

## Pupil premium strategy statement

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 and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	5.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	Dec 24
Date on which it will be reviewed	Dec 25
Statement authorised by	Sarah Pitt
Pupil premium lead	Sarah Pitt
Governor / Trustee lead	Sarah Spiers

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4,440.00
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£4,440.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff and the governing body at Church Aston Infant School accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We aim for each child to develop a love for learning at this early stage in their learning journey that will continue well into the future. We aim for them to develop the knowledge, skills and attitudes that will enable them to reach their full potential. We base our strategy on an inclusive approach that identifies areas of need quickly and ensures well targeted interventions which support children in their social and emotional development as well as providing opportunities and interventions to reach academic success. We celebrate this success with children and parents in order that they will not only thrive but strive to overcome barriers and achieve even more.

## Challenges

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

Challenge number	Detail of challenge
1	Impact of coronavirus/lack of pre-school opportunities which may have delayed development, learning and may have had a social and emotional impact.
2	Delayed acquisition of Phonics leading to a delay in Reading
3	Learning behaviour issues for pupils need to be addressed in order for learning to take place.
4	Financial restraints prevent pupils from taking part in all school activities.
5	Access and engagement in technology.
6	Low self-esteem, anxiety and self-confidence are preventing PP eligible children from participating fully in learning across the curriculum.
7	To support children with low attendance/lateness.

## 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
Any additional needs and interventions following the impact of coronavirus are identified and strategies put in place.	Eligible pupils are identified early and targeted support is in place.
All eligible pupils have the opportunity to take part in all activities offered by the school.	All pupils take part in all school visits, individual music lessons, and opportunities are actively encouraged for PPG children with any barriers addressed. Uptake of free Breakfast Club or an After School Club place as required.
Improve phonic skills for pupils eligible for PP (due to any lack nursery provision or need for catch up)	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in phonics.
All eligible PP pupils are supported with early intervention as necessary.	Eligible pupils are identified early and targeted support is in place.
All pupils are confident in their own ability and willing to contribute in lessons across the curriculum and to offer opinions through pupil voice.	Pupils eligible for PP are confident to take part in all lessons. They achieve well and take an active role in pupil voice activities/school council.
Behavioural issues of PP children supported as necessary.	Fewer behaviour incidents recorded for these pupils.
All eligible PP pupils achieve good attendance with any barriers addressed early.	Eligible pupils' attendance is at school target with successful early support as needed.

## 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: £850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development for Teachers, Teaching Assistants and Governors	Regular in-house and external CPD for all staff ensures that they keep abreast of changes to the curriculum and expectations, so that the needs of all pupils can be met.	1,2,3,5,6
Involvement of Teaching Assistants in Pupil Progress and Book Scrutiny meetings	Teachers and TAs need to understand the needs of each of the Pupil Premium children throughout the school and understand the vulnerability of this group so that appropriate support can be provided and integrated into their wider learning.	1,2,3,5,6
Teachers to have an understanding of attendance issues with particular reference to PP children.	Teachers will be aware of and will help to identify attendance issues. Teachers will be supportive of children returning to school after an absence and plan to address gaps in their learning.	1,3,6,7

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

Budgeted cost: £4,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Eligible pupils being given the opportunity to work 1:1/small group work with an adult. This is to both support pupil premium children and to support children that need additional support. This will include targeted speech and language support in response to the reduced time children may have spent in nursery settings and to provide social and emotional support.	<p>This 1:1/small group approach enables an additional adult to intervene quickly as soon as an issue in learning is identified or if progress stalls. Keeping up is more important than catching up.</p> <p>In a 1:1/small group situation the additional adult is able to take positive steps to raise the aspirations of this group of pupils.</p>	1,2,3,5,6,7

Additional learning supported group work.	Within whole class teaching guided work is used to address misunderstandings and barriers to learning, this often leads to lessons being adapted to facilitate this.	1,2,3,5,6,7
Support additional speech and language and provide social and emotional support.	Speech and language Attention and listening intervention- Bucket training and intervention. Recommended by T&W SALT	1,2,6,7

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free attendance at Breakfast Club or an After School Club.  Selection for specific sporting events to raise self-esteem, co-operation and raise aspirations.	Enrichment opportunities engage and enthuse pupils and lead to higher attainment outcomes.	1,4,6
All costs involved for school visits and out of school activities met for eligible pupils.	In a National Audit Office survey of children (2015) 40% believed that going on educational visits helped them to learn.	1,4,6
Forest School Opportunities to support social and emotional wellbeing, resilience, motivation, confidence speech and language development, physical skills, knowledge and understanding.	Key findings from NEF The evaluation suggests Forest Schools make a difference in the following ways: <b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence <b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play <b>Communication:</b> language development was prompted by the children's sensory experiences <b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time <b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills <b>Knowledge and understanding:</b> the children developed an interest in the	1,3,4,6

	natural surroundings and respect for the environment	
Access and engagement in technology equipment provided/funded by school.	Enables eligible pupils to engage with home learning.	1,4,5,6
Shared employment of School and Family support worker with local schools.  1:1 support for children to maintain concentration/on task behaviour as necessary and raise self-esteem.	Eligible pupils can spend quality time once a week with a School and Family Support Worker who can address their specific issues. When necessary, the School and Family Support Worker is able to act as Lead Professional in the CAF and TAC process.  Pupils are well supported in order to enable them to access all aspects of the curriculum.	1,3,6,7

**Total budgeted cost: £6,700**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We are mindful that coronavirus continues to have an impact on some cohorts whether from a social and emotional perspective or from a learning perspective. Many of our children have spent less time in nursery and parents describe that they have had less opportunity to join in with wider out of school activities than they would have previously expected to do.

We have continued to monitor and measure attainment for all children, not just PP eligible, and provided additional support and interventions where possible. We actively supported parents to understand how certain skills are taught in school so that they could support at home, for example reading and phonics. 100% PP passed the Year 1 phonics check. 100% PP children attained expected outcomes at the end of Key Stage One were in line with their cohort and national expectations. Year One pupil premium children were on track to meet age related expectations.

We have continued to monitor and measure the impact that staff training and interventions have had on attainment for all children, not just PP eligible.

We have benefitted from the additional support from a trained School and Family Support Worker who has been able to provide support to children who have needed it, and signpost to support from other agencies for both children and families.

Our use of a forest school in the local area to provide children with opportunities for speech and language development, confidence, self-esteem building along with risk taking has had a very positive effect on our children. Parents describe the happy memories that children have formed from this experience and the benefits on their child's wellbeing.

Some Pupil Premium children have continued to attend Breakfast Club and enjoyed eating a healthy breakfast and starting the school day calmly, this has also supported attendance for individual children.

### Externally provided programmes

Programme	Provider

### Service pupil premium funding

How our service pupil premium allocation was spent last academic year
This was spent to facilitate the use of online maths platform to support development of key number skills at home.
The impact of that spending on service pupil premium eligible pupils

This enabled progress to be accelerated and age-related expectations to be achieved.