



PUPIL PREMIUM REPORT
Ardleigh Green Infant School

December 2022

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	Ardleigh Green Infants
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	John Morris, Headteacher
Pupil premium lead	Verity Hoffman, Head of School
Governor / Trustee lead	Sue Consterdine

Breakdown by Year Group	FSM	PP+	Total
Reception	5	2	7
Year 1	7	2	9
Year 2	4	1	5
Total	16	5	21

School Context

Ardleigh Green is a three-form entry Infant School which shares its site with its feeder Junior School to where the majority of children transfer. Ardleigh Green Infant School is a larger than average Infant School with 270 children on roll, serving an area where social and economic circumstances are broadly typical by national standards. **7.7%** of children are currently in receipt of the **Pupil Premium**, **17%** are **EAL** and **7.7%** are deemed to have **Special Educational Needs**. In the last two years there has been a high level of pupil mobility as a result of many families moving to Essex. As Ardleigh Green is always oversubscribed, places are quickly filled. The demographics of the school are changing rapidly, with a significant rise in the number of children with high need SEND and English as a second language joining the school. There are currently 28 nationalities represented in the school.

Ardleigh Green Infants School, judged to be outstanding in its last inspection in 2012, continues to provide a high quality of education for all pupils, within an exciting, caring and stimulating learning environment. Since our previous inspection, programmes of study for all subjects have been rewritten, EYFS provision has been enhanced and cross curricular work developed. Tracking procedures are now more robust and on-line self-evaluation procedures have been refined.

Strengths identified in the last inspection (2012) have been maintained and improvements identified in the OFSTED addressed. This has included a new outdoor learning space and new reception classrooms creating a distinct EYFS area within our school. Pupils continue to make good and often outstanding progress as they move through the school resulting in attainment significantly above national expectations by the end of Key Stage 1.

In collaboration with the Junior School, we have established a Family Centre which currently serves over 400 members of our local community. The Family Centre, which has received local and national recognition, has had a significant impact on community cohesion and our work with disadvantaged families. This has led to improved links with parents, the local community and external agencies. The Family Centre provides ongoing support for the families of our vulnerable children who have received debt advice, wellbeing support, access to our local Foodbank and support from a wide range of external agencies.

The school federated with Ardleigh Green Junior School in 2019. This has led to increased continuity for all pupils but particularly those identified as disadvantaged. The schools now share the same pupil premium policy with provision, intervention and support now being planned as an integral part of the learning journey from Reception to Year 6.

Click here to view our most recent Inclusion Report which makes specific reference to how as a school we support children in receipt of the Pupil Premium.

Click here to view our Welcome Video.

Click here to understand the ethos of Ardleigh Green Learning Federation.

Barriers to Learning

Rather than see problems, we look for opportunities! Where there are barriers, we seek to overcome them through strategic planning, targeted support and the effective use of available human, physical and financial resources. In relation to our children in receipt of the pupil premium, it is important to stress that our children:

- Come from a range of social and economic backgrounds.
- Come from a range of cultural backgrounds.
- Have a range of academic ability.
- Have varying degrees of parental support.
- Many of the children in receipt of the pupil premium have been identified as having specific SEND needs.
- A number of families are in temporary accommodation as a result of eviction and changing family circumstances.
- An increasing number of families are facing difficult financial difficulties.
- A growing number of children are adopted from care.

Overcoming Barriers to Learning

Academic needs are met through a range of group and/or individual interventions. Social and financial needs are met through the work of our Family Centre. Pupils with SEND and EAL needs are met through our highly skilled inclusion team. Issues related to Looked After Children and those Adopted from care are met through the support of our inclusion team and **TREES** programme where through a planned programme involving parents and 1:1 support we seek to develop:

Trust, Respect, Empathy, Excellence and Support

The TREES programme is run at our Family Centre in conjunction with our parents on a monthly basis. The **SKIPS** Group, (Special Kids Important Parents) provides mutual support and access to a wide range of support services. SKIPS is now being accessed by families across the borough.

Most importantly staff know their children as individual learners and the school has an excellent working relationship with parents and carers.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47035
Recovery premium funding allocation this academic year	£2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£49065

Pupil Premium Strategy Plan

Statement of Intent

What are your ultimate objectives for your disadvantaged pupils?

As a school we are committed to all children achieving their full potential and being the best that they can be regardless of their background or ability. In all that we do we seek to put our children FIRST in order that they might be:

- Fit for Life
- Inspired to Learn
- Ready to participate
- Safe and Secure
- Trained for Work and Play

We want all disadvantaged pupils in our school to meet or exceed national expectations by the end of Year 2 so that they are Junior School ready. We intend to continue to narrow the gap and diminish the difference between disadvantaged and non-disadvantaged pupils throughout EYFS and Key Stage 1. This is achieved through quality first teaching and a planned programme of home-grown interventions appropriate to individual needs, focussed on the acquisition and development of basic literacy, numeracy and social skills.

How does your current pupil premium strategy plan work towards achieving those objectives?

The strategy provides:

Additional teacher support in each year group.

Additional Teaching Assistant hours across the school.

A dedicated Inclusion Team, including an ELSA lead, EAL lead and SLC lead.

A range of 1:1 interventions and group interventions to support progress in key areas for individual and groups of children.

A range of social interventions including sensory circuits and music therapy for groups of children with social and emotional needs.

A home-grown programme of “Keep Up” interventions to pre-teach and revisit skills.

A Reading Enrichment Programme for identified pupils joining our school.

Individual reading support for vulnerable children.

Subsidised educational visits and workshops.

Funding to improve the use of technology throughout the school, e.g., Chrome Books.

An established ELSA programme planned and delivered by an experienced team of teaching assistants

designed to enable the whole child to succeed academically, physically and socially.

Provides a range of after school clubs for children to provide enrichment and engagement to support learning new skills.

[Click here to view the Ardleigh Green Learning Journey.](#)

[Click here to view the Learning Pathway for pupils in receipt of the Pupil Premium](#)

What are the key principles of your strategy plan?

At Ardleigh Green Infant School we firmly believe that through “Working together and Learning together, everyone grows”. You don’t have to be great to start, but you have to start to be great!

As a school we are firmly committed to high quality, mixed ability teaching. Additional Teaching Assistants are employed to support identified children alongside the class teacher. Class teachers are released on a regular basis to work 1:1 or with small groups of children from their class. This ensures that misconceptions are quickly addressed, and individual needs are met. The rationale is that the class-teacher can build on established relationships with individual children and ensure that support/interventions is appropriately targeted and regularly reviewed.

“At Ardleigh Green teachers know their children as individual learners.” Ofsted

The school has heavily invested in technology, (hardware and software) which ensures that work completed in school can be revisited at home. This also allows parents to support their children’s learning.

In line with our whole school approach to monitoring and evaluation we will seek to:

Analyse attainment and progress as part of our termly data days.

Hold 1:1 learning conversations with our pupil premium pupils to discuss/identify academic and emotional needs.

Observe learning on a regular basis noting particularly: (BLINK)

- Behaviour
- Learning
- Independence
- New opportunities for support/development
- Knowledge Skills and Understanding

CHALLENGES

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

Challenge number	Detail of challenge
1	Children come from a range of social and economic backgrounds
2	Barriers to learning. Some of our disadvantaged pupils also have SEND, LAC or CP needs.
3	Children have varying degrees of parental support and levels of engagement in remote/on-school education varied during the pandemic. As a result, there are some children who need support to ensure they reach age related expectations
4	Attendance and punctuality. Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils.
5	A growing number of children are adopted from care.

Intended Outcome 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
For disadvantaged children who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths	All our children who do not have a cognitive SEND need will reach age related expectations in reading, writing and maths. Those that have a SEND need will make more than expected progress from their individual starting points
To reduce the effect of the social and economic gap and provide opportunities for all disadvantaged children	Outcomes for disadvantaged pupils will continue to rise through opportunities e.g., clubs, trips, music
For all disadvantaged pupils to attend the school regularly and on time	Attendance and punctuality of targeted pupils will improve to be in line with all pupils. First day absence calling supported by 1:1 meetings and EWO support
For all parents of disadvantaged children to have access and support from appropriate external agencies through the work of the Ardleigh Green Family Centre.	Parents to be made aware of the range of support available through the Family Centre. Introductions to be made through Family Centre Manager.

Activities 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

Budgeted cost: £18065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on raising attainment for PP children by continued monitoring and intervention	Head of School as Co-ordinator for the school and PP Champion in addition to Year Group Leads who support PP monitoring. Monitoring of PP outcomes in year groups x 3 per year	2,3
Sustaining Mastery in Mathematics	Teachers to engage with most up-to-date training from the Hub led by the Maths Lead and team. <i>T&L Toolkit - EEF</i>	2,3
Targeted Phonics intervention for identified Year 1 and Year 2 pupils.	Identified pupils to receive additional 1:1 phonics support.	2, 3
Targeted reading support for identified pupils in Year 2.	Identified pupils to receive designated 1:1 teacher support and home learning programme.	1,3

Academic Support

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions and Teaching and Learning Support	<p>Our three form year group's structure consist of three teachers and an additional teacher for half a day each week. This allows the class teacher to be released to lead interventions with targeted individuals to maximise pupil wellbeing and progress. Provision is overseen by the class teacher and the Year Group Leader, who will report progress and attainment termly. Intervention programmes are reviewed on a half termly basis to ensure that planned interventions have a positive impact on pupil progress and attainment</p> <p><i>Teaching and Learning Toolkit - EEF</i></p>	1,2,5
Educational materials pupils have access to in and outside school to support progress e.g. RM Easimaths.	<p>At Ardleigh Green we want our pupils to be able to continue to support their learning at home through ensuring applications are available for Maths and English. All these platforms are used within school so pupils are familiar with them already.</p> <p><i>Using Digital Technology to Improve Learning - EEP</i></p>	1,3,
Increased collection of reading material for the school to support engagement	<p>Creation of new library, purchase of additional reading books and promotion of specific books/authors.</p> <p><i>Improving Literacy in Key Stage 2 - EEF</i></p>	1,2,3

Wider Strategies

Budgeted Cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised trips for all pupils	At Ardleigh Green Infant School we feel it is vital to support our community with the cost of school trips to ensure pupils benefit from these stimulating experiences	1,3,4
Identify children who may need support for their wellbeing through access to our ELSA programme.	Prior to and even more so during the Covid pandemic, we have seen an increase in the number of families needing specific support. Our team of Teaching Assistants provide a range of interventions such as ELSA, music and play therapy to ensure we are meeting the needs of the whole child. These interventions are tracked and can be quite fluid in their approach <i>SEL - EEF</i>	1,2,5
Access to Breakfast and After School Club provision as necessary	Supporting the wellbeing of pupil premium pupils and families, we ensure that children are ready to learn through having breakfast. This also develops life and social skills through interaction with their peers. <i>SEL – EEF, Newcastle University – value of after school clubs for disadvantage children</i>	1,3,4
Pupil Premium Champion who supports families as necessary through the work of the Ardleigh Green Family Centre	Social and financial needs are met through the work of our Family Centre (this has been affected as a result of the pandemic). Issues relating to LAC and those Adopted from Care are met through our TREES. <i>SEL - EEF</i>	1

Breakdown of Costs

Category	Expenditure	Total
1. Teaching	Contribution to Pupil Premium Champion and DH	£18065
2. Academic Support	Contribution towards Teaching Assistant costs.	£8000
	Contribution to Teacher costs	£10000
	Contribution towards ELSA Support	£5000
	Resources including computer hardware	£2000
3. Wider Strategies	Clothing	£1000
	Breakfast and After School Clubs	£2500
	Trips/Activities	£2500
Total		£49065

Additional Funding from Delegated Budget

Category	Expenditure	Total
1. Teaching	Additional Teacher costs	£12000
2. Academic Support	Chrome Books 24 x 175	£4200
3. Wider Strategies	Family Centre Support	£5000
Total		£21200

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 2021to 2022 academic year. Results for all pupils are lower than expected as a result of Covid.

Year 2 Teacher Assessment

Pupils	Reading		Writing		Maths	
15 Pupils	Achieving Expectations		Achieving Expectations		Achieving Expectations	
	PP	NPP	PP	NPP	PP	NPP
	100%	88%	93%	78%	80%	86%
	Greater Depth		Greater Depth		Greater Depth	
	PP	NPP	PP	NPP	PP	NPP
	14%	23%	14%	18%	14%	28%

Reception

Pupils	Greater Level of Development	
9 Pupils	Achieving Expectations	
	PP	NPP
	33%	65%

Phonics

Pupils	Year 1	
5 Pupils	Achieving Expectations	
	PP	NPP
	100%	81%

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
RM Easi Maths	RM
Reading Eggs	Pearson

Further Information

This contextual group of children are raised in pupil progress meetings through our Data Days. Leaders at all levels are always looking at ways to support families and pupils where issues may arise to ensure pupils are supported in their readiness to learn.

Ardleigh Green Infant School has also provided financial assistance to families who due to their personal situation are unable to claim benefits (new into country) or who are experiencing severe hardship. Assistance is in the form of supermarket vouchers, food or clothing.

The school has established its own Family Centre which is at the heart of the local community. The centre provides a range of services to support families and is able to signpost parents to available agencies. This includes behaviour, attendance, financial support, counselling and wellbeing.

The centre is also used on a regular basis to support children's social and emotional development.

As in previous years the school will continue to implement a range of intervention programmes according to individual, class and year group needs. Provision will be overseen by the class teacher and Year Group Leader who will report progress and attainment termly.

Intervention programmes are reviewed on a half termly basis to ensure that planned interventions have a positive impact on pupil progress and attainment.

As school and indeed Learning Federation, we firmly believe that through working together and learning together **everyone grows**. You don't have to be great to start, but you have to start to be great!

Impact of work to date

- Established and effective interventions in place.
- Gap between pupil premium and non-pupil premium pupils diminishing
- Positive impact of Pupil Premium Champion and the work of our Family Centre on parents as well as children.
- Support for vulnerable families through the work of the Ardleigh Green Family Centre

