

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	Dec 23 266 Dec 24 268 Dec 25 245
Proportion (%) of pupil premium eligible pupils	Dec 23 36.4% Dec 24 22% Dec 25 30.6%
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 2025
Date on which it will be rewritten	December 2026
Statement authorised by	Jenny Chiverton/Sarah Aldridge
Pupil premium lead	Sarah Aldridge/Louise Friend
Governor / Trustee lead	David Hale Hayley Birtchnell Dec 24 Hayley Birtchnell Dec 25

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Dec 23 £123,625 Dec 24 £113,360 Dec 25 £88,455
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	Dec 23 £123,625 Dec 24 £113,360 Dec 25 £88,455

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 Key Stage 1 and improving the teaching of Talk For Writing & Read Write Inc 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 plans, assessments and termly data analysis. Discussing pupils needs using the

<p>high quality teaching and experiences for successful learning and catch up.</p>	<p>Balanced System to gather speech and language support. School Based Reviews run by Educational Psychologist to support wider development and understanding of need. Ensure opportunities to attend teacher run clubs.</p>
<p>For all parents to engage with school and know how they can support their children's learning effectively.</p>	<p>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. Termly Read Write Inc assessments shared with parents, with videos shared as appropriate. Tea and Talk is hosted termly, with topics suggested by parents, with close links to outside agencies who can also provide support. Learning Celebrations happen 3 times a year, with other offers to celebrate learning in different ways, e.g. Nativities, Summer Concert, Sports Day. Twice a week, we have surplus food from supermarkets to support families who may be accessing food banks etc. This has encouraged parents to be more open about their circumstances and allowed us to direct them to other support.</p>
<p>To improve children's levels of language and reading.</p>	<p>Improvements seen in language link scores between: EYFS and Year 1 Year 1 and Year 2</p> <p>Sustained progress in RWI scores between: EYFS and Year 1 Year 1 and year 2</p> <p>Year 1 phonic screening check results will be at least in line with National average.</p> <p>Progress of all children in phonics is carefully monitored. Tutoring is offered to those struggling to keep up, and those who need to catch up. Ofsted recognised this, stating "<i>Phonics teaching is consistently of a high standard. Teachers and support staff are highly skilled. As a result, achievement in phonics is improving, and standards of reading are rising</i>"</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by the overall attendance rate being 95% For there to be no more than 5% persistent absence.</p>

	<p>Academic year 24-25, attendance rates improved. For some children, attending school full time is not developmentally appropriate, but this is very carefully planned and monitored to increase attendance at a suitable rate, based on individual needs.</p>
<p>For children who have English as an Additional Language to make good progress and have effective support to do this.</p>	<p>Vulnerable or disadvantaged EAL pupils make continuous steps of progress towards the expected standard by the end of KS1. School is supported by The Specialist Advisor for Equality, Diversity and Inclusion who continuously recognises the high level of support that is in place for pupils who have English as an additional Language. This includes but is not limited to; visuals, Makaton, time, understanding, and helping parents foster positive relationships within the wider school community.</p>

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
<p>Refresher training for staff using RWI and initial training for staff who have been new to the school since RWI was implemented.</p>	<p>‘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</p>	<p>1, 3</p>
<p>Continuing training for “Talk for writing” (T4W) across the school.</p>	<p>Talk for writing approach enables children to transfer vocabulary ideas into creative writing with growing independence. EEF foundation Training for teachers implemented for Non-Fiction. Development days run by T4W trainer to fill gaps and support progress across the school.</p>	<p>1,3,5</p>
<p>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.</p>	<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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Gestalt Language Processors training delivered to staff. Extensive training undertaken by a member of teaching staff, who will be assessing children and supporting staff to make progress. Intensive interactions and a total communication approach is now widely used across the school.</p>	<p>1, 3, 5</p>

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
<p>2 A variety of teachers and TAs 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>RWI Consultant has trained staff to deliver tutoring, advised on prioritising need, and how to tweak delivery to ensure accelerated progress.</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>This service was withdrawn by the NHS with no notice and replaced by the Link Therapist Model (Balanced System). We are working to become a Balance Accredited School. A provision plan continues to be created to monitor the progress of learners, specifically for speech needs.</p>	<p>1, 3</p>
<p>Continue to subscribe to SpeechLink and LanguageLink for</p>	<p>Having used SpeechLink and LanguageLink for several years, we have seen the usefulness of</p>	<p>3</p>

assessment of speech and language needs and for suitable intervention programs.	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. All pupils in EYFS are assessed to identify areas of need, which informs whole class planning, Talk Topics and more specific needs. In EYFS June meeting, parents are signposted to access "Talkin Walkin" before entry to school if they are concerned.	
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.	By providing EAL pupils with targeted academic support we improve outcomes for EAL pupils. Due to changes in funding, this role is no longer sustained as an out of class role, but this is the teacher's subject to lead. The support from The Specialist Advisor for Equality, Diversity and Inclusion allows all staff to build on their knowledge and skills to support EAL learners.	5
Non class based TA to undertake diagnostic testing and identified interventions. As well a supporting emotional behaviour responses.	Continuing targeted support for pupil premium children to try and close the gaps in their learning, identified by diagnostic testing. This identifies their gaps to enable us to better plan to meet their needs.	3.6

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	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.	2, 4, 6

<p>school, attendance and any other support that may be identified. This includes homework and reading support.</p>	<p>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</p> <p>New FLO in post, who has established strong relationships with families and is signposting to other agencies for support where appropriate, e.g. Salvation Army, One Stop Shop, foodbanks</p>	
<p>Providing CPD and support, wellbeing, behaviour and self esteem activities.</p>	<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> <p>ELSA training is booked for January which will allow provision to resume. AET training for all staff. DLD, Gestalt training. This is Me Meetings happen regularly, with reviews to support the wellbeing and learning of the children.</p>	6
<p>School dog</p>	<p>Animals as intervention: How schools are making use of animals as part of their educational provision</p> <p>Angus visits school twice a week. Children use him to seek comfort, share work, talk to him and regulate.</p>	1, 6
<p>Providing or subsidising trips, visits and enrichment opportunities to</p>	<p>The valuing enrichment project: emerging findings and recommendations</p>	1, 3, 5, 6

enhance the experiences and learning of all, but particularly, disadvantaged pupils.	Costs for trips are kept to a minimum. Split payments over many months are options for larger trips, e.g. Year 2 Zoo Trip. Children visited the Panto. Some disadvantages pupils were only able to attend with parental support, which we facilitated.	
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 Forest School is run 3x weekly, ensuring all pupils access the provision. There are lunchtime sessions run for those who need a quieter provision.	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. The change to funding has had a huge impact across school, but particularly in Early Years where need is higher. However, school will use best endeavours to meet the needs of all children.	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.

Review of Academic year 2023 – 2024

RWI training continues to be a focus of school this is supported by the portal videos, in house training, upskilling of non RWI trained staff. School also access an annual visit from the RWI consultant.

Talk for writing has been launched all staff were trained for a whole day and ongoing project development days are being held with the in school T4W leaders. English lead has a dedicated day week to support planning and development.

Language rich activities are being embedded in all year groups, this is supported by T4W. In EYFS they have developed Bucket time for the whole class and TA's have all had in house training for bucket time. This is used in key provision for specific children as well. Following on from low Language link scores for a larger number of the cohort the EYFS team have developed Talk Topic to add ideas to home as well as school to jointly support Language acquisition.

Pupil Premium Leaders continue to do targeted interventions with pupils identified as needing support. These interventions include speech and language and phonics

tutoring. These interventions are also undertaken by adults in the classroom during short additional activities.

School have brought into a SALT service from the NHS as an additional, however in December 24 the service withdrew this offer, school will endeavour to carry on interventions already in place and working to gain accreditation for the new balance system for SALT.

School continue to use Speech and Language link resources and assessments to support the children, one of our pupil premium teachers is growing her knowledge base about how to support the children.

The children continue to receive the EAL they need and any additional support is sought from ISSK.

One of our TA's is trained to deliver the ELSA program and support the emotional literacy and understanding of the children, she is developing good relationships with the children and is providing support for their families as well.

School ensure that diagnostic testing is well organised and undertaken in a timely fashion. These are carried out by a qualified teacher.

School employ a Family Liaison Officer for 4 days a week. She is highly experienced and has a background of social care work. She has built strong relationships with families and is trusted by them. With another colleague she is offering families a monthly opportunity to drop in and take part in " Tea and Talk " These sessions have a focus which is advertised prior to the session and are growing in popularity.

All staff have been trained in Zones of Regulation and these are promoted within the classroom. Other work around wellbeing and self-esteem is initially offered as interventions in school and if necessary referrals are made to the Emotional Well being Practitioner or the school nursing service.

As a Federation with North Borough Juniors we have access to a school dog, he supports the children to regulate their behaviour, rewards good behaviour and comforts children when they are overwhelmed or emotional.

The curriculum has been reviewed and the children are being offered as many real life experiences as possible, this has also been enhanced with museum boxes, visitors and visits to local attractions.

School have enhanced their Forest School offer and now employ a previous TA who is forest school trained and due to his many years of experience of working with the children and his knowledge gained, he is able to offer what they need when they visit the forest. He also ensures that planning is shared with all staff and parents.

Good attendance continues to be a focus of school and the profile of this is high with all adults in school. We continue to work closely with the local authority and parenting contracts are used to support parents to improve their child's attendance. We also report attendance figures 3 times a year on reports as well as sending attendance letters up to 6 times a year for children who are below 95% and 90% attendance.

In school this year we have developed individualised provision and small group spaces to ensure that the children who are not accessing the curriculum at their age are getting what they need at the correct developmental level. We have seen the self esteem of children really rise through these groups. School also support parents to know what external provision and help they could be getting.

Review of Academic year 2024 – 2025

Ofsted Inspection completed in early July. The report can be found here: [St Paul's Infant School - Open - Find an Inspection Report - Ofsted](#) The report noted the strong and skilled staff leading delivering RWI. The data for phonics at the end of the academic year shows the progress the children made, with 74% passing the Phonics Screening Check in Year 1. Out of the 35 that retook the Check in Year 2, 17 also passed, taking the total for the Year 2 cohort to 74%.

T4W training delivered across the Federation to ensure planning is consistent and progressive. The children have a real buzz for English lessons, which has improved oracy across the school for all groups of children. Using the T4W Toolkits with children improve their confidence with knowing what to include and how to write it well. We run WIN (What I Need) Time during T4W lessons to enable all children to have access to learning that meets their needs. This includes a T4W element alongside bespoke planning to develop other skills identified on personalised plans.

Attendance figures show attendance has improved. Meetings with parents, and letters from the Attendance Officer made positive impacts on attendance. We raised the profile of good attendance at the parent talk for the new cohort of Early Years pupils. There has been a 2% drop in Persistent Absence.

School supported a teacher to complete a 12 week training program about Gestalt Language Processing. This is an area of need that is becoming more prominent in our community so once shared further, this will enable all teachers to identify and support GLP (Gestalt Language Processors) within their classrooms.

We began our Balance Accreditation by identifying our whole school projects. As part of this, we have been recognised for the work we are already doing to support the speech and language development for all learners, as well as refining our practise following the support of our Mentor.

Forest School continues to be provided by WildSticks and links between learning in class are made with the learning opportunities provided in the Forest, as well as

support wellbeing and building independence skills. Pupil voice informs us that Forest School is a popular curriculum activity.

Tea and Talk runs termly and provides a community of support for families. There are guest speakers from external agencies, and feedback from attendees drives future agendas.

Speech and Language Link Assessments are carried out at the start of each EYFS year and then is re taken at the end of the year to see what improvements have been made. At the start of the year 46% of pupils scored in the 20th percentile or below. Whereas only 6% scored in the 80th percentile or above. 22% scored above the 50th percentile. The median child was on the 24th percentile.

At the end of the year 34% of pupils were in the 20th percentile. Of those that were in the lowest 20th percentile, 31% are now not.

Diagnostics continue and inform planning for individuals.

This is Me Training has been undertaken by 4 members of SLT and we have held relevant meetings across all year groups. These are individual children but the impact of greater understanding of those children is great. This is then shared with classroom teams to understand our pupils and their needs at home and school in a more detailed way. After these meetings, parents have access to further support provided by the This Is Me Portal. This helps the individual children, but also their peers as when individual children are better supported, all pupils benefit. The meetings consolidate the working relationship between school and parents.

Externally provided programmes

Programme	Provider
Read Write Inc Phonics	Ruth Miskin
Emotional Wellbeing Practitioner	NELFT
Forest School	Wild Sticks
Speech and Language Therapist	Donna Taylor, from Balanced System.

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

	<p>also put in place when gaps emerged from mobility.</p> <p>Reviewed for 24-25</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>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.</p> <p>Reviewed for 24-25</p>