible in our approach and follow an assess-plan-do cycle and monitor the progress and additional support closely.
4	Ensuring inclusivity. Given that pupils with identified needs, whether academic or social/emotional often need targeted support, we try to strike a balance and where possible deliver this support within the classroom so that the pupils continue to feel included.
5	Our assessments and observations have identified a proportion of our disadvantaged pupils have been impacted by the uncertainty in school routines, partial closures and changes in familiar adults in school. This has meant that disadvantaged pupils have not progressed as well as the rest of the cohort academically and we have identified some well-being and pastoral needs

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. To achieve and sustained improved wellbeing amongst our disadvantaged pupils	<p>Disadvantaged pupils will have been taught and be able to use strategies which support their social and emotional wellbeing.</p> <p>Use of these strategies will allow disadvantaged pupils to access and be engaged in their academic learning more readily. This will be measured by in class observations</p> <p>Pupils will show an improved score on their Strengths & Difficulties Questionnaires by the end of KS1.</p> <p>High levels of wellbeing/mental health will be demonstrated by qualitative pupil voice data.</p>
2. To provide disadvantaged pupils with opportunities to add to their cultural capital	<p>The cultural capital gap between disadvantaged pupils and the rest of the cohort will be reduced</p> <p>Disadvantaged pupils will have funded access to a range of cultural opportunities and extra-curricular activities.</p>
3. To devise a way of tracking the achievements and progress of disadvantaged pupils	<p>The impact of this strategy and actions will be more evident by the end of KS1</p> <p>Non-academic and anecdotal evidence will be used to measure achievement in the short time frame that pupils are in our school</p>
4. Disadvantaged pupils maintain at least the standard of attainment that they achieved the previous year in core subjects. Where their attainment is below expectations for their year group, then they will make accelerated progress so that they begin to catch up	<p>All disadvantaged pupils will make at least expected progress from their starting points</p> <p>Between 20 and 30% of the disadvantaged pupils will make accelerated progress</p> <p>Analysis of interventions will show that small step targets are being met showing that the interventions are having an impact on the pupils' attainment 2019</p> <p>Outcomes at the end of KS1 and EYFS for disadvantaged pupils will increase based when compared to 2019 where those pupils have not been previously identified with SEND</p>
5. To improve oral language skills and vocabulary among disadvantaged pupils	<p>Assessments and observations will indicate improved oral language amongst disadvantaged pupils. This will be triangulated with other sources of evidence, including engagement in lessons, book reviews and formative assessments</p>

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: £ 3425

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Quality First Teaching</p> <p>Developing teachers' skills to involve pupils more in their learning. Twilight training and shared experiences</p> <p>Developing dialogic techniques to support pupils to consolidate understanding and extend vocabulary</p> <p>Provide teaching assistants with training to deliver evidence-based interventions</p> <p>Provide twilight training for teachers on how to deploy Teaching Assistants to have the highest impact on learning</p>	<p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality discussion have a high impact on the development of learning specifically reading & writing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Teaching assistants are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	3,4,5

<p>2. Purchase of diagnostic assessments</p> <p>Twilight training for teachers to refresh, learn and interpret different diagnostic techniques.</p>	<p>Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information, they produce requires some level of professional judgement from teachers, as there are many reasons why pupils might answer a question in a certain way. Identifying areas of focus for pupil's learning helps ensure they receive the correct additional support through interventions or teacher instruction</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	<p>1,3</p>
<p>3. Purchase of DFE validated Systematic Synthetic Phonics programme to ensure continued strong phonics teaching for all</p>	<p>Phonics approaches that have a strong evidence base that indicates a positive impact on the accuracy of word reading (not necessarily comprehension), particularly for disadvantaged pupils. The school has developed its phonics teaching of the last few years and is researching and assessing whether to purchase a validated scheme or provide evidence that the existing programme that has had positive results would meet the criteria.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>5</p>
<p>4. Continue to improve the quality of social emotional learning. SEL approaches are already embedded in to the school's curriculum professional development and training for staff will mean that this remains relevant and 'fresh'</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. The school has developed its curriculum using MindUp. Our approach is to be proactive rather than solely reactive We aim to give all pupils the tools to look after their mental health in the same way as we do for physical health.</p> <p>New resourcing and training continue to be a priority.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2, 5</p>
<p>5. Enhancement of our maths teaching in line with DFE & EEF guidance</p> <p>Funding teacher release time and training.</p> <p>Participation in BBO Maths Hub</p> <p>Focus on Maths mastery</p>	<p>A high level of success is required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.</p> <p>A range of strategies are used to embed maths learning across the curriculum. Pupils learn to see maths in different parts of life – not just in maths lessons. This makes learning more meaningful – a key aim of our curriculum philosophy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>5</p>

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional reading, writing and maths support targeted at disadvantaged pupils who require further support in identified specific areas of learning</p> <p>Additional targeted 1:1 or small group support in the classroom</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>One to one tuition delivered by a trained/experienced Teaching assistant usually out of the classroom: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 3,4, 5</p>
<p>Additional support for those pupils who have been identified with social emotional needs. Provision of Nurture Group support and Elsa interventions</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>One to one tuition delivered by a trained/experienced Teaching assistant usually out of the classroom: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Supporting the social emotional literacy has high impact on academic learning and life chances of pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3, 5</p>

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Provide a wider range of extra-curricular clubs for disadvantaged pupils to engage in	'For pupils from economically disadvantaged backgrounds, who have lower uptake of formal out of school activities, school-based clubs appear to offer an affordable and inclusive means of supporting academic attainment.' Nuffield Foundation (2016)	1, 2, 4
2. Provide pupils with opportunities to attend school trips and provide a range of enrichment activities	When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development OFSTED (2008)	1, 2, 4

Total budgeted cost: £ 7425

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 **2021-2022** academic year

Intended outcome 1 To achieve and sustained improved wellbeing amongst our disadvantaged pupils

Through the school's MindUp programme and focussed Nurture Group support pupils were taught and used strategies to support their social and emotional wellbeing, Teacher and Teaching assistant observations and monitoring evidenced improved wellbeing, lower levels of anxiousness and better attitudes to learning.

For disadvantaged pupils that participated in Nurture Group, exit Boxall scores saw an improvement on entry, this was also th

Pupils reported that they enjoyed their learning more and that they felt that they had improved in their core subjects

Intended outcome 2: To provide disadvantaged pupils with opportunities to add to their cultural capital

Pupils had access to a range of enrichment activities and clubs. The school has funded the clubs using pupil premium funding. These include Cooking club, Stagecoach and Football Club. This has meant that the pupils have been able to participate in activities that add to their cultural capital that they would not have ordinarily been able to participate in. As a result, the cultural capital gap has reduced.

Intended outcome 3: To devise a way of tracking the achievements and progress of disadvantaged pupils

For those Disadvantaged Pupils who have been identified with SEN, their progress is broken down into smaller steps and this is used to track their progress through the curriculum. The senior leadership team have developed a tracking document for all Disadvantaged Pupils that lists the interventions that they are in receipt of, support they have been given, cultural capital opportunities and work samples. The next step will be to produce case studies for each child, so that there is clear evidence of the impact of the pupil premium that shows the progress that has been made in the short time that the pupils have been in our school.

Intended outcome 4: Disadvantaged pupils maintain at least the standard of attainment that they achieved the previous year in core subjects.

During the academic year 2021-2022, 43% of the pupils had SEN and 29% with complex needs.

2021-2022 Attainment (expected standard)	Year R (3 ch) %		Year 1(2 ch) %		Year 2 (2ch) %	
	All	Dis	All	Dis	All	Dis
GLD	73	33				
Phonics			95	100		
Reading			86	50	85	0
Writing			82	50	85	0
Maths			89	100	90	0

2021-2022 At least expected progress	Year R (3 ch) %		Year 1(2 ch) %		Year 2 (2ch) %	
	All	Dis	All	Dis	All	Dis
GLD	98	67				
Phonics						
Reading			89	100	88	0
Writing			93	50	87	0
Maths			88	100	90	0

The 43% of children disadvantaged children who had SEN in the 2021-22 academic year were the pupils who did not make expected progress when not using the small step progress measures. This emphasises the need for the additional progress measures discussed above.

Where pupils are not identified with SEN, they mostly attained in line with the rest of the cohort.

Areas of focus for the academic year 2022-23 will be to continue to embed the interventions so that by the end of KS1, the pupils will achieve at least the expect standard in all core subjects

Intended outcome 5: To improve oral language skills and vocabulary among disadvantaged pupils

2021-2022 Attainment	Year R (3 ch) %		Year 1(2 ch) %		Year 2 (2ch) %	
	All	Dis	All	Dis	All	Dis
Speaking ELG	87	67				
Spoken Language			88	100	90	50

Assessments and observations indicated that their oral language amongst disadvantaged pupils was good in Year 1. In Year R and Year 2, children with complex needs including speech and language, prevented them from being able to achieve the expected standard in Speaking/Spoken Language.

For all disadvantaged pupils bar 1, there were improvements seen over the year in the range of vocabulary that they used. This was evidenced through improved engagement in lessons and book reviews