

Pupil premium strategy Statement December 2023

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	Mini review June 2024 Full review October 2024
Statement authorised by	FGB
Pupil Premium lead	Ella Palmer
Governor leads	Wendy Kaye & Trudie Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (FSM 6 & Post Looked After)	£66,930
Recovery premium funding allocation this academic year	£3350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£70,280

Part A: Pupil premium strategy plan

Statement of intent

This plan focuses on recovery from the impact of Covid related lost learning and other Covid factors which has widened the disadvantaged gap. We intend that all pupil premium pupils will reach key academic age related expectations as soon as possible.

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.

There is a particular focus in our strategy (in line with our 2021-2022 & 2022-2023 & 2023-2024 School Improvement Plans) on high quality teaching of Writing and a continuing focus on high quality teaching of Phonics and Reading. This is because these areas of learning underpin access to all learning and access to wider school life.

Maths results at the end of KS1 in 2023 although improved from 2022 were not in line with National. In line with the wider school focus on Maths for all pupils, this strategy aims to ensure gaps are quickly addressed for disadvantaged children.

Some children join Wootey Infant School whilst living in temporary accommodation and/or with little resources around them and/or following family upset. Other children have complicated home lives and/or have experienced trauma. Our plan has a strong focus on helping these children (including those with Social Workers or Early Help involvement) to quickly settle into school life and learning, gaining social, emotional and mental health support to flourish.

The final focus of our plan is on cultural capital, inclusive wider educational & life experiences for all pupils regardless of background or impact of Covid limitations. Evidence shows that these wider experiences not only enable children to develop understanding & vocabulary necessary to apply to make progress in their learning but also encourage aspiration in children for their future lives, study, happiness and careers.

Challenges

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

Challenge number	Detail of challenge
1	Impact of lockdown- difficulty attending to tasks/concentration/missed learning or pre-school experience
2	Physical development, muscle tone, core & posture
3	Speech & Language & phonological awareness (underdeveloped oral language skills and vocabulary gaps which are again wider for this year's YR than last) which affects all areas of learning.
4	On entry to YR, pupils in all year groups demonstrated below Age Related Expectations as a cohort in Maths & English.
5	Our assessments, observations and discussions with pupils and families have identified behavioural, social and emotional issues for many pupils, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Parental mental health
7	DA Impact
8	Living in temporary accommodation- lack of access to quiet space/books
9	Low educational background of family members
10	Challenging behaviour and/or that of siblings at home

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
Raise outcomes for pupils in Phonics in Year 1	78% PP pupils pass PSC in Year 1
Raise outcomes for pupils in Phonics in Year 2	100% PP pupils pass PSC retakes in Year 2
Raise outcomes for pupils in Reading	Year on year narrowing of gap in ARE for Reading
Raise outcomes for pupils in Writing	Year on year narrowing of gap in ARE for Writing
Raise outcomes for pupils in Maths	Year on year narrowing of gap in ARE for Maths

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)

Training Subscription costs RWI & OUP £2000

Reading/Writing Champion Time £7,000

Reading & Phonics, Talk Through Stories & Maths training & release costs £2,500

Provision of staff to enable small homogenous RWI groups £12,600 (4 x staff members)

Budgeted cost: £24,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics & Reading training from RWI (online & on site) English Hub and HIAS	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 DfE Reading Framework 2019-2020 school research by HT, DH & EY Lead English Hub	1,2,3,9
Writing training from English Hub	EEF	1,2,9
Deployment of Reading/Writing Champion with daily non-contact time	DfE Reading Framework 2019-2020 school research by HT, DH & EY Lead EEF English Hub	1,2,3
Provide RWI small homogenous groups	DfE Reading Framework 2019-2020 school research by HT, DH & EY Lead EEF English Hub	1,2,3,5
Parental access to on-line RWI videos	DfE Reading Framework 2019-2020 school research by HT, DH & EY Lead EEF English Hub	3,8,9
Maths Mastery 23-24 Embedding through Maths Hub	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:	3,4

	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) LLP, District Manager, HIAS Maths Team	
NELI training	Nuffield Study	3,4
Talk Through Stories training & implementation	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	3,8

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

Language Links intervention £2,500

Pinny Time & 1:1 tutoring £6,000 (3 hrs per yr group per week)

NELI intervention £1600 (30 mins per day)

LSA 1:1 SEMH support £18000

HLTA led Nurture transition provision (Owl Club on entry & post lunch) £2000

Budgeted cost: £ 30,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI-1:1 tutoring	DfE Reading Framework 2019-2020 school research by HT, DH & EY Lead	1,2,3,5,9
Pinny Time	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:	1,3,5,9
RWI additional small group provision	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,3
NELI	Nuffield Study EEF	1,3,4
Language Links	SaLT Therapists (Solent NHS) recommendations. Previous results EEF	3,4
Nurture transition provision (Owl Club on entry & post lunch)	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): Improving Social and Emotional Learning in Primary Schools EEF	1,5,7,8,10

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

Administration of financial/wellbeing support/signposting £900

Uniform, milk, glasses £1,500

Educational experiences subsidy £2000

Music instrumental experiences/provision £1,000

PSHE resources £600

SEMH training & cover £1,000

Therapies including TALA, Art Therapy, ELSA, FEIPS £6500

Alton Cluster Family Support Worker £3,070

Educational Psychologist provision (6 days plus Therapies Supervision) £4000

Budgeted cost: £ 20,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise attendance & lower Persistent Absence (PA) through monitoring and personal intervention may include use of Alton Cluster Family Support	DfE's Improving School Attendance advice.	1,3,4,5,6,7
Alton Cluster Family Support-Parenting	Wide ranging DfE & Gov research into use of Home School Support	3,5,6,7,10
Support temporarily housed pupils to be in best position to learn and engage in school life	Schools decades of experience	1,5,6,7,8
Ensure Safeguarding procedures are manageable when cases increase		5,6,7
Core Values/PSHE review, supporting pupil wellbeing	DfE Covid research & Wellbeing studies EEF	1,5,7
Specialist instrumental music teaching	DfE Music guidance	1
Programme of SEMH CPD for all staff	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,5,7
LSA 1:1 SEMH Support		1,5,7,10
LSA 28.75 hours per class to support SEMH		1,5,7,10
TALA & ELSA supervision & delivery		5,6,7,10
Art Therapy		5,6,7,10
6 Days Educational Psychologist time	EEF	1,5,6

Total budgeted cost: £ 74,770

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.

Original budgeted plans were based on expected income for Pupil Premium & Recovery Premium of £63,528. The actual funds available for the academic year was £66,629. The additional money was directed to further SEMH support for individual children.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level in 2023. We also looked at these comparisons using 2022 data and pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Key

Improvement needed to meet or exceed National outcomes

National outcomes met or exceeded

	2019 ^(National)	2022 ^(National)	2023 ^(National)
(Word) reading % EYFSP- all	67 (77)	90 (75)	86 (76)
(Word) reading % EYFSP- disadvantaged	56 (62)	100 (60)	86 (62)
(Word) reading % EYFSP- boys	61 (72)	92 (70)	83 (72)
(Word) reading % EYFSP- SEND boys	20 (33)	80 (36)	88 (37)
GLD- all	58(72)	77 (62)	68 (67)
GLD -disadvantaged	44 (56)	67 (49)	64 (52)
Phonics % Y1 -all	65 (82)	81 (76)	72 (79)
Phonics % Y1 - disadvantaged	47 (71)	73 (66)	53 (67)
Phonics % Y1 - boys	55 (79)	75 (72)	74 (76)
Phonics % Y1 -SEND boys	25 (43)	67 (39)	46 (42)
Phonics End of KS1 - all	81 (91)	75 (87)	94 (89)
Phonics % End of KS1 – disadvantaged	100 (85)	60 (78)	83 (81)
Phonics % End of KS1 – boys	66 (89)	63 (85)	96 (86)
Phonics % End of KS1 – SEND boys	36 (63)	55 (40)	88 (58)
Reading % KS1 -all	66 (77)	38 (68)	72 (68)

Reading % KS1 - disadvantaged	69 (62)	33 (52)	58 (54)
Reading % KS1 boys	52 (71)	32 (63)	80 (65)
Reading % KS1 SEND boys	7 (30)	10 (27)	38 (28)

The success of our previous strategy has been measured through:

- RWI data, where pupils made better than RWI expected progress in Year R & Year 2.
- DfE Phonic Screening Check Year 1 June 2023 - WIS slightly below National level
- DfE Phonic Screening Check Year 2 retakes June 2023 – highest number of children ever left WIS having passed. All bar 1 disadvantaged child passed.
- Engagement in home learning support by Pupil Premium parents in RWI Phonics & Reading programme
- Low rate of absence for exceptional time off.
- No exclusions or suspensions
- Attainment at end of KS1 above National
- SEMH needs of pupils were supported with success although needs remain high and there are indications that the needs are increasing and are different for different cohorts, depending on their Covid early years experiences

Further focus is required to ensure that these results at Age Related Expectations are maintained, results at Greater Depth are increased and that lessons learnt from Year 1 Phonics impacts on future results.

Externally provided programmes

Programme	Provider
Read Write Inc.	Ruth Miskin
Talk Through Stories	Ruth Miskin
Language Links	Speech & Language Link
NELI	Nuffield