

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. *The effect of last year's spending (2021-2022) of pupil premium had within our school is included with last year's strategy document as the review section.*

School overview

| Detail | Data |
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| School name | Paulton Infant School |
| Number of pupils in school | 210 2023-2024: 188 |
| Proportion (%) of pupil premium eligible pupils | 16% Oct 23 census 29 chn = 15% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 – 2024/2025 |
| Date this statement was published | December 2021 Update December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Emily Omell Headteacher Charlotte Seabrook Chair of Governors |
| Pupil premium lead | Chloe Butcher, Deputy Headteacher |
| Governor / Trustee lead | Jenny Wareham, Governor lead for disadvantaged pupils Julian Myers - Trustee |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £55,290 (based on 38 Students at the new rate of £1455) |
| Recovery premium funding allocation this academic year <i>N.B. Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £ 5,510 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year 2023-2024 | £60,800 |

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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
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Part A: Pupil premium strategy plan

Statement of intent

Paulton Infant School commits to working collaboratively and collectively with schools across The Partnership Trust to eliminate the disadvantage gap.

Our school aim is to use the pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

We will do this through:

- Supporting our disadvantaged pupils to be in the best place possible to access learning
- Supporting disadvantaged pupils to adjust socially and emotionally so they are better placed to access high quality teaching
- Supporting disadvantaged pupils to succeed academically
- Work hard to develop effective relationships with families and focus on those pupils who need us most
- Intelligent analysis of both hard and soft data to identify attainment gaps and barriers to achievement
- Use of evidence based training, supported by reflective practice and coaching

During the period of the strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language skills; writing; fluency in maths, cultural capital and social and emotional resilience.

Our expectation at Paulton Infant School is that all pupils, irrespective of their background or challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting citizens. We place reading at the heart of Paulton Infant School.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will

- Adopt a whole school “deliberately bothered” approach in which all staff take responsibility for disadvantaged pupil’s outcomes and recognise the impact they make
- Ensure disadvantaged pupils are challenged in the work they are set
- Act early to intervene at the point which it is needed
- Support the delivery of school-led tutoring to provide specific interventions for disadvantaged pupils.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | <p><i>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, especially those in the early years.</i></p> <p><i>Autumn 1 2023:</i></p> <p><i>Our baseline assessments on entry to Reception class show that 60% of disadvantaged learners arrive below age related expectations in Listening, attention and understanding. Baseline also shows 63% of PP children are below typical in the 'whole child' breakdown.</i></p> |
| 2 | <p><i>Internal and external data show some disadvantaged pupils attain less well in the Y1 phonics check and are making slower progress in securing their phonic knowledge, impacting on their development as readers.</i></p> <p><i>July 2023:</i></p> <p><i>Assessments show that 57% of disadvantaged pupils passed the Y1 phonics screening and 46% of all disadvantaged Y1 pupils met Reading ARE</i></p> |
| 3 | <p><i>Our assessments, discussions and observations show that pupils writing has been disproportionately affected during school closures, including strength/ stamina for writing, spelling and structuring writing compositions.</i></p> <p><i>July 2023:</i></p> <p><i>In every year group the number of disadvantaged pupils achieving the expected standard in writing is lower than in reading or maths particularly in Year 1. In Year 2 the expected % both for reading and writing has risen (Reading 46%, Writing 46% but still lower than non-disadvantaged pupils. (PP numbers achieving Age related Word Reading in Reception is 42%; Reading KS1: Y1 46%; Y2 64%)</i></p> |
| 4 | <p><i>Our assessments, discussions and observations show that a lack of number fluency is hindering progress in maths for some disadvantaged pupils, particularly girls.</i></p> <p><i>33% of Y2 disadvantaged girls in 2020-2021 were working at the expected standard or above in maths across the school compared to 71% of non-disadvantaged girls.</i></p> <p><i>At the end of 2022-2023 64% of disadvantaged girls were working at the expected standard in maths compared to 70% of non-disadvantaged girls.</i></p> |
| 5 | <p><i>Our assessments, discussions and observations have identified social, emotional, mental-health issues for some of our disadvantaged pupils.</i></p> |

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| | <p><i>2022-2023 EYFS (12 pupils)</i></p> <p><i>75% of PPG met the Self regulation strand</i></p> <p><i>67% met the Managing self strand</i></p> <p><i>Those children who did not meet the ELG were targeted in small group interventions and are having a different provision as part of their Year 1</i></p> <p><i>Within school during 2022-2023 82% of disadvantaged pupils are identified as needing additional support with SEMH needs and are accessing ELSA / play Therapy / Mentoring / Nurture provision. Since the pandemic teacher referrals for support had significantly increased.</i></p> |
| 6 | <p><i>Analysis of attendance data shows that some disadvantaged pupils and families remain in need of additional support to secure and sustain better punctuality and attendance, although we have made improvements over the past years.</i></p> <p><i>2022-2023 31% of our pupil premium pupils had attendance below 90%. We continue to work closely with our Children Missing in Education Officer to improve attendance with these families, supporting them to overcome the challenges they are facing with attendance.</i></p> |

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 |
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| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment as well as feedback from interventions such as Talk boost. |
| Improved reading attainment among disadvantaged pupils. | KS1 phonics outcomes show that more than 80% of disadvantaged pupils meet the expected standard. |
| Improved writing attainment for disadvantaged pupils at the end of KS1. | Writing outcomes in all year groups show that more than 60% of disadvantaged pupils met the expected standard. (national data 2019 for disadvantaged KS1= 55%) |
| Improved outcomes for disadvantaged pupils at the end of EYFS | 60 % of PP children with no identified SEN need will meet the Prime areas and Literacy and Maths (GLD) within the revised EYFS curriculum |
| To achieve and sustain improved wellbeing for all pupils in our school, | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations |

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| particularly our disadvantaged pupils. | <ul style="list-style-type: none"> • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being above 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is being reduced. • A reduction in the overall number of persistent absentee pupils and a reduction in the percentage of these who are disadvantaged |

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.

Budgeted cost: **£45,800**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Enhance the teaching of, and curriculum provision for, writing across the school to include:</p> <p>Enhance the teaching of, and curriculum provision for, writing across the school to include:</p> <p>Focus on boys writing opportunities and fine motor skills development in the Early Years; Development of spelling (CEW) and writing stamina in KS1 as well as sentence structure and high quality modelling.</p> <p>We will provide ongoing staff training and release time as well as purchasing required resources.</p> <p><i>Actions 2023-2024:</i></p> <p><i>Embed new planning structure: Immersion, Try it, Use it, Prove it</i></p> <p><i>Handwriting Policy revamped and new way of recording and</i></p> | <p>Evidence that supports this approach: At KS1 as well as KS2, recommendations arising from EEF research reference the importance of developing pupils' transcription and sentence construction skills through extensive practice. This includes the specific teaching of spelling and the use of diagnostic assessment to focus effort on spellings that pupils are finding difficult to master and are inhibiting the flow of their writing Evidence shows that strong modelling and opportunities for purposeful practice enhance writing outcomes for children. Developing engaging contexts for writing motivates younger children who are also supported by developing spelling skills through explicit teaching.</p> <p>Improving Literacy in Key Stage 1 – EEF Guidance Report Sept 2020</p> <p>Improving Literacy in Key Stage 2 – EEF Guidance Report Nov 2021</p> | 1,3 |

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| <p><i>assessing Handwriting Introduced 23/24</i></p> | | |
| <p>Strengthen the ability of teachers and teaching assistants to develop pupils' metacognitive skills and knowledge</p> <p><i>Actions 2023-2024:</i></p> <p><i>Inset Oct 2023 on metacognition with external consultant</i></p> <p><i>Scaffolding in- house focus for staff meetings and monitoring</i></p> | <p>Evidence gathered through research conducted by the EEF suggests the use of metacognitive strategies that get pupils to think about their own learning can be worth the equivalent of an additional +7 months' progress when these are effectively applied in the classroom. Additionally, the research indicates that the impact of these approaches is particularly high for disadvantaged pupils.</p> <p>Metacognition and Self-Regulated Learning – EEF Guidance Report Oct 2021</p> <p>Metacognition and Self-Regulation Recommendations – EEF Oct 2021</p> <p>Moving forwards, making a difference: A planning guide for schools 2022–23 – EEF May 202</p> | <p>1,2,3,4,5,6</p> |
| <p>Develop strategies to support language and vocabulary development across the school including:</p> <p>Language through play in the EYFS</p> <p>Development of oracy and vocabulary across EYFS and KS1</p> <p>We will purchase resources and fund ongoing teacher training and release time</p> <p><i>Actions 2023-2024:</i></p> <p><i>EYFS have purchased a LA recommended Speak and Language programme to trial ('Wellcomm' materials) these target those with the lowest language skills</i></p> <p><i>Nov 2023 Staff meeting with external consultant on Vocabulary development – SLT</i></p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | <p>1</p> |

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| <p><i>will monitor impact of this CPD in Spring 2 Teaching Observations.</i></p> | | |
| <p>Develop a whole school number fluency programme to enhance our maths provision.</p> <p>We will provide all staff with training as part of the Mastering Number Programme and purchase additional resources to support.</p> <p><i>Actions 2023-2024:</i></p> <p><i>Embedding this across whole school</i></p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Early Years and KS1</p> | <p>4</p> |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE/NCETM and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | <p>4</p> |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | <p>5</p> |

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

Budgeted cost: **£10,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Purchase of a programme to improve oral language skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p><i>ELSA lead training completed 2022-2023</i></p> <p><i>ELSA in place 2023-2024</i></p> <p><i>Another Member of staff to be trained to become an ELSA Jan 24.</i></p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1, 4 |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p><i>Phonics interventions from ULS</i></p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 2 |
| <p>Additional number fluency focussed sessions targeted at disadvantaged pupils.</p> <p>The school will purchase resources and provide adequate staff capacity to deliver interventions</p> <p><i>KS1 maths intervention packs set up in Jan 2023 – form an integral part of class teacher intervention plans</i></p> | <p>High quality, targeted interventions can provide effective extra support for children.</p> <p>Improving mathematics at EYFS/KS1</p> <p>Improving Mathematics at KS2 and 3 - EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> | 4 |
| <p>Engaging with the School Led Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | 4 |

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| <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p><i>Actions 2023-2024:</i></p> <p><i>The school will not be running school led tutoring due to budgetary restraints</i></p> | <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£5,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Improve the attendance of disadvantaged learners</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p><i>Action: Head Teacher has joined the Unity Trust Attendance Hub who will then cascade any strategies for disadvantage learners.</i></p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Poor attendance impacts on pupils' ability to access high quality teaching and creates gaps in knowledge and understanding that grow exponentially over time. Research and analysis published by Ofsted in February 2022 identifies approaches that secure good attendance and reduce persistent absence. The research also takes account of school attendance challenges that arose in autumn 2021.</p> <p>Research and analysis: Securing good attendance and tackling persistent absence – Ofsted Feb 2022</p> | <p>6</p> |

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| <p>Ensure early identification of additional needs for disadvantaged pupils including the use of tools such as the BaNES Graduated response</p> <p><i>Actions 2023-2024:</i></p> <p><i>The school is also drawing upon other tools as suggested by external agencies e.g. Speech and Language programmes, Thrive approaches, Talkabout Assessments</i></p> | <p>The EEF guidance on SEN in mainstream schools is supported by the BaNES graduated response</p> <p><i>Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</i></p> <p>file:///P:/@SEN/SEN%202021-2022/EEF%20guidance%20report/EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf</p> | <p>1,2,3,4,5</p> |
| <p>Expand ELSA provision to ensure that the school SEMH offer meets children's needs and enables children to be in the best place possible for learning.</p> <p>Action:</p> <p><i>Train up a second member of staff to become an ELSA Jan 24 as funding has become available.</i></p> | <p>The government recognises that poor mental health produces significant barriers to learning – and is more likely to be an issue for disadvantaged learners. How a school approaches and improves mental health is vital to its success</p> <p>.https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing</p> <p><i>DFE guidance to support implementation of</i></p> <p>Improving the SEMH offer in primary settings is especially important for children from disadvantaged backgrounds and other vulnerable groups. Children in these groups have weaker social emotional literacy skills at all ages compared to their non-disadvantaged classmates.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</p> | <p>5</p> |
| <p>Provide subsidised financial support for extra-curricular/ enrichment activities for disadvantaged pupils</p> <p><i>Action: Priority if spaces in extra-curricular clubs will be made available to those in receipt of the PPG.</i></p> | <p>Research shows that many disadvantaged pupils do not access extra-curricular activities and therefore lose out on the benefits – increased confidence which helps social interaction, an aspiration to go onto higher or further education, soft skills and a sense of wellbeing and belonging. Enrichment and extra-curricular</p> | <p>Provide subsidised financial support for extra-curricular/ enrichment activities for disadvantaged pupils</p> |

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| <p><i>50% of school trips offered to those in receipt of the PPG.</i></p> <p><i>On a case by case basis – some extra-curricular clubs may be paid for.</i></p> | <p>activities are considered to be valuable not only for their inherent value, but for the skills they offer which could benefit them in later life.</p> <p><u>An unequal playing field: Social mobility commission</u></p> | |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | <p>All</p> |

Total budgeted cost: £60,800