

Pupil premium strategy statement

This statement details our school's use of pupil 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
School name	Shalford Infant School
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024 December 2024 new plan written
Statement authorised by	Michelle Dutton Headteacher
Pupil premium lead	Michelle Dutton Headteacher
Governor lead	Sarah Hardcastle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£4365

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” and that some pupils are also able and talented and therefore pupil premium funding can be used to great effect to develop and enhance those talents thus enhancing life chances and opening new avenues for many pupils.

At Shalford Infant School the cohorts of children receiving pupil premium are always small and highly variable, for example a PP child may have had an EHCP or a PP child may have been learning English as an additional language.

The key to effective pupil premium spending is to ensure that we meet the needs of all of our pupils, but it is essential we narrow the gap between pupil groups. Historically attainment for pupils in receipt of pupil premium is lower nationally. Through targeted interventions and working to eliminate the barriers pupils may face, we consider each pupil as an individual and what will make a difference to them and ensure we do whatever it takes to develop their learning thus optimising the impact of pupil premium funding. Our aim is early identification and intervention, even before entering our learning environment, to ensure accelerated progress to reach age related expectations (ARE) and above as pupils progress through the school. We rigorously analyse our data and draw upon expertise within the trust, the local authority and nationally to ensure we are providing the best provision that we can. The Sutton Trust Toolkit and drawing on case studies from other schools has informed our decision making.

Principles:

- As a whole staff we believe in doing whatever it takes;
- There is no excuse for any underachievement;
- Staff have a can-do attitude and believe that pupils can and always will achieve;
- Staff support a belief that all pupils have unique gifts and talents
- We consider what works for our pupils and allows us to make the best gains

Our three-year strategy is based on extensive evidence, including recent research by Mark Rowland (An updated practical guide to the Pupil Premium) which cites the vital importance of quality first teaching and high-quality pastoral care as the foundation for

good outcomes. Our focus will be to improve progress and attainment in reading and writing.

Challenges

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

Challenge number	Detail of challenge
1	Entry levels low due to COVID, missed learning opportunities, limited contact with health professionals and limited early social interaction etc.
2	SCLN of our youngest children appear to be high.

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 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.
Improved reading attainment among disadvantaged pupils.	EYFS & KS1 reading outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS1.	KS1 writing outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.

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: £9,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Practical training for EYFS leader to develop a communication friendly school.</p>	<p>There is a strong evidence base that suggests oral language interventions, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Training for all new staff in our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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</p>	<p>1, 2</p>
<p>Purchase additional resources from the DfE validated Systematic Synthetic Phonics programme to implement Foundations (for Nursery) and Little Wandle</p>	<p>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</p>	<p>1,2</p>

Flunency (for Year 2)		
Training for Early Careers Teacher enabling us to continue to develop and embed Talk for Writing across all year groups.	The Education Endowment Foundation recommends that school's teach pupils strategies for planning and monitoring their writing in order to improve Literacy in KS1. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1, 2

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

Budgeted cost: £3,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2

Total budgeted cost: £13,000

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.

- 100% of pupils in receipt of the pupil premium grant achieved the expected standard in the Phonic Check in 2024.
- 100% of pupils in receipt of the pupil premium grant achieved the expected standard in Reading in the Early Years Foundation Stage Profile at the end of Reception 2024.
- 100% of pupils in receipt of the pupil premium grant achieved at least the expected standard in the Year 2 assessments for reading and writing.