# Pupil premium strategy statement – Petersfield Infant School 2023-2024

This statement details our school’s use of pupil premium (and recovery 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 (2023 to 2024) and the outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 303 |
| Proportion (%) of Pupil Premium eligible pupils (PP)  Proportion (%) of Service Pupil Premium eligible pupils (SPP) | 16% ( 48 children)  2% (6 children) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023/2024 to 2026/2027 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Crissy Hodgkinson |
| Pupil premium lead | Julie Amor |
| Governor / Trustee lead | Cara Schwick |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £58,200 |
| Recovery premium funding allocation this academic year | £5,220 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year** | £63,420 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Petersfield Infant School we are determined to improve outcomes for our children who are eligible for Pupil Premium funding. These children can face a wide range of barriers which may impact on their learning and future aspirations. By identifying the needs of our children, we are able to put appropriate provision in place to raise their attainment and accelerate their progress. We have a culture of high expectations for all our children and we believe that children facing socio-economic disadvantage can still thrive and attain well with the correct support.  We achieve this by focusing on high quality inclusive teaching, small group and individual targeted academic support. We ensure that all of our staff receive training and professional development in order to meet the needs of the children. Our ambition for our children goes beyond academic achievement; we also ensure that we support their social, emotional and behavioural needs, give them access to first hand learning experiences, and help them to develop a love of learning.  To help us to gain a true understanding of the barriers to learning children may face, we work closely with our families and focus on developing supportive and caring relationships.  We are guided by well-founded research (in particular, the Education Endowment Foundation EEF) to support our decisions and ensure that we are using the most effective strategies. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Attendance data over the last year (2022-2023) has shown that our disadvantaged children who are eligible for PP funding have lower attendance rates (90%) than our non-disadvantaged children (95%).  43% of our persistent absentee children are disadvantaged children. This is an improvement on last year’s data but still a concern.  Out of the 34% of children who were late into school, 23% were disadvantaged children compared to 77% non-disadvantaged children. Again, this is an improvement on last years’ data but still an area we want to focus on due to the disruption lateness can have to a child’s day.  Our assessments and observations indicate that absenteeism is having a negative impact on our disadvantaged children’s progress as the children’s school hours are reduced resulting in learning being missed. |
| 2 | Through assessment, we have identified that our disadvantaged children are not making the same rate of progress in phonics as their peers. They are finding it difficult to learn the letter sounds and take the next step of blending the sounds. This is impacting on their ability to read and spell confidently. |
| 3 | Some of our disadvantaged children have under-developed skills in communication and interaction. They do not have the language skills to enable them to express themselves and interact socially with their peers and the adults in the classroom. They struggle to listen to and follow instructions. This impacts on all areas of the children’s learning and slows down their progress. |
| 4 | There has been an increase in the amount of children being referred for emotional and wellbeing support within school. Disadvantaged children in particular are finding it difficult to manage their emotions and self-regulate when things do not go to plan. This can result in negative behaviour. There is a sense of low self-esteem and a lack of confidence with these children which impacts on their motivation and willingness to contribute ideas. Last year we recruited a second ELSA which meant more children were able to attended ELSA and Sunshine Group sessions. We have seen how these sessions benefit disadvantaged children by raising self-esteem and equipping the children with skills to manage their emotions. Our aim is to continue to support children through these sessions. |
| 5 | We know that there are some children who come from families who have significantly lower incomes than others. Through observations and discussions with children and their families, we know that these children are less likely to benefit from extra-curricular activities inside and outside of school. This can result in the children feeling excluded as they have fewer experiences to talk about. They may also struggle to understand class discussions if the talk is about an event or place they may not have the opportunity to experience first-hand. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2022/2023)**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| 1. Ensure that our disadvantaged children attend school regularly and punctually. | Attendance of disadvantaged children will be 95% in line with all other groups.  Punctuality will be improved. |
| 2. Raise attainment and accelerate progress in phonics. | Children will confidently use their phonics’ skills to read. Reading outcomes will show that disadvantaged children are achieving in line with non-disadvantaged children at the end of EYFS and KS1.  80% of disadvantaged children will achieve the national pass mark for the Year 1 phonics’ screening test. |
| 3. Ensure our disadvantaged children can communicate clearly and have a good understanding of language. | Children will be able to follow instructions accurately. There will be a significant improvement in their oral language and they will have the skills to interact with other appropriately.  Assessment through the Infant Language Link program and reports from teachers will evidence children’s progress. |
| 4. Ensure our disadvantaged children become confident learners and are emotionally literate. | Children will have a positive attitude to learning. They will know how to identify their emotions which in turn will help them to self-regulate and problem solve.  This will be demonstrated through qualitative data from pupil conferencing, parent and children surveys, ELSA and Sunshine Group feedback. |
| 5. Ensure our disadvantaged children have access to extra-curricular activities inside and outside of school. | Children will engage in a range of activities which will enhance their culture capital and life experiences.  Case studies, including pupil voice, will evidence the impact of these activities on children’s confidence and inclusion. |

## 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: £33,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD for high quality teaching and curriculum development.  Training from Hampshire’s Big Inclusion Project (2021-2022) will be shared with teachers. Changes to practice will be followed up and discussed. | ‘High quality teaching is the most important lever schools have to improve pupil attainment, including disadvantaged pupils.’  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development> | 2,3,4 |
| CPD for Support  Staff ensuring that they will  benefit from regular  training sessions  designed to meet  specific needs, to support learning and ensure a consistent  approach,  e.g. Little Wandle training.  Tutoring training.  Self-regulation training.  Training from Hampshire’s Big Inclusion Project (2021-2022) | Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.[*https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants*](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) | 2,3,4 |
| Staff participation in the county Big Inclusion Project (2023-2024). Strategies and findings will be shared to ensure we set a culture of inclusion that all staff understand. | ‘School culture, values and a collective ownership of efforts to tackle educational disadvantage are fundamentally important. We have to all believe that all pupils can attain well, irrespective of background and barrier to learning.’  Marc Rowland <https://marcrowland.wordpress.com/> | 1,2,3,4,5 |
| High quality, teacher-led targeted academic support and interventions,  e.g.Foxes Phonics | Teachers work with targeted individuals and groups to improve outcomes. Teachers also lead pupil conferencing sessions – research shows that effective pupil feedback raises achievement.  EEF toolkit evidence states that individual tuition has high impact for moderate cost(+5 months) *(EEF –Teaching and Learning Toolkit)*  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 2,3,4,5 |
| Continue to use Little Wandle validated phonics programme and linked resources to secure stronger phonics teaching for all children. | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 2,3,4,5 |
| Improve the quality of social and emotional learning through our PSHE programmes, SCARF and Trick Box.  Staff will attend training and workshops.  Our disadvantaged children will attend nurture group sessions (Sunshine Group) which focus on developing emotional awareness, resilience, confidence, self- regulation and raising self-esteem. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.  Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1,2,3,4,5 |

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

Budgeted cost: £13,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Assess our disadvantaged children’s language and communication skills using the Infant Language Link programme and ensure they receive the appropriate support through small group work. | Case studies show that Infant Language Link makes a positive difference to the children’s language and communication skills.  <https://www.lended.org.uk/case-study/language-link-effect-evidence-of-pupil-attainment-and-staff-practice-over-three-studies/>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1,2,3,4,5 |
| Ensure that our disadvantaged children with speech and language needs are identified and supported by SALT. We have a trained TA who delivers the speech and language programmes and supports teachers and support staff by offering guidance and strategies. | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-> | 1,2,3,4,5 |
| Teachers and Higher Level Teaching Assistants (HLTAs) to support our disadvantaged children through pre and post teaching. | Research shows that on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&utm_medium=search&utm_campaign=site_search&search_term=one%20to%20one> | 1,2,3,4 |
| Trained tutors to support our disadvantaged children with specific areas of learning identified through Pupil Progress Reviews and discussion with the class teacher. | Research indicates that if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one to one tuition and up to four months additional progress with small group tuition.  <https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring?utm_source=/support-for-schools/making-a-difference-with-effective-tutoring&utm_medium=search&utm_campaign=site_searchh&search_term> | 1,2,3,4 |
| Additional reading support targeted at disadvantaged children who are not on track to achieve ARE in reading. Staff ‘adopt’ a reader and hear them read at least three times a week. The focus is on phonics, ensuring any gaps in phonic knowledge are identified and targeted. | Research advocates the use of one to one teaching stating that this approach can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&utm_medium=search&utm_campaign=site_search&search_term=one%20to%20one> | 1,2,3,4,5 |
| ELSA support will be offered to our disadvantaged children who require additional help with their emotional literacy.  Our ELSAs will receive training and attend supervision to ensure they are well supported and up to date with their practice. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.  Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1,2,3,4,5 |

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

Budgeted cost £16,420

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Facilitate extra-curricular activities for every child receiving Pupil Premium funding either in school or outside of school hours.  Children will have opportunities to attend lunchtime clubs and will join in with school trips.  Children will be offered a place at local holiday clubs. | **‘Cultural Capital** is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.’  https://www.early-education.org.uk/cultural-capital#:~:text=Cultural%20capital%20is%20the%20essential,start%20to%20their%20early%20education.  https://eyfs.info/articles.html/leadership-and-management/the-theories-behind-cultural-capital-r253/ | 3,4,5 |
| School will work closely with our disadvantaged families and provide sustained support where needed (HT, DHT, SENDCo).  Liaise with the local food bank, provide school clothing, enrol children on holiday clubs, ensure government vouchers for food and energy are distributed.  Invite parents into school to attend workshops explaining what the children are learning and how parents can support at home.  Our SENDCO and Deputy Headteacher will invite parents of disadvantaged children to an informal drop in coffee morning once a fortnight. These sessions will offer parents a chance to discuss any concerns as well as being a platform to support families e.g. talks around sleep, eating, reading, visits from outside agencies. | Evidence recommends that schools start to engage parents by assessing needs and talking to them about what help they need in supporting their children with learning.  ‘Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.’  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents | 1,2,3,4,5 |

**Total budgeted cost: £63,420**

**Part B: Review of the previous academic year (2022-2023)**

## Outcomes for disadvantaged pupils

This explains the outcomes we were aiming for by the end of our 2022/2023 strategy plan and how we have measured if they have been achieved.

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| Intended outcome | Success criteria | Actual Outcomes as of July 2023 |
| 1. Ensure that our disadvantaged children attend school regularly and punctually. | Attendance of disadvantaged children will be 95% in line with all other groups.  Punctuality will be improved. | Disadvantage attendance in 2022-2023 was 90%. This is still below the expected 95%.  43% of our persistent absentee children are disadvantaged children. This is an improvement on last year’s data but still a concern.  Out of the 34% of children who were late into school, 23% were disadvantaged children compared to 77% non-disadvantaged children. Again, this is an improvement on last years’ data but still an area we want to focus on due to the disruption late starts can have to a child’s day. For this strategy to have impact, children need to attend school.  The office staff phone parents if children do not attend school to ascertain the reason why. The Headteacher monitors attendance very closely and also calls parents to explain the importance of regular attendance and offer support if needed. Support is sought from the Legal Intervention Team (LIT) when appropriate. |
| 2. Raise attainment and accelerate progress in phonics. | Children will confidently use their phonics’ skills to read. Reading outcomes will show that disadvantaged children are achieving in line with non-disadvantaged children at the end of EYFS and KS1.  80% of disadvantaged children will achieve the national pass mark for the Year 1 phonics’ screening test. | 50% of our Year 2 disadvantaged children achieved Age Related Expectations (ARE) in reading compared to 79% of non-disadvantaged children. This figure is slightly below the national average (54%).  69% of our Year 1 disadvantaged children achieved Age Related Expectations (ARE) in reading compared to 84% of non-disadvantaged children.  64% of disadvantaged children achieved the national pass mark for the Year 1 phonics’ screening test compared to 84% of non-disadvantaged children. This was an improvement on last year’s data but still 3% below national average.  63% of disadvantaged children in Year 2 who resat the phonics screening test passed. |
| 3. Ensure our disadvantaged children can communicate clearly and have a good understanding of language. | Children will be able to follow instructions accurately. There will be a significant improvement in their oral language and they will have the skills to interact with other appropriately.  Assessment through the Infant Language Link programme and reports from teachers will evidence children’s progress. | 17% of disadvantaged children attended Infant Language Link sessions to help them understand and use target vocabulary with 80% accuracy.  For 75% the sessions were assessed as ‘Effective’ and for 25% the sessions were assessed as ‘Partially Effective’. Year R and Year 1 children assessed as partially effective will continue to attend sessions in Year 1 and Year 2.  We will continue to support children’s communication through the Infant Language Link programme. |
| 4. Ensure our disadvantaged children become confident learners and are emotionally literate. | Children will have a positive attitude to learning. They will know how to identify their emotions which in turn will help them to self-regulate and problem solve.  This will be demonstrated through qualitative data from pupil conferencing, parent and children surveys, ELSA and Sunshine Group feedback. | All disadvantaged children are learning emotional literacy through the Trick Box initiative and through our SCARF (PSHE) planning.  24% of disadvantaged children have accessed ELSA support helping them to develop a range of emotional skills. The impact of these sessions is carefully tracked and the progress and impact is reported to parents and class teachers.  20% of disadvantaged children have attended a Sunshine Group to help them develop skills such as emotional awareness, resilience, confidence, self-regulation and to help raise their self-esteem. Intervention trackers clearly show the child’s targets and evidence the progress made and the outcomes after six sessions.  Not all of our disadvantaged children are able to self-regulate and manage their emotions yet therefore support for these children remains a high priority. |
| 5. Ensure our disadvantaged children have access to extra-curricular activities inside and outside of school. | Children will engage in a range of activities which will enhance their culture capital and life experiences.  Case studies, including pupil voice, will evidence the impact of these activities on children’s confidence and inclusion. | All disadvantaged children experienced a school trip. Year R has a visit from Mucky Farm, Year 1 visited Queen Elizabeth Country Park and Year 2 visited Hayling Beach.  67% of Year 2 disadvantaged children had a leading role in the Christingle service.  59% of disadvantaged children attended a lunchtime club for at least six sessions.21% of children attended three or more clubs during the year.  During pupil conferencing, children were asked specifically about their club experiences. All remembered the clubs they had attended and spoke enthusiastically about the experience (PP monitoring). This year our intention is to ensure all disadvantaged children experience at least one club.  We have engaged with the Holiday Activity and Food programme (HAF) which offers families of disadvantaged children the opportunity to attend holiday clubs free of charge. |

## Externally provided programmes

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| Programme | Provider |
| Infant Language Link | Speech Link Multimedia Ltd |
| Little Wandle | Wandle Learning Trust |
| Maths Mastery | Ark Curriculum |
| National Tutoring Programme | Department for Education |
| SCARF: Safety, Caring, Achievement, Resilience, Friendship | Coram Life education |
| Trick Box | Trick Box Ltd |

## Service pupil premium funding (optional)

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| **How our service pupil premium allocation was spent last academic year** |
| Sessions with our Emotional Literacy Support Assistant (ELSA) are available if children require support. Children attended nurture groups with a focus on developing emotional, social, and behavioural skills.  Engagement with the Thriving Lives Toolkit  <https://www.scipalliance.org/thriving-lives-toolkit> |
| **The impact of that spending on service pupil premium eligible pupils** |
| Our children receiving Service Pupil Premium funding typically achieve well in all areas of the curriculum. |

# Further information (optional)

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| The Department for Education (DfE) remind us that our Year 2 children who were assessed in summer 2023 ‘experienced disruption to their learning during the pandemic. On-site attendance was limited to children of key workers and vulnerable children in January and February of their first year of school, with attendance mandatory except for self-isolating pupils for the remainder of the year.’  <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-1-and-phonics-screening-check-attainment>  Half termly Pupil Progress Review meetings continue to be pivotal to identifying children’s individual needs and ensure the most effective provision is put into place to support the children. This process also helps staff to see the links between data, assessments and targets and for the senior leadership team to gain an understanding of individual and cohort needs, enabling effective planning and support.  We are very lucky to have a school dog, Freddie, who children can visit when they share their work with the Headteacher. Freddie is a real motivation for our disadvantaged children as it encourages them to try their best with the fun reward of giving Freddie a treat!  Adopted Readers – staff ‘adopt’ a child to hear them read at least three times a week. Our disadvantaged children are prioritised for this intervention.  We continue to have a close relationship with Herne Junior School. We ensure that our Year 2 disadvantaged children have a smooth transition to Year 3 by meeting with the children’s new teachers and sharing relevant information, in particular any targeted support that needs to continue.  The Deputy Headteacher has worked closely with Deputy Headteachers from nearby school to share good practice and ideas to help support our disadvantaged children. |