

Pupil premium strategy Statement December 2024

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	122
Proportion (%) of pupil premium eligible pupils	42% 2024-2025
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	Mini review June 2025 Full review November 2025
Statement authorised by	FGB
Pupil Premium lead	Ella Palmer
Governor lead	Trudie Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (FSM 6 & Post Looked After)	£80,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£80,600

Part A: Pupil premium strategy plan

Statement of intent

This plan focuses on recovery from the impact of Covid related factors which has widened the disadvantaged gap. These factors include the absence of early childhood support for children and families. This has led to many children entering school not yet 'ready to learn'. We intend that all pupil premium pupils will become ready to learn and then 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 2021/2022-2023/2024 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.

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- 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
11	Impact of missing services during Covid- children with complex needs whose families and themselves have not received early support.

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	75% PP pupils (who start YR at WIS) reach standard
Raise outcomes for pupils in Phonics in Year 2	85% PP pupils (who start YR at WIS) 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 £2,500

Reading/Writing Champion Time £6,000

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

Provision of staff to enable small homogenous RWI groups £15,000 (4 x staff members)

Budgeted cost: £26,000

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 Data 2024 Ofsted 2024	1,2,3,9
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 Data 2024 Ofsted 2024	1,2,3
Provide RWI small homogenous groups	DfE Reading Framework 2019-2020 school research by HT, DH & EY Lead EEF English Hub Data 2024 Ofsted 2024	1,2,3,5,11
Parental access to on-line RWI videos	DfE Reading Framework 2019-2020 school research by HT, DH & EY Lead EEF English Hub Ofsted 2024	3,8,9

Talk Through Stories training & implementation	<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>	3,8
--	--	-----

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

Pinny Time & 1:1 tutoring £4,000

NELI assessment & intervention £3,000 (30 mins per day)

LSA 1:1 SEMH support £18,000

HLTA led Nest provision £18,000

Budgeted cost: £ 43,000

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	1,2,3,5,9,11
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: One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF Data 2024 Ofsted 2024	1,3,5,9,11
RWI additional small group provision		1,3,11
NELI		Nuffield Study EEF
Language Links	SaLT Therapists (Solent NHS) recommendations. Previous results EEF	3,4
Nest	<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>Improving Social and Emotional Learning in Primary Schools EEF Outcomes and observations from previous school year Ofsted 2024</p>	1,5,7,8,10,11

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

PSHE resources £600

SEMH training & cover £1,000
 Therapies including TALA, Art Therapy, ELSA, FEIPS £3000
 Alton Cluster Family Support Worker £3,070
 Educational Psychologist provision including Supervision £3000
Budgeted cost: £ 15,070

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.	1,3,4,5,6,7,11
Alton Cluster Family Support- Parenting	Wide ranging DfE & Gov research into use of Home School Support	3,5,6,7,10,11
Support temporarily housed pupils to be in best position to learn and engage in school life	Schools decades of experience	1,5,6,7,8,11
Ensure Safeguarding procedures are manageable when cases increase		5,6,7
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)	1,5,7,11
TALA & ELSA supervision & delivery		5,6,7,10,11
Art Therapy		5,6,7,10,11
6 Days Educational Psychologist time	EEF	1,5,6,11

Total budgeted cost: £ 84,070

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 2023 to 2024 academic year.

Original budgeted plans were based on expected income for Pupil Premium & Recovery Premium of £70,280. The actual funds available for the academic year was £67,530.

The success of our previous strategy has been measured through:

- Ofsted praise in verbal feedback for the use of Pupil Premium expenditure to raise outcomes
- RWI data, where pupils made better than RWI expected progress in Year R & Year 2.
- DfE Phonic Screening Check Year 1 June 2024 - WIS above National level
- DfE Phonic Screening Check Year 2 retakes June 2024

- Engagement in home learning support by Pupil Premium parents in RWI Phonics & Reading programme
- Low rate of absence for exceptional time off.
- Attainment at end of KS1 above National in Reading & Maths
- SEMH needs of pupils were supported with success although needs remain high and needs are increasing

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

Intended outcome	Success criteria	Outcomes
Raise outcomes for pupils in Phonics in Year 1	78% PP pupils pass PSC in Year 1	2024- 77% 2023- 58%
Raise outcomes for pupils in Phonics in Year 2	100% PP pupils pass PSC retakes in Year 2 Year on year increase in number of PP pupils reaching PSC standard by end of KS1	2024- 5/9 2023- 2/4 2022- 1/7 2024- 15/19 2023- 11/13 2022- No data for 2021 Y1(Covid)
Raise outcomes for pupils in Reading	Year on year narrowing of gap in ARE for Reading	2024- 11/19 2023- 8/13 2022- 5/15
Raise outcomes for pupils in Writing	Year on year narrowing of gap in ARE for Writing	2024- 10/19 2023- 8/13 2022- 2/15
Raise outcomes for pupils in Maths	Year on year narrowing of gap in ARE for Maths	2024- 12/19 2023- 6/13 2022- 3/15

Externally provided programmes

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