

Pupil premium strategy statement

Robert Piggott CE Infant School



This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

Please note that the data for pupil numbers and funding overview are calculated from the October 2022 census. Actual numbers for the academic year 2023/4 are shown in brackets.

School overview

Detail	Data
Number of pupils in school	117 (118)
Proportion (%) of pupil premium eligible pupils	9.4% (12.7)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2 – 2023/4
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Vanessa O'Byrne (Executive Headteacher)
Pupil premium lead	Ali Sinfield (Inclusion Lead)
Governor / Trustee lead	Sally Reason

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 15,960
Recovery premium funding allocation this academic year	£ 1,000
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year	£ 16,960

Part A: Pupil premium strategy plan

Statement of intent

At Robert Piggott CE Schools, we value and nurture each individual, aiming to ensure that every child flourishes to reach their potential. Pupils in receipt of Pupil Premium often face particular barriers; therefore, we are determined and committed to provide the necessary support and opportunities that these pupils require to overcome them.

We have high aspirations for all children in our schools; our intention is that all pupils, irrespective of their background or the challenges they face, can fulfil their potential, both academically and socially. We believe that first-quality teaching, offering a rich and varied curriculum, a personalised approach to meet children's individual needs and effective engagement with parents will have the greatest impact on closing the disadvantage attainment gap whilst also benefitting the non-disadvantaged pupils in our school.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or Recovery Premium funding.

Our strategies also target the individualised needs of our children in receipt of Pupil Premium to ensure that they are able to benefit from valuable extra-curricular activities and specific interventions, so that these children have the opportunity to achieve as well as their peers with similar starting points.

Our approach, outlined in this Pupil Premium Strategy Plan ensures a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and maintain high expectations of what they can achieve and has been informed by the latest research, guidance and regular evaluation, to meet the children's pastoral, social and academic needs.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring good attendance.
2	Risk of disadvantaged pupils making less than expected progress than their peers with similar starting points.
3	Poor language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.
4	Readiness to learn and emotional vulnerability post Covid 19 pandemic Some disadvantaged pupils lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.

5	Disadvantaged pupils have limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc) and additional costs limits access to extra-curricular opportunities e.g. clubs, music tuition, etc.
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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.	End of year reading outcomes in 2024 show that more than 80% of disadvantaged pupils (non-SEND) and at least 50% of disadvantaged pupils (SEND) met the expected standard.
Improved writing attainment among disadvantaged pupils.	End of year writing outcomes in 2024 show that more than 80% of disadvantaged pupils (non-SEND) and at least 50% of disadvantaged pupils (SEND) met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS1.	End of year maths outcomes in 2024 show that more than 80% of disadvantaged pupils (non-SEND) and at least 50% of disadvantaged pupils (SEND) met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing evidenced by qualitative data from pupil voice, parent surveys and staff observations.

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: £ 5,548

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff training for RWI (<u>DfE validated Systematic Synthetic Phonics programme</u>)	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: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	2
Teacher and TA release time/ CPD for Maths Mastery approach through Maths Hub	Evidence from: DfE & NCETM guidance <u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u> EEF guidance: <u>Improving Mathematics in Key Stages 2 and 3</u>	2
Support staff training programme – addressing common barriers to learning and appropriate approaches/ interventions	EEF guidance: <u>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</u> <u>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</u>	2,3,4

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

Budgeted cost: £ 5,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced, trained TAs provide targeted interventions (1:1 or small group) for pupils whose prior attainment indicates the need to make accelerated progress to reach appropriate ARE.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	2,3
Maths circle for all children and Nesy for pupils with identified need.	Evidence from Education Endowment Foundation (EEF) and reports from other schools of effective use and outcomes of TTRS and Nesy which support our own evidence of success.	2,3

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

Budgeted cost: £ 6,320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the progress and attainment of our school's disadvantaged pupils during the 2022/3 academic year using key stage 1 performance data, phonics check results and our own internal assessments.

In EYFS, 75% of disadvantaged pupils achieved expected standards across the curriculum. For Key Stage One, 80% of disadvantaged pupils were also SEND and/ or EAL (new arrivals) and this was reflected in attainment data for both year groups. All of our disadvantaged children made expected progress in reading, writing and maths and some children made accelerated progress in at least 1 area.

Phonics data also shows that 83% of our disadvantaged children achieved the pass mark, performing above both national average and local authority average (National EXS = 79%, Local Authority = 66%).

Data from assessments support classroom experience, suggesting that the gap between disadvantaged pupils and non-disadvantaged pupils is beginning to close in reading and writing and maths. However, a degree of accelerated progress is still needed to fully close the gap and this will inform our targeted provision for 2023/4.

The portion of pupil premium funding focused on "Wider strategies" (attendance, and wellbeing and inclusion) remains a vital support for growing number of families experiencing difficulty in the current financial climate. The outcome of this spending is that these pupils have been provided with uniform, additional food (breakfast/ healthy snacks), access to breakfast club and after school activity clubs as well as supporting families for children to take part in all school trips including residential trips. The work of our Nurture Assistant continues to be a key part of supporting the wellbeing and mental health of pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
NA	