Pupil premium strategy statement –

Shirley Infant School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024/25 to 2026/27 Year 3 2027/2028
Date this statement was published	19th December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Cate Gregory
Pupil premium lead	Cate Gregory
Governor / Trustee lead	Victoria Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 51,779.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£Nil
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£ 51,779.00

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*
- *What are the key principles of your strategy plan?*

3-year long-term pupil premium strategy This strategy is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated at least once per year. Our 3 year philosophy for our PP children at our school is that they will leave Year R with at least a Good Level of Development in Communication and Language, Personal, Social and Emotional Development and Reading. We than expect them to achieve at least 2 core subjects at ARE and then closing the attainment gap in Year 2 achieving a combined ARE or GD.

Our philosophy We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Overcoming challenges to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the challenges to learning being addressed. The pupil premium grant (PPG) is used to ensure that every child receives the best possible quality of education and achieves the highest possible standards.

Our priorities

Ensuring first quality teaching in all classes.

- · Raising the attainment of disadvantaged pupils to be at least in line with attainment nationally.
- · Providing targeted academic and emotional and social support for pupils who are not achieving the expected standards or are not making expecting progress.
- · Addressing non-academic challenges to attainment, including attendance, well-being and behaviour
- our PP children will leave Year R with at least a Expected in Communication and Language, Personal, Social and emotional Development and Reading. Our

aim is for them to leave with minimal gaps if they have not achieved a Good Level of Development.

- Our focus is than to expect them to achieve at least 2 core subjects at ARE+ In Year 1 and secure the Phonics screen if they achieved Reading in Year R.

- To close the attainment gap in Year 2 achieving a combined ARE or GD. To achieve the phonics screen retake if they did not secure it in Year 1.

At Shirley Infant School, we believe in good or better learning for all. We strive for achievement for all our pupils and believe that all pupils should develop a passion for lifelong learning. Firstly, rigorous academic interventions in every year group to diminish differences. Secondly, through creating a wrap- around holistic culture to address the complexity of individual needs so that we support and enhance the whole life journey of each child at our schools over 7 years. Supporting families and enabling children to feel safe and secure in school in order to access learning is our priority. Academic support, progress, challenge and extension for our PP children is of paramount importance but equally we continue to build on our agenda to provide a wide variety of creative new opportunities and experiences to inspire, motivate and fire individual passions and talents.

'Practise any art, music, singing, dancing, acting, drawing, painting, sculpting, poetry, fiction, essays, reportage, not to get money and fame, but to experience becoming, to find out what's inside you, to make your soul grow' Kurt Vonnegut

Through rigorous monitoring and tracking of pupil performance, we are able to identify pupils who are at risk of not making sufficient progress, including the monitoring of most able disadvantaged children. We use this information to plan and implement effective intervention and support strategies. These will be provided dependent on each child's needs and the challenges that they face.

Challenges

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

Challenge number	Detail of challenge
1	**Communication and Language/ PSED** Limited listening, attention and oral communication skills on entry to School impacting on children not always achieving combined ARE by end of KS1. *As a result of particularly low communication and language and PSED in 2021 as a trial we invited families who are entitled to PP Grant to attend a workshop to support communication and language at home. 5 families attended this and data comparison upon entry is significantly higher. Impact to be monitored.* September 2024: 25% of PP pupils were "off track" (RBA) in communication and language

	71% of PP pupils were "off track" (RBA) in PSED This is impacting listening and attention and speaking with their learning
2	**Phonics/Reading** Year R Early phonics' teacher assessment upon entry, identified children who are commonly disadvantaged and eligible for pupil premium funding, can have less phonic knowledge and oral blending in Year R. Their exposure through September 2024: 86% of these pupils are "off track" in Literacy this is a drastic improvement from the previous two years with the focus on our pre-school transition for stories and rhymes transition project and listening and attention focus We continue to focus on our current Year 2. As a school 60% of our PP children achieved reading this is a 14% decrease from 21/22 and a 3% increase on 22/23. This is a key focus on our 2024/25 SIP as our vulnerable group will need targeted catch up support to close the gaps in the phonic support.
3	**Life experiences** Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral support, including social, emotional and in particular mental health support. This need can impact their engagement with school, which has been shown to be linked to children's attainment. Two thirds of the families supported by the family support worker are disadvantaged.
4	**Internal assessment** Internal assessment shows that typically children are not confidently or consistently applying basic skills (such as sounds, punctuation and spelling) in their writing. This means that their writing is not meeting age-related expectations. **2023/24 end of year assessments show in writing :** Year 2 36% of PP children achieved expected in writing. 5 of the 16 children had SEND and significantly low starting points. Year 1 53% of our disadvantaged met age-related expectations in writing and 47% did not. 4 of our disadvantaged pupils who were emerging in writing at the end of Year R but left Year 1 meeting age-related expectations in writing. Year R 77% (15% increase from last year) of our disadvantaged did not meet age-related expectations in writing compared to 62% of other pupils, Therefore demonstrating this gap in attainment means we will need to tailor our provision to provide adaptive teaching to ensure our pupils make accelerated progress in writing. This was identified and drilled into as a whole school improvement area for our 2023/24 SIP. Impacting on closing the gap and making the difference as above data. The 24/25 SIP focusses on: Impact of quality teaching and learning is evident for ALL pupils Active listening with a whole school oracy focus Outstanding leadership at all levels

5	**Language and Communication** It has been identified in our internal baseline data that the gap is growing with our pupils who are entering school with whom are disadvantaged with their communication. A growing number of children are entering school being language poor and a significant number of these are within this focus group. Enhanced Early Years Language Acquisition is a key focus for 24/25 with our current cohorts. 33% of the 24/25 cohort needed support for Oracy and speaking and listening development. At our school, we recognise that the development of effective speaking skills in our infants is fundamental to their overall communication and social capabilities. Our intent is to create a rich, language-enriched environment where children are encouraged to express their thoughts and ideas confidently. We believe that every child should have the opportunity to: • **Develop Vocal Skills:** Children will learn to articulate their thoughts clearly using an expanding vocabulary tailored to their developmental stage. • **Foster Confidence:** We aim to build self-esteem through regular opportunities for verbal interaction in a supportive and nurturing environment. • **Cultivate Social Skills:** Children will be taught the social nuances of communication, including turn-taking, active listening, and responding appropriately. • **Enhance Cognitive Development:** We position speaking as a vehicle to enhance critical thinking and imaginative play, allowing children to express their understanding and interpretations of the world around them.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure high quality phonics provision across the school with a focus on our lowest 20%. We aim to secure missing milestones from the children's early years *Addressing barrier of children not being confident blending/ developing fluency in KS1*	By the end of 3 year plan 2027-28 PSC % for pupils in receipt of PP to be within 5% of National and LA including Year 2 retake pupils. Data for word reading to be within 5% of national at the end of Year R. Internal data will show 90% of children who did not pass their phonic screen in Year 1 will pass in the retake in Year 2 Internal phonics data shows children who arrive in Y2 having not passed their phonics test have filled their gaps by the end of Spring 1 in year 2. *Little Wandle – keep up/catch up. Assessment placements using Little Wandle throughout the school (every half term) and monitoring of this progression. Swift action/intervention is taken to ensure rapid progress.*

To ensure effective communication is foundational to learning, social interaction, and emotional development. To drive the schools aim is to develop children's ability to actively engage with others, fostering skills such as empathy, collaboration, and critical thinking. Structured interventions: vocabulary interventions for pupils with poor oral language and communication skills (communication therapy, talk about groups, Neli language, Speech and language therapy). *Addressing barrier of lower oral and communication skills.*	Listening and attention across the school has become more of a focus since COVID. There has been a dramatic decline in some pupils struggling with Oracy, sentence structure, forming a constructive conversation at an age appropriate level. Staff have noted low level disruptions increasing on the carpet and the struggles to listen to stories with no visual stimulus. Explicit Teaching of Listening Skills. Revit 'talk partners' and expectations across the whole school so they are consistent expectations for the children all areas of the curriculum. . **Circle time model used across the curriculum.** We will provide direct instruction on the components of active listening, which includes maintaining eye contact, nodding in acknowledgement, waiting for others to finish speaking before responding, and summarising what was heard. I do, you do. We do whole school teaching approach will fundamentally reduce the cognitive load for all as it is particularly fundamental that children thrive when they feel safe, secure and know what is coming. Therefore impacting on their knowledge sticking to knowledge. **By the end of 3 year plan 2027-28** Tales toolkit, NELI, Colourful Semantics, ECAT are targeted to swiftly intervene to prevent large barriers and gaps forming for children. The developed strategies will target the correct children closing their gaps ensuring they meet age expected expectations at the end of Year R. As a result of this intervention and high quality provision All PP children will consistently leave Year R achieving Expected for Personal, social and emotional development, Communication and Language and Reading against the Early Learning Goal. **By the end of 2027-28** ECATS and Bell foundation to show rapid progress against targets by the spring term to enable pupils to meet the Early Learning Goal in communication and language. Data for Communication & Language and Personal, social and emotional development to be within 5% of national consistently at the end of each Year R. Through our comprehensive intent, robust implementation, and measurable impact, we strive to cultivate exceptional speaking skills in our infants, aligning with and ensuring our pupils thrive as confident communicators. **Enhance Cognitive Development:** We position speaking as a vehicle to enhance critical thinking and imaginative play, allowing children to express their

	understanding and interpretations of the world around them.
<u>Internal assessment</u> Internal assessment shows that disadvantaged children are not confidently or consistently applying basic skills (such as sounds, punctuation and spelling) in their writing. This means that their writing is not meeting age-related expectations. **2023/24 end of year assessments show in writing:** Year 2 63% **of** our disadvantaged did not meet age-related expectations in writing compared to 70% of other pupils. 50% (5 out of the 10) children who did not meet age related expectations in writing were on the SEND register and had significantly low starting points. **End of Year 1 Writing data 2023-24** **PP Met - 5 3 1 (9) PP met % - 9/17 (53%)** **PP Not met - 3 3 2 (8) PP Not met % - 8/17 (47%)** **Non PP met % - 18 20 17 55/72 (76%)** **Non PP not met % - 3 4 10 17/72 (24%)** **Additional information** - 4 PP closed gap in writing (were emerging at end of Year R, left Year 1 meeting age-related expectations) **End of Year R Reading and Writing data 2023-24** PP Reading: 88% (7/8 pupils met ELG. 1 pupil with SEND did not and was off track in all areas) PP Writing: 75% (6/8 pupils met ELG – 1 pupil with SEND and 1 pupil who made accelerated progress and was close to meeting ELG) Therefore demonstrating this gap in attainment means we will need to tailor our provision to provide adaptive teaching to ensure our pupils make accelerated progress in writing. This is identified as a whole school improvement area for our 2024/25 SIP.	To develop rigorous and strategical oversight of Pupil Premium strategy through high quality, targeted learning to ensure rapid progress from children's start points. With particular focus on phonics and writing across the whole school. Children to demonstrate improved social interactions, with notable advancements in turn-taking and cooperative dialogue. Peer relationships flourish as a result of increased confidence in speaking. As a result of this cohesive oral sentence structure children will be able to independently write a sentence using the school non negotiables and meeting ARE where appropriate from their start points. ***Addressing barrier to ensure Children achieve combined ARE despite some lower starting points.***

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 18,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
To strategically build on the good practice and ensure continued rigorous and strategical oversight of Pupil Premium strategy ensuring high quality, targeted learning to ensure rapid progress from children's start points by EPP lead. *Regular coaching with teaching staff on quality of teaching and learning. Particular focus on metacognition and scaffolding.* To ensure we have the high quality teaching for all pupils across the school.	Having a designated leader for PP enables a 'whole school' ethos of aspiration and attainment in line with the findings of the NFER Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice. (NFER November 2015). Progress is tracked closely to diminish the difference between disadvantaged and non- disadvantaged groups. Regular pupil premium MAT updates and training for all staff – based on latest research. NFER: Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report	1,2,3,4,5
To drive the validated SSP programme to focus on the lowest 20% to secure missing milestones from children's early years. All children working within this group will have three reads with the class teacher as pt of whole school	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2

provision and will read three times within school in addition to this. E books will be sent home to support additional reads of the book each week		
To ensure rapid progress for individual children in writing ensuring their sentence structure is secure. Children to write a basic sentence appropriate to their individual start points twice a week in addition to English teaching.	Research review series: English Updated 15 July 2022. Ofsted review states that Writing involves transcription (spelling and hand-writing) and composition (articulating ideas and structuring them in speech, before writing them down).[footnote 62] Pupils need sufficient capacity in their working memory to plan, compose and re-view effectively. This requires transcription skills to be secure.[footnote 63] As a result, fluent transcription skills should be a critical focus for the early years and key stage 1. By the beginning of Year 1, 'not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud'. The national curric-ulum suggests using dictated sentences in Year 1 to apply and practise spelling.	5
To develop teachers knowledge and understanding of what effective oracy looks like and how it embeds in the agreed teaching approach of the school.	Two key reasons for a focus on oracy education are its impact on: • Children's cognitive development and learning in school; • Children's preparation for participation in the wider world. Cambridge University states Nov 2019	1, 6

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

Budgeted cost: £ *18'171*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Programmes run by special-ised staff used to improve listening, narrative and vo-cabulary skills for disadvan-taged pupils who have iden-tified low spoken language skills. (communication and language group, talk about groups, Neli language, Speech and language ther-apy, tales toolkit, EAL spe-cialist teacher).	Sutton trust supports this 'Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approxi-mately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some	1, 6

	studies show slightly larger effects for children from disadvantaged backgrounds. Through our baseline we have found there are increased number of children coming into school with poor oral skills. Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	
To run the Numbots numeracy programme to support closing gaps in children's mathematical development and fluency. Access will be given to children at home but also a club will be run in school.	Fluency demands more of students than memorisation of a single procedure or collection of facts. It encompasses a mixture of efficiency, accuracy and flexibility. Quick and efficient recall of facts and procedures is important in order for students to keep track of sub-problems, think strategically and solve problems. Fluency also demands the flexibility to move between different contexts and representation of mathematics, to recognise the relationships and make connections, and to make appropriate choices from a whole toolkit of methods, strategies and approaches. - Maths Hub, Solent	5

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

Budgeted cost: £ *15'008*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to enrich experiences for all disadvantaged children. (all to attend a club, a pre-teaching experience for each topic and a Pupil Premium Champion to drive to organise additional opportunities for the children.	We believe first hand experiences will support the children in becoming curious learners and increase their thirst to find out more. We strive for all children to have high aspirations for themselves linking to our statement. "Every Child, Every Chance, Every day" To continue to use 'pre teaching' as a strategy to support children's understanding of new vocabulary based on findings from Sutton trust report.	1

To move into Year 2 of the TAEES project with the LA to further embed attachment and trauma practice across the whole school policies and practice, vision and ethos.	Sutton Trust '' Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months' progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers" Research from Sutton Trusts states 'it gives children who are not considered "academic" a voice and a chance to flourish. It than gives the "academic" children a chance to think outside the box and to see that the non-academic have inspiring ideas. It gives all children value'. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning	1, 3, 4
To support key children with trauma informed approach strategies to support their emotional development and well being. To continue to run the Hamish and Milo intervention	Hamish & Milo was successful whilst we were part of the working party with the University of Bath it was quantified the impact of this intervention. Several case studies show that this bespoke intervention benefits children's emotional wellbeing. It has various focuses, one of which is mindset and attitude EEF_Social_and_Emotional_Learning	1, 3, 4
Attendance Officer to monitor attendance, hold meetings with families of children whose attendance falls below 90%, and continue to use Graduated Response for Attendance Ensure teachers know their role in improving attendance, particularly for pupils at risk of PA (95% and below)	The DfE guidance (Improving School Attendance) has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. See attendance action plan for 2024/25	6
Family Support Worker continue to work with families who need us the most, in order to offer pastoral support MHST continue to offer courses on school premises to support parents supporting with their children's anxiety	The FSW is a crucial resource for disadvantaged families, signposting them to various kinds of support including food vouchers, listening to them, and facilitating meetings between them and other professionals. We have found that the MHST courses for parents give them a range of strategies they can implement.	3, 5
JEP cluster schools to run enrichment opportunities with secondary school to support	EEF_Social_and_Emotional_Learning	

the transiotn to secondary and children feeling confident to attend secondary. Offer quality first teaching within key subject areas, science, Art, Food Technology and PE	Our clusters aim to prevent the possibility of school refusers due to social emotional aspects of learning and enabling high aspirations for children to strive to where they feel confident in an areas of the curriculum,	

Total budgeted cost: £ 51,779.00

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

The Provision and Impact are seen below for review of spend 23.24

TEACHING 17,600

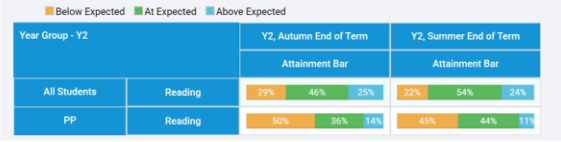
Intervention /Item	Objective	YR	Y1	Y2	Cost	Impact
PP SLT lead TEACHING	To develop rigorous and strategical oversight of Pupil Premium strategy through high quality, targeted learning to ensure rapid progress from children's start points with particular focus on PSE. To strategically build on the good practice and ensure continued rigorous and strategical oversight of Pupil Premium strategy ensuring high quality, targeted learning to ensure rapid progress from children's start points by EPP lead. *Addressing barrier to ensure children achieve combined ARE despite lower starting points.*	√	√	√	**£13.000**	**Objective measure: Increase the percentage of children achieving PSE early learning goal and expected in Reading.** **Year R Comparison PSE** **PP children: On track for PSE** 2021-2022: 70% 2022-2023: 77% (7% increase from last year) 2023-2024: 86% (9% increase from last year) On track: EAL (5) 80% (4); Non EAL (2) 100% (2); SEND (0) 0% (0); Not SEND (7) 80% (2); Boys (4) 75% (3); Girls (3) 100% (3) Off track: EAL (5) 20% (1); Non EAL (2) 0% (0); SEND (0) 0% (2); Not SEND (7) 20% (2); Boys (4) 25% (1); Girls (3) 0% (0) • 9% increase from previous year of children achieving PSE in Early Years data. • Off track children were closely monitored half termly during child initiated time. Interventions put in place to support targets against statements. • PP children invited in for bucket time which is a speaking and listening intervention. This took place in Summer 2023, prior to the children starting with us. We have found this had a significant impact on the confidence these children have shown when talking to their peers and adults in the first term from the previous year so we have continued this support. We also increased the capacity of staffing for this provision for children with significant SEND and those who ad not attended a pre-school • Hamish and Milo Programme run across all Pupil Premium children and then targeted further off track PP children. This programme was enhanced by self regulation targeted intervention led by class teachers. Year R Comparison Reading and Comprehension 2021-2022: 62% 2022-2023: 77% (15% increase from last year) 2023-24: 86% (9% increase from last year) On track: EAL (5) 80% (4); Non EAL (2) 100% (2); SEND (0) 0% (0); Not SEND (7) 80% (2); Boys (4) 75% (3); Girls (3) 100% (3) Off track: EAL (5) 20% (1); Non EAL (2) 0% (0); SEND (0) 0% (2); Not SEND (7) 20% (2); Boys (4) 25% (1); Girls (3) 0% (0) Little Wandle has been embedded for a year. Addiotnal training went in for staff at the beginning of the academic year to ensure the mantra's and scheme is being taught tight to the programme. Staff confidence increased dramatically after coaching in first half term. One Year R teacher used to support other colleagues across the school. 1 child attended breakfast club for the first half term where they have read daily with a trained staff member in the programme.

4 of the children have received daily catch up to ensure they keep up with their peers. Robust and rigours assessment have enabled us to adapt provision accordingly.
One child was off track for reading. This child has been put on to the SEND register. They have made significant progress from their start point. They will continue to receive additional catch up next year and will be monitored closely.

Objective Measure: Ensure PP are working within 10% of cohort in end of year Key Stage 1 data.

KS1 DATA for Reading

Whole cohort 2023	PP 2024	Whole cohort 2024	PP 2024
74%	75% (31% increase from last year)	76%	61% (14% increase from last year)



- 61% (11/18) of PP children in year 2 achieved ARE in reading. This is below their cohort. Within this year groups there was a significant number who did not pass the phonics screen, however passed the Year 2 rescreen.
- 6 children are on the SEND register and 4 of the 5 achieved expected in reading.

- 3 child moved from significantly below to WTS. They received 1:1 tutoring and daily phonics/reading catch up.
- 6 children did not achieve expected. 1 of these children is on the SEND register for cognition and 1 has made rapid progress with fluency but is not secure with comprehension. These children have received tutoring and daily catch up phonics/reading.

KS1 DATA for Writing

Whole cohort 2023	PP 2023	Whole cohort 2024	PP 2024
71%	62% (24% increase from last year)	72%	50% (12% decrease from last year)

- 50% 9/18 of PP children in year 2 achieved ARE in writing.
  6 children are on the SEND register. 1 of these children has an EHCP plan and is working at pre key stage for writing with significant gross/ fine motor delays.
  -1 of these children is on the SEND register for cognition. This child had received daily sentence structure support with scaffolding and adaptive provision.
  - 3 of these children has made steady progress and can now write for a range of purposes using many expected elements but does not sustain flow in longer pieces. This child has received tutoring and daily in class support.
  3 of these children have been screened using the COPS test to support their development and target the support they needed.

To ensure our vulnerable children are using the non

- 4 children moved from significantly below to WTS. They received 1:1 tutoring and daily sentence structure support with scaffolding and

	negotiables consistency and confidently in their writing Added (2023/24)					adaptive provision. They have worked with Year Leader focussing on gaps. • 3 children received time to talk intervention to support oral sentence rehearsal **Year R Writing** 2022-2023 Whole cohort: 67% 2022-2023 PP: 70% 2023-24 Whole cohort: 79% (12% increase from last year) 2023-24 PP: 71% (1% increase from last year) EAL (5): On track 60% (3), Off track 40% (2) Non EAL (2): On track 100% (2), Off track 0% (0) SEND (0): On track 0% (0), Off track 0% (2) Not SEND (7): On track 71% (5), Off track 28% (2) Boys (4): On track 50% (2), Off track 50% (2) Girls (3): On track 100% (3), Off track 0% (0) This was a new focus added to the three year strategy from 2022-23 data. The writing journey has been focussed on within year Year R drilling into the progression of a sentence and expectations. Handwriting has been addressed within the Little Wandle sessions and put back separate handwriting sessions as we as a school felt this is what our cohorts needed. 2 PP who did not achieve Expected in writing were targeted considerable with class teacher. 1 child was cupsy and not consistent with sentence structure. This child is expected to make it in Year 1 and make accelerated progress. 1 child has growing needs and ahs been assigned on the SEND register.

						KS1 DATA for Mathematics Whole cohort 2023: 75% PP 2023: 75% (44% increase from last year) Whole cohort 2024: 73% PP 2024: 61% (12% decrease from last year) • 61% 11/18 of PP children in year 2 achieved ARE in maths. This is below their non PP peers • 6 children are on the SEND register and 1 of the 6 achieved expected in maths 2 children moved from significantly below to WTS. These children received daily maths catch up. 1 child moved from significantly below to ARE. This child has received daily maths catch up.
Little Wandle and Rosenshine training and phonics books *Addressing barrier of children not being confident blending/ developing fluency in KS1*	To ensure high quality phonics provision across the school with a focus on our lowest 20%. We aim to secure missing milestones from the children's early years. *Addressing barrier of children not*				**£2000** **£3600**	**Objective measure: To enhance accelerated progress for underachieving identified disadvantaged children in reading, writing and maths.** Staff received high quality refresher and update training at the start of the year for Little Wandle. Throughout the year, the reading leader observed frequently to ensure teaching was high quality and delivered by experts. Assessments were carried out half termly to ensure the children were making rapid progress. Data Reading Year R

	developing fluency in KS1.					

2021-2022	2022-2023	2023-24
62%	77% (15% increase from last year)	86% (9% increase from last year)

- 9% increase from the previous year.
- Off track children received daily Catch up for phonics or SEND support for phonics programme .
- All PP children were given a reading buddy and had extra keep up with class teachers 3 times a week in MOOT

Reading Year 1

- 56% of the children were expected for reading. This is 8 out of the 16 children.
- 2 PP children now closed the gap in reading from Year R
- 1 child is on an EHCP plan and has significant delay.
- 7 children on the SEND register – 3/7 achieved ARE in Reading
- 3 of the children had significantly low start points. They have received daily catch up will continue to be monitored closely.
- 1 child is showing significant processing delays and is being supported with tailored provision from the SENCO.
- 3 children moved from significantly off track to just below and passed the Phonics Screening.

Phonics screening: 82% passed Increase of % from previous year
Class 1 – ALL 22/29
Class 2 - ALL 28/30
Class 3 – All 23/29

Reading Year 2

Whole cohort 2023	PP 2024	Whole cohort 2024	PP 2024
74%	75% (31% increase from last year)	76%	61% (14% increase from last year)

Year 2 Phonics screen retakes 75% whole group PP 50% 5/10

- 5 children who did not pass the rescreen are on the SEND register and have made significant progress from score in Year 1 to Year 2

Targeted Academic Support £16,630

Pre Teaching PP lead (out of PP cost) *Addressing barrier to ensure Children achieve combined ARE despite lower starting points.*	To enhance accelerated progress for underachieving identified disadvantage children in reading, writing and mathematics. *Addressing barrier of lower oral and communication skills.*				**£1134**	**Objective measure: To enhance accelerated progress for underachieving identified disadvantaged children in reading, writing and maths.** Pre teaching activities supported pupil's acceleration in their leaning. It equipped them with key vocabulary they needed for their topic, therefore, preventing barriers to children achieving key elements of the Year group's objectives. Pupil Conferencing and Work scrutiny and assessment data, findings show children are retaining new topic vocabulary

						outside of the point of teaching. (See individual foundation subject reports). Education Secretary Damian Hinds supports our findings here where he said:'Giving every child the best start in life means making sure the right early development opportunities are in place. That starts in the home, which means giving parents the confidence to help their children read, learn new words and social skills at an early age Children from disadvantaged backgrounds or those with additional needs can face the greatest barriers in their early development, so it is important that where that help is needed it is in place as early as possible – such as through our free childcare for two-year-olds from lower income families which is used by more than 70% of those who are eligible.The Sutton trust also supports this ·Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. 40% of PP have received Top up PE to support basic agility, balance and coordination skills. All children have made progress against starting points and have showed increased motivation for PE.
Communication and Language *Addressing barrier of lower oral and communication skills.*	Programmes run by specialised staff used to improve listening, narrative and vocabulary skills for disadvantaged pupils who have identified low spoken language skills. (communication and language group, talk about groups, Neli language, Speech and language therapy, EAL specialist teacher). *Addressing barrier of lower oral and communication skills.*				**£2,450** **SALSA £7000**	**Objective measure: To show rapid progress for PP children in speech and language.** 2022-2023: 77% (7% increase from last year) Whole cohort 2023-2024: 92% PP 2023-2024: 86% (7) (9% increase from last year)

						We invited the PP children in for bucket time which is a speaking and listening intervention. This took place in Summer 2023, prior to the children starting with us. 7/ 7 PP children on role at the time attended. We have found this to have had a significant impact on the confidence these children have shown when talking to their peers and adults in the first term. This has helped to build initial early relationships, also. 6 of our PP children have continued with Bucket time throughout the year and have continued to make significant improvements in these areas. Any children with significant speaking and listening barriers receive NELI. This is a targeted intervention to support children who scored significantly below on the assessment tool. 1 of the PP children have received this regular support throughout the year and have progressed through Talk time sessions

ELSA & Trauma informed approach	To support key children with trauma informed approach strategies to support their emotional development and well being. To continue to run the Hamish and Milo intervention with bath university as their pilot project *Addressing barrier of children's willingness to engage.* To work with the Local Authority leading on TAEES project to further embed attachment and trauma practice across the whole school policies and practice, vision and ethos. *School to become accredited in Autism friendly schools award*				**£6000** **(Release cover for SENDco , ELSA and PSHE lead to attain training and accreditation requirements)**	**Objective Measure: Teachers to observe improvements against the child's social/ emotional target.** Whole school behaviour and relationships policy completed over 3 year whole school strategic plan. School Achieved TAAES project Autism in schools accreditation for targeted work on reducing cognitive load, attachment and trauma 6 pupils received ELSA through Hamish and Milo across the year and all children increased their score to above 6 after the 6 weeks' sessions. They demonstrated improved engagement and behaviour for learning. Confidence and self-esteem are raised enabling further engagement in the classroom. This has been a result of all support in school through additional intervention, social and nurture groups, personalised targets on Pen Portraits and home support from our family support worker. Work scrutiny evidence demonstrates increasing completion rates for identified pupils. Stamina to complete tasks independently is reported by class teachers to be higher as a result of support received.

						Sutton Trust '' Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months' progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers" Research from Sutton Trusts states 'it gives children who are not considered "academic" a voice and a chance to flourish. It than gives the "academic" children a chance to think outside the box and to see that the non-academic have inspiring ideas. It gives all children value'.
						There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):EEF_Social_and_Emotional_Learning

Wider strategies *£ 14'008*

Pupil premium champions	Increased interaction with parents through e.g. curriculum workshops, coffee mornings, phone calls, additional parent's evenings. *Addressing barrier of lack of parental confidence and willingness to engage*					**This continues as our whole school ethos - All children have received an PP champion.** Sutton trusts supports actively involving parents in supporting their children's learning and development. Strategies include approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years' settings. Programmes that focus directly on parents themselves, for example providing training in parenting skills or adult numeracy and literacy support and more intensive

						programmes for disadvantaged families or families in crisis, for example through schools appointing a family liaison that works with parents through either home visits or other targeted approaches.
Clubs / trips	To enrich experiences to enable our PP families to have wider aspirations. All PP children to take part in a club or enrichment in school or after school hours including Forest school provsion				**£1860** **£6435** **£1000 Forest school cost**	We believe first hand experiences will support the children in becoming curious learners and increase their thirst to find out more. We strive for all children to have high aspirations for themselves linking to our statement. "Every Child, Every Chance, Every day" In house or external clubs have been run and all PP children have participated within this provision. 9/25 Year 1 and 2 children were invited to forest school.

Attendance	Attendance Officer to monitor attendance, hold meetings with families of children whose attendance falls below 90%, and continue to use Graduated Response for Attendance Ensure teachers know their role in improving attendance, particularly for pupils at risk of PA (93% and below) *Addressing barrier of low PP attendance.*				**£2000**	**Objective MEASURE To reduce number of PA for PP group.** **Percentage (PP): 93.2%** · **PP National: 91.5%** · **Percentage (Whole cohort): 96.0%** · **Percentage National: 94.1%** **PA Whole school: 7.9%** · **PA Whole school national: 9.3%** · **PA (PP): 16.7%** There are 16/ 42 PP children who are Persistently absent. 10 Of these children are below 80%. **Year R: PP — Whole school: 94%** **Year 1: PP — Whole school: 96%** **Year 2: PP — Whole school: 96%** There are 3 PP children in Year 2 who are PA and their attendance is in line with the cohort. There are 5 PP children in Year 1 who are PA and their attendance is in line with the cohort. There are 3 PP children in Year R who are PA and their attendance is in line with the cohort. Attendance Lead and Attendance Champion at the start of the year had parent meetings with all children who had previous

						been under 90% attendance. We have sent out regular updates to support families and home visits have taken place throughout the year. Family Support worker, Attendance lead and Attendance Champion alongside the Local Authority welfare lead has supported all 5 of the families who are PA. half termly vulnerable meetings are held with key staff in school and termly meetings are held with the same staff and LA Welfare lead to monitor attendance Pupil Premium PA has increased slightly above national. This continues for us as a school and will be taken into account in 2024 2025 3 year strategy
Family support *Addressing barrier of lack of parental confidence and willingness to engage.*	Family Support Worker continue to work with families who need us the most, in order to offer pastoral support MHST continue to offer courses on school premises to support parents to deal with their children's anxiety				**£3200**	Weekly coffee sessions with targeted support to parents Anxiety workshops run in conjunction with NHS mental health team 1:1 support with behaviour and meetings with family regular sign posting to outside help and external agencies Food bank vouchers issued every half term

	To increase interaction with parents through e.g. curriculum workshops, coffee mornings, phone calls, pupil premium champions, additional parent's evenings to develop strong relationships with parents. Sutton trusts supports actively involving parents in supporting their children's learning and development. Strategies include approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years' settings. Programmes that focus directly on parents themselves, for example providing training in parenting skills or adult numeracy and literacy support and more intensive programmes for disadvantaged families or families in crisis, for example through schools appointing a family liaison that works with parents through either home visits or other targeted approaches.					Clothing bank vouchers issued every half term Pupil Premium champion calls Attended Safeguarding meetings Attendance support with half termly meetings and LA termly meetings

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.