

Pupil premium strategy statement for Eling Infant School and Nursery

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Eling Infant School and Nursery
Number of pupils in school	114 (148 Nursery)
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Trina Sillence Headteacher
Pupil premium lead	Trina Sillence Headteacher
Governor / Trustee lead	Su Edsall lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,988
Recovery premium funding allocation this academic year	£5510
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	£49,498

Part A: Pupil premium strategy plan

Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with teachers and children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception

	through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in the core subjects.
6	Our observations and discussions with teachers, children and families have identified social and emotional issues for many children. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Our attendance data over the last years indicates that attendance among disadvantaged pupils has been between 2-4% lower than for non-disadvantaged pupils.

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.	KS1 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.

Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2024/25 show that more than 75% 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 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from behaviour in school, children and parent surveys and teacher observations • Intervention data to include Nurture and ELSA using the Boxall Profile • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.

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: **£18,860**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer to Peer working for across the core subjects. Teachers supporting each other through the Rosenshines principles.	Changes to classroom practice. Observation notes and discussion will show an open approach to professional development	1,2,3,4,5
INSET training on subject leadership including core subjects	Whole school training for teachers which will directly impact classroom teaching of core subjects.	1,2,3,4,5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources if necessary and fund ongoing training and release time.	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	1,5
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. As part of the Southampton Phonics Hub review.	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	1,2,5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths managers	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	3

sessions and Maths conference.	The EEF guidance is based on a range of the best available evidence:	
Enhancement of our writing and reading teaching and curriculum planning in line with DfE and EEF guidance	Ensure that the teaching of reading and writing is based on current research and is drawn on evidence based approaches. Attending Hampshire training to implement and embed the good practice shared. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,2,4
Additional training in social and emotional learning across the whole school. SEL approaches will be embedded into routine school life and supported by professional development and training for 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)	6

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

Budgeted cost: **£23,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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	1,2,5
Additional targeted sessions for reading for disadvantages pupils. This will be delivered by	Reading programs have a strong evidence base indicating a positive impact on pupils, particularly those from disadvantaged backgrounds. Targeted reading interventions have been shown to be	1,2,5

training teaching assistants	effective when delivered regularly over a period of up to 12 weeks.	
Additional teacher across Key Stage 1 to support the teaching of core subjects	Tuition and teaching targeted at specific groups within the classes. This is to further embed learning and to fill the knowledge gaps. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,5,
Engaging with the National Tutoring Programme to provide a program of, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4,5

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

Budgeted cost: **£5,638**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
Focus on wellbeing by children's participation in extracurricular activities, Penguin club and additional responsibility across the school	Research suggests that participation in extracurricular activities has been found to associate with increased well-being.	

	https://www.frontiersin.org/articles/10.3389/fpsyg.2021.647402/full	
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: £49,498

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 2020 to 2021 academic year.

Our final review of the 2020-2021 year has been published on our website and reviewed by our governors in July 2021.

Review for July 2022

Pupil premium statement 2022 final

Improved oral language skills and vocabulary among disadvantaged pupils

Talk time and language has been a focus across all planning. Philosophy daily encourages talk and reasoning this is across the whole school. Talk time additional adults to model. Vocabulary is planned for in every subject. Nurture group to model good language for those that need it the most. Vocabulary and language is still an issue across the school and will remain a focus. Cross school training is planned for Autumn as this is an area of improvement for all schools.

Improved reading among disadvantaged pupils

We have an additional adult every morning in Year 1 and 2 to work with focused groups of children during the lessons and to provide small group reading sessions National Tutoring Program every afternoon to focus on disadvantaged children and learning the skills. Paired reading by teaching assistants in class. Reading has a high profile at school. We have worked hard on gaining the basics in reading that was missed through Covid. The Year 2 children made good progress the next step was to work on fluency, through independent practice. The training for Early Reading and Phonics will have an impact on reading data for 2022-2023.

Current data end of year 2 data for PP children in reading is: 37.5%. In Year R PP children was 57%

Improved maths attainment for disadvantaged pupils at end of KS1

We have an additional adult every morning to work with focused groups of children during the lessons. National Tutoring Program every afternoon to focus on disadvantaged children and learning the basic skills in Maths. Maths attainment for disadvantaged maths was good with teachers attending Maths managers and Maths conference.

Current data end of year 2 data for PP children in maths is: 56%. In year R PP children was 57%.

Improved writing attainment for disadvantaged pupils at end of KS1

This year we have used the Covid recovery money to add an additional teacher to the Key Stage 1 team. This has meant that all children have benefitted from smaller classes for maths, literacy and phonics. All teaching assistants involved in the tutoring program have completed the 11 hour national tutoring program training in order to deliver mentoring sessions. These sessions have been focused on the most disadvantaged children in school and they have received 15 hours maths and 15 hours additional literacy sessions. Regular assessment and moderation have meant that the children's gaps have been quickly identified and intervention has been well targeted,

Current data end of year 2 data for PP children in writing is: 25%. In year R PP children was 57%.

To achieve and sustain improved wellbeing for all pupils in our school particularly disadvantaged pupils

The school has always had a strong focus on mental health and well being and we plan our curriculum well in order to ensure that the children have the capacity to deal with their emotions and are able to recognise feelings in others. All assemblies are values and feelings driven and we always give the message that it is ok not to be ok. We have dedicated ELSA groups that focus on emotions. Our Nurture sessions work on feelings and emotional regulation. There is a separate SIP target around mental health and well being across the school and this has led to a strong drive throughout the children and the adults alike. We believe in a growth mindset and that failure is a way to learn. We are conscious of the emotional load our children carry and by knowing about our individual families we are able to help and intervene when children feel overwhelmed. Excellent PSHE planning focuses on safety, wellbeing and belonging.

To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.

Regular reporting of attendance on each newsletter. Attendance awards in assemblies. Parents have received fixed penalty notices for any holidays we have been very clear in the message we have given around this. There has still been some hesitancy around school attendance for certain groups of the school community. The school has been robust in the message that children should be in school if they are well. Covid aside due to lock downs there has been many outbreaks of differing viruses that have affected attendance.

Tracking of attendance remains a high priority for the school and nationally. A new government paper was released in May 2022 with new actions from September 2022

