

Pupil premium strategy statement



This statement details our school's use of pupil premium funding the **2024 to 2025** academic year 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 (2023-2024) of pupil premium had within our school is included with last year's strategy document as the review section.*

School overview

Detail	Data
School name	Paulton Infant School
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	19.5% Nov 24 including PPG 31 FSM 27 Service 2 LA 3
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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 Belinda Deery - Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,920
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 2024-2025 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,920

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 for those children from under resourced backgrounds.

Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, have a positive mind-set, curiosity and resilience towards learning in order to make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support under resourced pupils to achieve that goal and to be able to challenge themselves as learners.

We are dedicated to using the pupil premium funding to help us improve and sustain higher attainment for *under resourced* pupils at our school that is comparable with that of non-under resourced pupils nationally.

We will do this through:

- Supporting our under resourced pupils to be in the best place possible to access learning through a positive attitude to their own potential
- Supporting under resourced pupils to adjust socially and emotionally so they are better placed to access high quality teaching
- Supporting under resourced 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 under resourced pupils from attaining well: oral language skills; writing; fluency in maths, cultural capital and social and emotional resilience in addition to the resilience to take risks in learning.

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 under resourced pupil’s outcomes and recognise the impact they make
- Ensure under resourced pupils are supported and purposefully challenged in the work they are set
- Act early to intervene at the point which it is needed
- Support the delivery of carefully identified interventions that bridge the gaps in pupil knowledge and skills.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some under resourced pupils, especially those in the early years.</i></p> <p><i>Our baseline assessments on entry to Reception class show that 44% of under resourced learners arrive below age related expectations in Communication and Language. Baseline also shows 44% of PP children are below typical in the 'whole child' breakdown.</i></p>
2	<p><i>Internal and external data show some under resourced 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>Assessments show that 63% of under resourced pupils passed the Y1 phonics screening and 25% of Y1 under resourced pupils were below the expected level for reading ARE</i></p>
3	<p><i>Our assessments, discussions and observations show that pupils writing has is still an area of weakness, including strength/ stamina for writing, spelling and structuring sentences.</i></p> <p><i>In every year group the number of under resourced pupils achieving the expected standard in writing is lower than in reading or maths particularly in Year 1. In Year 2 the outcomes for writing was 62% but still lower than maths and lower than non-under resourced pupils.</i></p>
4	<p><i>Our assessments, discussions and observations show that a lack of number fluency is hindering progress in maths for some under resourced pupils particularly in Year 1.</i></p> <p><i>43% of the Year 1 cohort in 2023-2024 were working at the expected standard or above in maths across the school compared to 72% of non-disadvantaged pupils</i></p>
5	<p><i>Our assessments, discussions and observations have identified social, emotional, mental-health issues for some of our under resourced pupils.</i></p> <p><i>Currently within school 61% of under resourced pupils are identified as needing additional support with SEMH needs and are accessing in house play Therapy / Mentoring / Nurture provision. Following the pandemic teacher referrals for support have continued to substantially increased as well as waiting lists.</i></p>
6	<p><i>Analysis of attendance data shows that some under resourced 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>Last year's data showed that 21.9% of our pupil premium pupils had persistent absence. We are working 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.</p>
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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
Improved oral language skills and vocabulary among under resourced pupils.	<p>Assessments and observations indicate significantly improved oral language among under resourced pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Children confidently articulate their knowledge and understanding across the curriculum making links between concepts using clear explanations and appropriate vocabulary.</p> <p>Participation with Language for Life Initiative and the use of Well-comm (a speech and language toolkit that is designed to assess children's speech and language skills. Not how they talk but the language they use and the language and grammar they understand and subsequent interventions if needed) will enable timely support so that language and communication skills will be maximised for those in need.</p>
Improved reading attainment among under resourced pupils.	<p>KS1 phonics outcomes show that more than 80% of under resourced pupils meet the expected standard.</p> <p>The reading gap at the end of KS1 is closing between groups.</p>
To improve the quality of writing by explicitly focusing on oral rehearsal to support the writing of high-quality, correctly punctuated sentences and texts in all year groups.	<p>Writing outcomes in all year groups show that more than 60% of under resourced pupils met the expected standard. (national data 2019 for under resourced KS1= 55%)</p> <p>Assessments and observations suggest that children are not secure <i>in key transcriptional elements of writing</i>, and this is having an impact on outcomes across the school, which are lower than we would like and significantly lower for disadvantaged pupils.</p> <p>Book looks and learning walks provide evidence that the fine motor control required for writing is lower than it should be, with disadvantaged children being most notably impacted in this area.</p> <p>All children will practise oral rehearsal of sentences as part of writing lessons;</p> <p>All children will be able to compose a short text orally;</p> <p>Increasingly, children will develop automaticity in orally rehearsing before and during writing tasks, in all areas of the curriculum;</p>

	<p>Children in Reception will be able to orally rehearse a simple sentence and, with support, begin to write it accurately with a capital letter and full stop;</p> <p>Children in Year 1 will be able to orally rehearse simple sentences and write them accurately and independently, with a capital letter and full stop. They will, increasingly, be able to orally rehearse and write sentences that include 'and';</p> <p>Children in Year 2 will be able to orally rehearse simple and compound sentences and then write them accurately and independently with correct punctuation. They will, increasingly, be able to orally rehearse and write sentences that include expanded noun phrases;</p> <p>Writing outcomes in all year groups show that more than 60% of under resourced pupils met the expected standard. (national data 2019 for under resourced KS1= 55%)</p>
<p>Improved maths outcomes for all with a focus Y1</p>	<p>Our assessments, discussions and observations show that a lack of proficiency with number fluency is hindering progress in maths for some disadvantaged pupils.</p> <p>Maths outcomes in Year 1 show that the gap is closing and that 60% of PP children meet ARE</p>
<p>Improved outcomes for under resourced pupils at the end of EYFS</p>	<p>60 % of PP children with no identified SEN need will meet the Prime areas and Literacy and Maths (GLD) within the revised EYFS curriculum</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our under resourced pupils.</p>	<p>Our observations, intelligent analysis and pupil behaviour records indicate that many pupils have low self-esteem, low resilience, poor emotional regulation and can have negative attitudes to learning based on low self-esteem.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrate by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among under resourced pupils • Engagement with 'No Outsiders' initiative to further strengthen a sense of belonging • Focus on Limitless Learning, maximising opportunities and ambitions for all children, including under resourced pupils • CPD on Neuroscience supports pedagogy that will maximise under resourced pupils outcomes
<p>Improve the attendance of all pupils, specifically those who come from under resourced backgrounds, to be in line with their peers through close analysis of</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Improve attendance of the disadvantaged pupil group from 90.06% to 92% by the end of this current strategy plan. • 93% by the end of 2025 academic year; • 94% by the end of 2026 academic year; • 95% by the end of 2027 academic year;

attendance data, accurately identifying at risk pupils and providing support and challenge for parents and carers.	<ul style="list-style-type: none"> • Reduce the level of persistent absence from 25% to 20% for this pupil group by the end of this current strategy plan.
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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: **£27,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop skill of oral rehearsal of sentences and longer text as a key approach to developing children’s writing skills and understanding of sentence structure and punctuation, and so improve their writing.</p> <p>Provide CPD for staff and monitor implementation at classroom level, as well as during interventions.</p>	<p>Ofsted English Subject Report: Telling the Story (March 2024)</p> <p>https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report</p> <p>Specifically:</p> <ul style="list-style-type: none"> • Schools (often) do not consider spoken language well in their English curriculum, although they understand that spoken language underpins pupils’ reading and writing development. • The writing curriculum often introduces complex tasks too early, before many pupils are equipped with the necessary knowledge and skills that underpin these. • Schools teach grammar, sentence structure and punctuation explicitly. However, pupils do not always get enough practice to secure this knowledge. For example, oral composition is rarely used to practise using grammatical conventions and different sentence structures. Pupils’ books show that fundamental errors go unnoticed and persist over time. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2,3,4
Transcription and Sentence Construction Skills	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	2, 3

	<p>use of diagnostic assessment to focus effort on spellings that pupils are finding difficult to master and are inhibiting the flow of their writing.</p> <p>The Ofsted subject report into English states that transcription skills should be taught in isolation, and children should not have more complex tasks until these skills are mastered. This is reflected in the Early Writing Project that has taken place across TPT.</p> <p>Telling the story: the English education subject report</p> <p>Preparing for Literacy – EEF Guidance Report 2018</p> <p>Improving Literacy in Key Stage 1 – EEF Guidance Report Updated Sept 2020</p> <p>Improving Literacy in Key Stage 2 – EEF Guidance Report Updated Nov 2021</p>	
<p>Strengthen the ability of teachers and teaching assistants to develop pupils’ metacognitive skills and knowledge</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 under resourced 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 2022</p>	<p>1,2,3,4,5,6</p>
<p>Develop strategies to support language and vocabulary development across the school including:</p> <ul style="list-style-type: none"> Language through play in the EYFS Development of oracy and vocabulary across EYFS and KS1 	<p>A report, We need to talk, has been published by the Oracy Education Commission Oct 2024. It acknowledges the importance of oracy as an educational ‘building block’ and calls for an increased emphasis on oracy education.</p> <p>Evidence from the EEF</p> <p>The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer</p>	<p>1,2,3,4</p>

<p><i>Use of the voice 21 advice and related resources</i></p>	<p>behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Voice 21 is the national charity that supports schools to build speaking and listening into the curriculum, teaching and learning and wider school life. www.voice21.org</p> <p><u>Further EEF links:</u> https://educationendowmentfoundation.org.uk/news/eef-blog-2 https://educationendowmentfoundation.org.uk/news/talk-me-through-told-four-key-principles-for-encouraging-high-quality-talk-in-mathematics-lessons</p>	
<p>Review pedagogical approaches in maths and adapted use of schemes of work (N.B. See next activity which relates to this)</p> <p>24-25</p> <p><i>One teacher participating in Subject Knowledge Teaching for Mastery (SKTM) and pedagogical training with Trust leading maths teachers</i></p> <p><i>Course content will be cascaded to teaching staff with support of maths lead</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: 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: Improving Mathematics in Early Years and KS1 Improving Mathematics in Key Stages 2 and 3</p>	1,4
<p>Improve narrowing the gap by improving parental engagement in learning</p> <p>2024 – 2025</p> <p><i>Two staff members to take part in CPD ‘Narrowing the Gap’ provided by the St</i></p>	<p>EEF research: Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not</p>	4,5

<p><i>John's Foundation/Big Education and BaNES</i></p> <p><i>Chosen focus for case studies will be improving Parental Engagement in supporting oracy in maths</i></p>	<p>participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p><i>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</i></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>	5

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
<p>Purchase of a programme to improve oral language skills for under resourced pupils who have relatively low spoken language skills.</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 under resourced pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>Phonics interventions from Unlocking Letters and Sounds</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from under resourced 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 under resourced pupils.</p> <p>The school will purchase resources and provide adequate staff capacity to deliver interventions</p>	<p>High quality, targeted interventions can provide effective extra support for children.</p> <p>Improving mathematics at EYFS/KS1</p> <p>Improving Mathematics in Early Years and KS1</p> <p>Improving Mathematics at KS2 and 3 - EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>4</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
<p>Work within the new Attendance Guidance (DfE) and the Trust Attendance Policy to reduce absence for all pupil groups, and specifically for those pupils with under resourced backgrounds.</p> <p>Actively promote good attendance with parents and carers.</p> <p>Work supportively with parents and carers to promote good attendance, and provide additional support for those who have challenges in this area.</p>	<p>Research and analysis: Securing good attendance and tackling persistent absence – Ofsted Feb 2022</p> <p>EEF Attendance interventions rapid evidence assessment – March 2022</p> <p>https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</p> <p>Specifically:</p> <p>The data also shows that in 2019, primary school children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard;</p> <p>Data from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of</p>	

	pupils who were persistently absent across the key stage.	
<p>Ensure early identification of additional needs for under resourced pupils including:</p> <p>Engagement with a newly formed local authority SEN team</p> <p>Support from Specialist SEN colleagues from Special Schools within our Trust</p> <p>Use of tools such as the BaNES Graduated response</p>	<p>The EEF guidance on SEN in mainstream schools is supported by the BaNES graduated response <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>	1,2,3,4,5
<p>Provide subsidised financial support for extra-curricular/ enrichment activities for under resourced pupils</p> <p><i>Support families to be manage and be aware of school costs through membership of the BaNES Affordable Schools scheme</i></p>	<p>Research shows that many under resourced 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 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>An unequal playing field: Social mobility commission</p>	Provide subsidised financial support for extra-curricular/ enrichment activities for under resourced pupils
Contingency fund for acute issues.	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.	All

Total budgeted cost: £42,920

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 2022 to 2023 academic year.

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Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around explicit instruction - [Principles of Instruction - Barak Rosenshine](#) demonstrates this has significant benefits for all pupils, including under resourced pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will support our work on a whole school approach.