# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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 | 245 F2-Y2 |
| Proportion (%) of pupil premium eligible pupils | 9% September 2024 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2027 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | K Large |
| Pupil premium lead | K Large |
| Governor / Trustee lead | H Smith |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £33,240 2024 2025 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £33,240 |

# 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 our mathematics lead 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 children on Free School Meals to achieve Age Related Expectations * Additional learning support. * Support payment for activities, educational visits and residentials. 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 |

## 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 |
| Use of RWI phonics virtual portal to support teaching and learning CPD for all across the school  Ensure newest members of staff delivering RWI access virtual RWI training as soon as possible | 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)  EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD  Research suggests that high expectations means a limit is not put on potential progress and children are more likely to exceed expectations.  High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed.  Small group work is seen by EEF Toolkit as an effective tool for improvement when led by well qualified staff. | 1  2  4 |
| Release time for Reading leads to support staff members through phonics coaching | 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 |
| CPD from English Hub for our Literacy Specialists to embed and 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 reading across the school 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 English lead to monitor, coach and provide cpd for English lessons 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 |
| Release time for mathematics lead to support staff across the school through coaching, monitoring, cpd and embedding ‘Mastering Number’ to improve fluency | 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  Number sense subscription | 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 |
| Provide 1:1/group tutoring for lowest attaining disadvantaged pupils to close the gap in all year groups – phonics | Small group work is seen by EEF Toolkit as an effective tool for improvement when led by well qualified staff.  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  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. | 1  2  4 |
| Quality interventions provided by well trained staff across the school- Targeted teacher /TA support in class and group work for identified disadvantaged pupils  *Core subject*  *e.g. maths interventions, spelling, additional reading sessions* | 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. | 1  2  4 |
| Ensure Reception children catch up with language acquisition- using the  Nuffield Early Language Intervention-screening  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: £

|  |  |  |
| --- | --- | --- |
| 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.   * 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 |
| Implement Foundation Fun and PEEPs sessions to support families in EYFS  Parental engagement | 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 |  |
| Ensure effective work regarding attendance undertaken with disadvantaged families across the year | 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. | 4 |
| 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, all clubs offered to FSM pupils, | 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  EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence. | 3 |

**Total budgeted cost: £ 33,240**

# 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 2023 2024 academic year.

|  |
| --- |
| Y2 Summer 2024 Attainment  87% of disadvantaged pupils achieved the expected standard in reading with 47% achieving greater depth  80% of disadvantaged pupils achieved the expected standard in writing with 7% achieving greater depth  80% of disadvantaged pupils achieved the expected standard in mathematics with 14% achieving greater depth  Y2 Summer 2024 Progress  100% of disadvantaged pupils made expected progress in reading with 27% achieving above expected progress  100% of disadvantaged pupils made expected progress in writing with 13% achieving above expected progress  93% of disadvantaged pupils made expected progress in mathematics with 47% achieving above expected progress    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  FSM absence will remain a priority |

## 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 |
|  |  |
|  |  |