

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Perryfields Infant School
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024, 2024-2025, 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Amanda Reid
Pupil premium lead	Karen Barnett
Governor / Trustee lead	Emily Thurlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,400
Recovery premium funding allocation this academic year	£0
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	£17,400

Part A: Pupil premium strategy plan

Statement of intent

To ensure that Pupil premium funding allocated to our school is used solely for its intended purpose.

To ensure pupil premium funds directly benefit and target pupil premium pupils and will be specifically tailored to meet their individual needs.

To encourage take up of PPG by working proactively with parents and carers in a supportive manner removing any potential barriers or stigma attached to claiming PPG.

To ensure there are no gaps in progress or attainment between pupil premium pupils and non-pupil premium pupils.

To ensure impact is evaluated using key performing indicators including attendance, attainment, progress and punctuality.

To ensure pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.

To develop and embed a whole school approach with all members of staff being empowered and accountable for our pupil premium pupils.

Challenges

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

Challenge number	Detail of challenge
1	To ensure the teaching and learning of phonics is consistent across the school and the children are reading books which are matched with their phonic knowledge and ability and standard in phonics remain high.
2	To ensure the emotional needs of children are identified and supported to ensure they are able to access the curriculum.
3	To ensure attendance of all children is at or above the national average.
4	To close the academic gap between children in all groups across the school.
5	To ensure that all children have equal opportunities inside and outside of the classroom and access to enrichment activities beyond the classroom.
6	To encourage the engagement of parents so that they are able to acquire skills to support their children at home and encourage their attendance at school.

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 ensure that for KS1 disadvantaged pupils, attainment of at least the expected standard is achieved in all subject areas, with a key focus on core subjects.	Children will be correctly identified and supported through interventions where appropriate. Children will achieve age related expectations in Reading, Writing and Maths.
To ensure EYFS development is in line with National figures for other pupils at the end of the academic year.	Children will be supported to achieve a GLD in the Foundation Stage.
To ensure that children in receipt of PP funding attain the same as their peer.	Children will be tracked against starting points at regular intervals using FFT Aspire.
To provide experiences for disadvantaged pupils so that they have the same opportunities and access as their peers.	Children will have opportunities to access clubs and extra-curricular activities. Children will access swimming lessons in Key Stage One. Children will have access to high quality texts at home.
To provide emotional support to groups of children and their families who need it.	Children will be supported with their emotional development using TPP and the Zones of Regulation. School to investigate ELSA training to be able to further support children's emotional needs.
To provide parents with regular workshops and coffee mornings demonstrating and modelling how to support learning at home.	Parents will have strategies to use to support children at home with learning and encourage their children to thrive at school.
To ensure that staff are skilled to support children with different needs and that children make progress from their starting point.	Staff will have a wide range of skills to support the children in their class.

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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Perceptive Practice to be embedded across the whole school.	Creating a consistent approach across the school to support the emotional wellbeing and behaviour of children and their families in the school community.	2,3
New Phonics programme, Rocket Phonics, to be delivered consistently across the school to develop the children's phonic knowledge and reading ability and continue to maintain high standards in the phonic check.	<p>Effective phonics programmes can increase progress to +5 months. EEF research shows that phonics is particularly beneficial for younger learners, aged 4-7.</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.</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' (EEF).</p>	1,4
Precision teaching training for identified members of staff from the educational psychology service.	Effective Intervention to support children to make progress. EEF Research suggests that this is an effective Intervention to support children to make progress of around + 4 months.	4

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost Intervention for children in EYFS.	Education Endowment Foundation (EEF) and I Can research show that as much as +6 months progress can be made through communication and language approaches in the Early Years Toolkit.	4
Early Literacy Support Intervention (ELS) for children in Key Stage One.	EEF research, developing early reading and writing skills. Communication and language approaches can increase progress by 6 months.	4
Termly PPG meetings with Parents and PPG Lead.	Regular contact with parents sharing strengths and difficulties and next steps of support, working with parents to support their children outside of school. Signposting to any additional support groups or networks. Encouraging attendance of the children at school.	3,4,6
PPG Lead to monitor the progress of groups of children, updating passports and plans.	Progress is monitored and any concerns raised and discussed with staff. Support groups or interventions put into place to close any academic gaps between groups.	3,4
Weekly Speech and Language support sessions with trained adult.	Developing Early Language skills. LSAs who provide one to one or small group targeted interventions can increase progress between 4 and 6 months, EEF research.	4
Parent workshops on Phonics and reading delivered to parents by school subject leaders- with a focus on new phonics.	Engagement of parents to support their child/children's learning at home. Research by the EEF suggests that Parental engagement can help support a child to make +4 months progress with their learning.	1,4,6
Precision Teaching Intervention across key stage one delivered by	EEF Research suggests that this is an effective Intervention to support children to make progress of around + 4 months.	4

trained members of staff.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised Swimming lessons for children in Key Stage One.	Increasing opportunities outside the classroom and supporting Cultural Capital. Developing life skills such as water safety.	5
Subsidised School events outside of the classroom throughout the school year.	Increasing opportunities outside the classroom and supporting Cultural Capital for all children and equal opportunities amongst groups of children.	5
Play therapy for those children who have specific emotional needs.	Supporting the needs of individual children who have difficulties regulating their emotions and accessing the learning in the classroom due to this dysregulation.	2,3
Emotional wellbeing groups to run across the school and training a key member of staff to be an 'ELSA'	Addressing the emotional needs of the children and developing their emotional literacy so that they are able to talk about their feelings. Supporting the needs of families within the school community.	2,3

Total budgeted cost: £ 17,400

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 texts relating to the children interests were purchased to share and keep at home, these supported the topics that were being taught in the classroom as well as nurturing the children's own interests outside of school such as cooking.

Parents were given termly updates on their child's progress with next step targets for core subjects.

Pupil Progress cards with next steps so parents are aware of specific targets for their children.

Children in Key Stage One accessed swimming lessons in the Summer Term 2023 to increase their opportunities beyond the classroom and develop water safety skills.

Children receiving Pupil Premium funding across the school attended the school trips and visits available throughout the year.

Talk Boost continued for the Early Years to help with any gaps in language.

Additional support for phonics was put in place across Key Stage One.

The results of the Phonics Check 2022-23 remain high with 92% pass across the school.

5/6 children receiving the PPG passed the phonics check.

At the end of 2023 2/4 children receiving Pupil Premium achieved a GLD in the Foundation Stage.

At the end of Key Stage One 6/6 children receiving Pupil Premium funding achieved age expectations in reading and 5/6 children achieved age expectations in writing and maths.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Speech and Language	Communications Assistant

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Due to low numbers of PPG children the statistical data can be unreliable and any final results published must ensure the child's anonymity.