

St Paul's Infant School 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	St Paul's Infant School
Number of pupils in school	266
Proportion (%) of pupil premium eligible pupils	36.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Jenny Chiverton/Sarah Aldridge
Pupil premium lead	Charlie Thomas and Danielle Davey
Governor / Trustee lead	David Hale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123.625
Recovery premium funding allocation this academic year	£Not taken
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£123.625

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that pupils in our school enjoy school and to want to learn. We aim for all pupils, regardless of disadvantage, to make good progress, to achieve the best that they can and to feel successful.

We will look at the common challenges and individual needs of our pupils, and use assessment and our knowledge of our pupils to plan and implement strategies which will best support our disadvantaged and vulnerable pupils.

A key priority is to improve levels of language across the school and to ensure all children are able to read effectively by the end of KS1. Our plan is to embed language specific learning across EYFS and Year 1 and improving the teaching of RWI across the school will help us to achieve this.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in children's age appropriate development due to COVID.
2	Some parents struggle to engage with school or to support their children effectively.
3	Many children are starting school with low levels of language and literacy.
4	Some children not attending school as often as they can.
5	Children having English as a Second Language (EAL).
6	Children struggling to manage their behaviour.

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
To know where there are gaps in children's development, to plan effectively and deliver	Teacher discussions via termly pupil progress meetings, individualised provision

high quality teaching and experiences for successful learning and catch up.	plans, assessments and termly data analysis.
For all parents to engage with school and know how they can support their children's learning effectively.	By having improved attendance at parents' evenings, more children reading a minimum of 3 x per week (fewer red readers per term). Improved response/engagement on Dojo about children's learning.
To improve children's levels of language and reading.	Improvements seen in language link scores between: EYFS and Year 1 Year 1 and Year 2 Sustained progress in RWI scores between: EYFS and Year 1 Year 1 and year 2 Year 1 phonic screening check results will be at least in line with National average.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by the overall attendance rate being 95% For there to be no more than 5% persistent absence.
For children who have English as an Additional Language to make good progress and have effective support to do this.	Vulnerable or disadvantaged EAL pupils make continuous steps of progress towards the expected standard by the end of KS1.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Refresher training for staff using RWI and initial training for staff who have been new to the school since RWI was implemented.	'Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided' Phonics EEF	1, 3
Introducing "Talk for writing" across the school.	Talk for writing approach enables children to transfer vocabulary ideas into creative writing with growing independence. EEF foundation	1,3,5
Embedding language rich activities e.g. bucket time, language rich core texts and vocabulary ninja across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	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	1, 3, 5

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

Budgeted cost: £ 64,276

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>2 Pupil Premium Leaders to do targeted interventions with pupils identified as needing support. These interventions include speech and language and phonics tutoring.</p>	<p>As seen from previous interventions, those who have direct 1:1 speech and language support make progress with their speech.</p> <p>A core strategy to accelerate progress in reading is to provide targeted support-RWI Fast Track Tutoring Handbook.</p> <p>'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.' Phonics EEF</p>	<p>1, 3</p>
<p>Provide a Speech and Language Therapist for one morning per fortnight to support those pupils identified with speech and language needs and to support school staff to deliver suitable interventions.</p>	<p>Speech and Language Therapists are best qualified to assess pupils needs and to support and deliver suitable programs.</p>	<p>1, 3</p>
<p>Continue to subscribe to SpeechLink and LanguageLink for assessment of speech and language needs and for suitable intervention programs.</p>	<p>Having used SpeechLink and LanguageLink for several years, we have seen the usefulness of screening for speech needs and knowing which programs to use to best support pupils' speech and for whole year group assessment of language to identify key pupils who needs specific support and which areas may need to be focused into whole class teaching.</p>	<p>3</p>
<p>Provide a dedicated EAL teacher to support children who have English as a second language. This support is both in class and targeted interventions according to the pupils' needs.</p>	<p>By providing EAL pupils with targeted academic support we improve outcomes for EAL pupils.</p>	<p>5</p>

Non class based TA to undertake diagnostic testing and identified interventions. As well as supporting emotional behaviour responses.	Targeted support for pupil premium children to try and close the gaps in their learning identified by diagnostic testing.	3.6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 52,399

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a Family Liaison Officer to support families with wellbeing, engagement with school, attendance and any other support that may be identified. This includes homework and reading support.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. EEF Working with parents to support Children's Learning	2, 4, 6
Providing CPD and support, wellbeing, behaviour and self esteem activities.	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. 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)</p> <p>Engagement with STLS and associated CPD EWP impact evidence</p>	6

School dog	Animals as intervention: How schools are making use of animals as part of their educational provision	1, 6
Providing or subsidising trips, visits and enrichment opportunities to enhance the experiences and learning of all, but particularly, disadvantaged pupils.	The valuing enrichment project: emerging findings and recommendations	1, 3, 5, 6
Forest School.	Research in the UK into Forest School and its impacts on young children found positive impacts on children in terms of confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding. Plymouth Marjon University The Benefits of Forest School	1, 3, 4, 5, 6
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: £

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.

High quality teaching, as always, continues to be a focus to best support all pupils. As new staff have joined the school, they are being supported and are having training for our phonics scheme, Read Write Inc (RWI). Some of our teaching staff are undertaking NPQs and many teaching assistants are undertaking degrees and teaching qualifications. The vulnerable children at St Pauls will continue to need their gaps identified and require on-going high-quality teaching and experiences. Mobility continues to be a challenge as children enter school throughout the year with very different levels of attainment. Many outside professionals comment on the high levels of individualised practice that supports the needs of all children.

In terms of parental engagement, we consistently use class Dojo as a means of communication with parents and now only have two families who have not signed up to Dojo. We use this platform to inform parents of their children's learning and attach videos (e.g. Read Write Inc) for them to use as a teaching tool at home. We have found this to be very effective. We offer parent workshops and information evenings for phonics to enable parents to best support their children. New incentives for reading, with an expectation that children will read daily, have been introduced with a whole school reward system and weekly class reading percentages have been sent out to parents. As well as Dojo as a communication tool, every child has a reading record book to enable better tracking.

Promoting a language rich curriculum and supporting/providing opportunities for 'talk' to strengthen and introduce new vocabulary has had a positive impact on our pupil's language development. We use Language Link to assess every child in their first term of EYFS. This gives us a percentile score, and although there is far more to language than this figure, it still gives us a general idea of each child's language understanding.

On Entry to school, 52% of the current year 2 children (Those who began EYFS in September 2021) were in the 20th percentile or below for language (LanguageLink), by the time they were at the end of EYFS, this figure had dropped to 25%. When assessments were carried out again at the end of Year 1 (July 2022), this figure was 21%. Mobility has had a huge impact on this year group. Of those children in the 20th percentile or below when they were at the end of year 1, 58% of them did not start at St Pauls in the first term of EYFS. From those that did start at St Paul's during term 1 of

EYFS just 14% of children scored in the 20th percentile or below. This shows the huge positive impact that a language rich curriculum is having on the children at St Paul's.

With regards to the current Year 1s (Those who started EYFS in September 2022), on entry to school, 45% of them were in the 20th percentile or below for language and by the end of EYFS (July 2023) this figure was 25%. Again, the language rich curriculum, particularly in EYFS, is having a positive impact on the children's language skills.

RWI continues to be a focus. We ensure tracking is accurate and is undertaken at regular intervals. All children are taught in the correct level for them, regardless of age. Additionally, targeted tutoring is planned and undertaken to enable children to make continuous progress. When this does not have the impact we would like, other strategies are considered. For those children who complete the RWI program, a guided reading program was created alongside our Federation partner school. This enables all areas of reading to develop.

Attendance continues to be a focus this year. School continues to monitor this in a weekly meeting and refers to and works with the Pru, Inclusion and Attendance Service (PIAS) to support parents' understanding about the importance of good attendance on children's wellbeing and academic progress.

School continues to employ a dedicated teacher to support the growing number of EAL children, as well as working closely with the Inclusion Support Service Kent (ISSK), to ensure provision supports progress.

Externally provided programmes

Programme	Provider
Read Write Inc Phonics	Ruth Miskin
Emotional Wellbeing Practitioner	Nelft
Forest School	Ivy House
Speech and Language Therapist	Children's Therapies, Kent Community Health NHS Foundation Trust

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	School staff, such as Pupil Premium Leads, FLO and EAL lead offered emotional support as and when needed.

	Additional academic interventions were also put in place when gaps emerged from mobility.
What was the impact of that spending on service pupil premium eligible pupils?	Service families felt supported and children's wellbeing remained stable while family members were serving away. Academic progress was tracked using the school's systems.