

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Town Lane Infant School
Number of pupils in school	258 F2-Y2
Proportion (%) of pupil premium eligible pupils	29.11% (October 2020) 24.9% FSM (September 2021)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	K Large
Pupil premium lead	K Large
Governor / Trustee lead	G Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,005 2021 £36,010 2022
Recovery premium funding allocation this academic year	£4,350 2021 £3,770 2022
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£39,780

Part A: Pupil premium strategy plan

Statement of intent

We strive for all of our disadvantaged pupils to reach the end points for their academic year and make rapid progress to achieve this. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We plan to provide effective interventions to cater for individual needs and to work with families to support learning in and out of school. We want to provide experiences that the children may not have participated previously and we want to inspire all of our pupils to achieve their potential and beyond.

This strategy plan is strengthened by the knowledge and expertise from our specialist teachers for reading and mathematics within school.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- 1-1 support where required
- Additional teaching and learning opportunities provided by internal staff or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in reading. Continue to improve phonics provision and reading and influence reading for pleasure
2	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited
3	Social and emotional needs of some disadvantaged pupils are affecting their ability to access and make good progress across the curriculum
4	Narrowing the attainment gap across Reading, Writing, Maths and Science

5	Attendance and punctuality of PP pupils
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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
For PP pupils to make good progress throughout their time at Town Lane and will leave at the expected level	Pupils will leave Y3 ready and meet the expectation at the end of key stage one in reading writing and mathematics
To provide effective and timely intervention for children to support them to build more capacity to fully access the curriculum on offer	Pupils will make rapid progress from their starting points in reading, writing and mathematics
Pupils will make higher levels of progress in the prime areas in order to increase the percent achieving a GLD by end of F2.	There will be an increase of pp pupils achieving GLD by end of F2
Pupils will benefit from a range of support to be emotionally ready to learn	Pupils will achieve in line with their peers.
For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance	Pupils will make rapid progress and have good attainment due to good attendance
For pupil premium children to benefit from a wide range of enrichment activities we have on offer at school	Pupil/family voice will indicate that the experiences provided have supported to inspire talents, life choices and social/emotional skills.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of RWI phonics virtual portal to support teaching and learning CPD for all across the school</p> <p>Ensure newest members of staff delivering RWI access virtual RWI training as soon as possible</p>	<p>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</p> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD</p> <p>Research suggests that high expectations means a limit is not put on potential progress and children are more likely to exceed expectations.</p> <p>High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed.</p> <p>Small group work is seen by EEF Toolkit as an effective tool for improvement when led by well qualified staff.</p>	<p>1 2 4</p>
<p>Release time for Reading lead to support staff members through phonics coaching</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD</p> <p>High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed.</p>	<p>1 4</p>

CPD from English Hub for our Literacy Specialists to support all staff across the school	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed	1 4
Monitor the reading challenge (trophy reward) and ensure all promote a love of reading and reading opportunities – use of reading aloud curriculum – communicate all with parents Communication with parents- phonics information evenings, curriculum expectations shared	Past successful experience within school	1 2 4
Release time for mathematics lead to support staff across the school implementing 'Mastering Number' to improve fluency and to be able to monitor early mathematics .	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed	4
Release time for key members of staff to attend training and feedback	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed	4
Resources for implementing 'Mastering Number' across the school	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed	4

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide 1:1/group tutoring for lowest attaining disadvantaged pupils to close the gap in all year groups – phonics</p>	<p>Small group work is seen by EEF Toolkit as an effective tool for improvement when led by well qualified staff.</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills</p> <p>The impact of TA's is proven to be greater when delivering research based interventions based on children's previous achievements rather than simply supporting the teacher in class. Specific gaps will be identified through data analysis and discussion between all professionals.</p>	<p>1 2 4</p>
<p>Quality interventions provided by well trained staff across the school- Targeted teacher /TA support in class and group work for identified disadvantaged pupils</p> <p><i>Core subject e.g. maths interventions, spelling, additional reading sessions</i></p>	<p>The impact of TA's is proven to be greater when delivering research based interventions based on children's previous achievements rather than simply supporting the teacher in class. Specific gaps will be identified through data analysis and discussion between all professionals.</p> <p>Small group work is seen by EEF Toolkit as an effective tool for</p>	<p>1 2 4</p>

	improvement when led by well qualified staff.	
Ensure Reception children catch up with language acquisition- implement and deliver the Nuffield Early Language Intervention- screening and delivery led by experienced L3 TA SALT interventions WELCOMM	The impact of TA's is proven to be greater when delivering research based interventions based on children's previous achievements rather than simply supporting the teacher in class. Specific gaps will be identified through data analysis and discussion between all professionals. Small group work is seen by EEF Toolkit as an effective tool for improvement when led by well qualified staff.	2 4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of SENAAT, speech therapy assessments and SLA sessions within school.	EEF – oral language interventions consistently show positive impact on learning. <ul style="list-style-type: none"> • High quality small group interventions • Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. PP in past have made good/excellent progress from their starting points	2
Work closely with ADHD Foundation to provide CPD for staff, parent workshops and pupil therapeutic sessions	Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. Children will access high quality opportunities with specialist staff to	2

	<p>improve and develop their confidence, self-esteem and behaviour/concentration. Communication skills will improve and wellbeing will be impacted through enriching experiences.</p>	
<p>Implement Foundation Fun and PEEPs sessions to support families in EYFS Parental engagement</p>	<p>EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. Parental knowledge will be improved and so can therefore support their children with expectations more effectively</p>	
<p>Ensure effective work regarding attendance undertaken with disadvantaged families across the year</p>	<p>If pupils are not in school, we are unable to improve their attainment. School leaders have identified addressing attendance for specific pupils as a key step.</p>	4
<p>Cultural capital experiences promoted in the curriculum. Reduction in cost of trips for PP Y2 Residential trip cost is greatly reduced for PP Provide Forest school and outdoor learning interventions, ELSA sessions, 1:1 support for specifically targeted pupils, eco explorers club, glockenspiel club (specialist music teacher), Art club, use of specialist art teacher.</p>	<p>EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Children will access high quality opportunities with specialist staff to improve and develop their confidence and self-esteem. Communication skills will improve and wellbeing will be impacted through enriching experiences. Learning is contextualised in concrete experiences and language rich environments. Equality of opportunity Access to a wide range of Educational and non-educational learning experiences Enjoyment of school life Preparation for the next phase of their educational journey</p>	3

	EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.	
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Total budgeted cost: £ 39780

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 2022 academic year.

Summer 2022 Attainment

10% of Y2 FSM pupils achieved greater depth in reading

30% of Y2 FSM pupils achieved the expected standard in reading

A further 30% were assessed as just below the standard in reading

40% of Y2 FSM pupils achieved the expected standard in writing

A further 40% were assessed as just below the standard in writing

70% of Y2 FSM pupils achieved the expected standard in mathematics

A further 20% were assessed as just below the standard in reading

Summer 2022 Progress

100% of Y2 FSM made expected progress including 40% above expected progress in reading

100% of Y2 FSM made expected progress including 40% above expected progress in writing

90% of Y2 FSM made expected progress including 30% above expected progress in mathematics

Pupil voice indicates strong trusting relationships with all staff and high levels of wellbeing from transition to school

High uptake of pupils in school led extra-curricular activities

15 pupils participated in school led tutoring led by teachers

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

Further information (optional)

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