

St Laurence Church Infant School

Pupil Premium Strategy Statement 2023/24



Approved by: Full Governing Body

Last revised on: November 2023

Next review due by: December 2024

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	264
Proportion (%) of pupil premium eligible pupils	22% (59 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	13.12.23
Date on which it will be reviewed	December 24
Statement authorised by	Catherine Smith
Pupil premium lead	Joe Staines
Governor / Trustee lead	Tom Blewitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,000
Recovery premium funding allocation this academic year	£7540 (estimated)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£84,540

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Using an evidence-informed approach from the Education Endowment Foundation (EEF) our Pupil Premium Strategy 2023/24 continues the focus from the previous strategy. We will focus on three key areas – High Quality Teaching, Targeted Academic Support and Wider Strategies. This approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We value the importance of strong and meaningful relationships with all our children, in particular, our most vulnerable. We aim to create a nurturing environment where exemplary behaviour enables everyone to feel secure and respected, in keeping with our School's theologically rooted Christian Vision; "Love for learning, life and one another."

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	National and internal assessment data indicates that reading (including phonics) attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils at the end of Key Stage 1. National and internal assessments indicates that this gap is also evident in the EYFS.
2	National and internal data indicates that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils at the end of Key Stage 1. National and internal assessments indicates that this gap is also evident in the EYFS.
3	National and internal assessment data indicates that mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils at the end of Key Stage 1. National and internal assessments indicates that this gap is also evident in the EYFS.
4	Our, observations and discussions with pupils and families have identified social and emotional issues for many pupils , notably due to home issues and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

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: **£4,642**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and deliver high quality evidence based teaching and learning CPD using Teaching WalkThrus Teaching WalkThrus Subscription £1,346	Evidence suggests High Quality Teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. The EEF Guide to the Pupil Premium EEF Effective Professional Development Guidance Report	1, 2, 3
Purchase and deliver coaching/mentoring as part of the Professional Growth Model through the Enquiry Led Practice Project for teaching staff £418	Coaching and mentoring are known to be important aspects of Professional Development. The evidence based EEF Tiered Approach highlights that high quality teaching is underpinned by mentoring and coaching. EEF The tiered model and menu of approaches EEF EFFECTIVE PROFESSIONAL DEVELOPMENT The mechanisms of PD	1, 2, 3
On-going subscription to DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Twinkl Ultimate subscription 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	1, 2

Twinkl Phonics Scheme £949		
Purchase of a DfE validated Systematic Synthetic Phonics programme resources to secure stronger phonics teaching and understanding for all pupils. Twinkl Phonics Resources £335	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	1, 2
Purchase of teaching resources to ensure the teaching of writing is consistent and <i>flipchart paper, lines books / boards etc..</i> £1,447	The EEF guide on improving literacy recommends Promoting fluent written transcription skills by encouraging extensive and purposeful practice. Improving Literacy in KS1 a summary of recommendations	2
White Rose Maths Hub Subscription including Fluency Bee £147	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) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	3

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

Budgeted cost: **£ 44,376**

Activity	Evidence that supports this approach	Challenge number(s) addressed
50% of L3 Teaching Assistant time to deliver targeted interventions and same day catch up £17,945	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3
Proportion of L2 and L3 Teaching Assistant time deliver targeted interventions , emotional well-being and same day catch up £26,431	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4

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

Budgeted cost: **£35,522**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Talkabout workbook to develop social and relationship skills £41	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year EEF Social and emotional learning	1, 2, 3, 4

<p>Implement and deliver a programme of wider curriculum activities on-top of our broad and balanced curriculum.</p> <p>Well-being Wednesday TA allocation £21,081</p>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p> <p>EEF The tiered model and menu of approaches</p>	1, 2, 3, 4
<p>Learning mentor 50% £9,500</p>	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. The learning mentor support also enables teachers to prioritise high quality teaching which is especially important for pupils from disadvantaged backgrounds.</p> <p>EEF Mentoring impact</p>	1, 2, 3, 4
<p>Online Eligibility Checks (FSM) £780</p>	<p>Easy, unobtrusive and confidential checking system that enables parents to know quickly if they are eligible.</p>	1, 2, 3, 4
<p>Milk Subsidy £1,920</p>	<p>Ensures that the cost of milk does not have a detrimental effect on weekly expenditure for children from lower income families.</p> <p>Milk also provides children with many health benefits including bone and dental health and improved cognition. Early findings from intervention studies suggest milk consumption may have a beneficial effect on cognitive function and academic performance in children.</p> <p>Why Milk Is Great</p>	1, 2, 3, 4, 5
<p>Extra-Curricular Club Subsidy £1,200</p>	<p>Ensures that the cost of school clubs is not a barrier for children to access enrichment opportunities.</p>	1, 2, 3, 4

	<p>There is growing evidence that enrichment opportunities are important to children's later outcomes and children from disadvantaged backgrounds deserve a well-rounded, culturally rich, education.</p> <p>EEF Life skills and enrichment</p>	
<p>Contingency fund for acute issues.</p> <p>£1,000</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>	1, 2, 3, 4

Total budgeted cost: £84.540

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Evaluation	
1	Improved reading attainment outcomes from baseline assessments in November to end of year assessments in KS1 and Reception Baseline Assessments in September to end of year assessments in Reception among disadvantaged children.	<p>Assessments and observations show improved reading attainment outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil interviews and ongoing formative assessment.</p>	<p>Reception</p> <p>Word reading 61% at the expected standard - above the National Average from last year and above last year's school data.</p> <p>Year One</p> <p>Reading 39% at or above the expected standard - Increase from end of previous year and but still below national average. Of the 11 children who didn't meet age related expectations:</p> <ul style="list-style-type: none">• 6 of these are on the SEN register• 2 have attendance below 70%• The remaining 3 did pass the phonics screening check (which was the focus on targeted keep up support) but staff felt had not fully met the comprehension expectations for the end of Year One to be at the expected standard. <p>Year Two</p> <p>Reading 50% at or above the expected standard - In line with end of previous year's levels, significant progress from last year's cohort but below National Average. All children received school-led tutoring to support with their reading. Of the 8 children who did not make the expected standard:</p> <ul style="list-style-type: none">• 4 are on the SEN register.• The 4 other children all were all on track to be working below the expected standard at the end of Year One. One is now working on an ITP, two are still working below and one was on the cusp and was assessed at working at with continued support.
2	Improved phonics attainment outcomes from baseline assessments in November to end of year National Phonics Screening Check assessments in KS1 among disadvantaged children.	<p>National assessment data, on-going internal assessments and observations show improved phonics attainment outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil interviews and ongoing formative assessment.</p>	<p>Year One</p> <p>61% passed - 1% below National Average and below last year's cohort. All FSM children in Year One who did not pass the phonics screening check are on the SEN register apart from 1 child who has 48% attendance.</p> <p>Year Two</p> <p>75% passed – above National Average and last year's cohort. Of the 4 disadvantaged children who did not pass, they are all on the SEN register.</p>

3	<p>Improved writing attainment outcomes from baseline assessments in November to end of year assessments in KS1 and Reception Baseline</p> <p>Assessments in September to end of year assessments in Reception among disadvantaged children.</p>	<p>Assessments and observations show improved writing attainment outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil interviews and ongoing formative assessment.</p>	<p><u>Reception</u></p> <p>Writing 57% at the expected standard - above the National Average from last year and above last year's school data.</p> <p><u>Year One</u></p> <p>Writing 39% at or above the expected standard – below National Average and last Year's cohort. Of the 11 children who didn't meet age related expectations:</p> <ul style="list-style-type: none"> • 6 of these are on the SEN register • 2 have attendance below 70%. • Of the 3 who did not meet age related expectations, they made expected progress (working towards at the end of Reception to working towards at the end of Year 1) and will be focus of interventions in Year 2. <p><u>Year Two</u></p> <p>Writing 44% - significantly above last year's cohort but below the National Average. All children received school-led tutoring to support with their writing. Of the 9 children working below the expected standard, 4 children are on the SEN register. Of the remaining 5 children:</p> <ul style="list-style-type: none"> • 1 is now working on an ITP • 1 is working towards which shows expected progress from their end of Year 1 assessments. • 1 is working towards who was on track to reach the expected standard despite school-led tutoring and intervention • The remaining 2 were assessed as working at with continued support meaning they were on the cusp of achieving the standard but staff felt their spelling and stamina for writing were holding them back and will be the focus for future interventions.
4	<p>Improved mathematics attainment outcomes from baseline assessments in November to end of year assessments in KS1 and Reception Baseline</p> <p>Assessments in September to end of year assessments in Reception among disadvantaged children.</p>	<p>Assessments and observations show improved mathematics attainment outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil interviews and ongoing formative assessment.</p>	<p><u>Reception</u></p> <p>Numerical Patterns 61% - 2% below the National Average but higher than previous year's cohort.</p> <p><u>Year One</u></p> <p>Maths 56% at or above the expected standard – below National Average and last Year's cohort. Of the 8 children working below the expected standard:</p> <ul style="list-style-type: none"> • 5 are on the SEN register • 2 have attendance below 70% • The other child was new to the year group. <p><u>Year Two</u></p>

			<p>Maths 38% - above last year's cohort but below the National Average. Of the 10 children working below the expected standard:</p> <ul style="list-style-type: none"> • 5 children are on the SEN register. • Of the remaining 5 children, 3 were assessed as working towards and 2 were on the cusp of achieving the expected standard but were let down by their calculation efficiency <p>It's clear from this data that maths needs to be given greater focus next academic year</p>
5	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Improved levels of wellbeing from Baseline to July 2023 particularly among disadvantaged pupils, demonstrated by:</p> <ul style="list-style-type: none"> • quantitative data from Motional survey shows improved Pro-Social and Executive Functions scores • qualitative data from student voice, student and parent surveys and teacher observations 	<p>Quantitative Data from Motional</p> <ul style="list-style-type: none"> • From the baseline in September to the end point in June on average children gained by 12.5% in pro-social skills and by 13% in executive function skills. • Blocks to learning decreased by 3%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
In school support from the Learning Mentor
The impact of that spending on service pupil premium eligible pupils
Continued pastoral support and emotional wellbeing to pupils entitled to Service Pupil Premium funding.