



Puttenham CofE Infant School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Puttenham CofE Infant School
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	5 children = 6.02 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Anna De Filippis, Headteacher
Pupil premium lead	Liz Dynan, SENco and Senior Teacher
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7275
Recovery premium funding allocation this academic year	£2,000
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	£9275

Part A: Pupil premium strategy plan

Statement of intent

Through our school values of love, hope, wisdom, resilience and respect our intention for this pupil premium strategy plan; is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We intend for all of our pupils who receive the pupil premium funding to be confident individuals, who are motivated to learn and are the very best person they can be.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We aim to provide an inclusive, broad and balanced curriculum to all our children. We ensure that children are given equal opportunities and we will use this funding to support the academic and pastoral needs of the children receiving pupil premium.

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.
- evidence based interventions are used to support all pupils

Challenges

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

Challenge number	Detail of challenge
1	Under developed oral language skills and vocabulary gaps. This can have an impact on the children's academic and social development.
2	Lack of phonological skills preventing children from using their phonics to support reading and writing development. Progress is not in line with their peers.
3	There may be a lack of reading opportunities at home creating inequality with their peers.
4	A need to support with regulating emotions and nurture time.
5	Lack of opportunity to engage in extra-curricular activities such as clubs and educational visits due to family finances.
6	Lack of opportunities for children to reinforce learning due to time and resources.

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 in social situations e.g. take turns, wait to speak, be happy for our friends when winning or losing a game etc. Use NELI (EEF) and Surrey's suggested programmes.	<p>Improved language skills verbally which will enable them to meet their individual targets from their baseline data and NELI data.</p> <p>Improvement in social communication through observations. Able to initiate games, take turns and play with their peers.</p> <p>Form positive friendships. The children and adults will be able to identify their friendship groups.</p>
Improved phonological awareness and letter-sound correspondence. The children are able to use their phonic knowledge to segment and blend when reading and writing words.	<p>Children are on track to make targeted progress using Read Write Inc. (RWI) Fast Track Tutoring on a 1:1 basis (DfE approved and EEF research) and/or Tutoring sessions. This will be based on identified areas of need.</p> <p>Children who achieved their ELG in reading are to pass the Y1 phonic screening assessment.</p> <p>All children to make 5 steps or better progress in reading and writing.</p> <p>All children to achieve expected in KS1 or better.</p> <p>Children in EYFS are to achieve the Early Learning Goal in reading.</p>
Improved phonic skills, sight word reading and comprehension, reading together to apply the skills taught. Use the Literacy for All reading intervention for KS1 children.	<p>Accelerated reading accuracy and fluency.</p> <p>Accelerated generalisation through increased reading of real books.</p> <p>Increased vocabulary and improved comprehension skills.</p> <p>Progress with reading accuracy and fluency as well as increased confidence and enjoyment of reading.</p> <p>All children to make 5 steps or better progress in reading and writing.</p> <p>All children to achieve expected in KS1 or better.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>ELSA support sessions on how to recognise different emotions and feelings. Observations show children are using different strategies such as the three/five-point scale and breathing techniques.</p> <p>Children are able to talk freely in lessons, nurture and Lego therapy sessions with the ELSA. Pupil and teacher survey identify these sessions have a positive impact on wellbeing and are supportive in giving the children time to view their thoughts and ideas.</p>
Opportunities to engage in extra-curricular activities such as clubs and educational visits.	Identified children have the opportunities to join extra-curricular clubs and engage in all educational visits.

Encourage more opportunities for children to access the school's Library. Opening this at lunch times	Give children the opportunity to use the library throughout the week, at lunch times. This is to encourage a love of reading, access to more books, and have an adult available to share stories together further fostering a love of reading.
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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
Continued training for teaching assistant and new staff. Literacy for All intervention training for staff. Carry out Read, Write Inc. (DfE validated Systematic Synthetic Phonics programme) daily interventions to secure stronger phonics teaching for all pupils.	Research impact evaluation on Surrey pupils demonstrates statistically significant progress with reading accuracy and fluency as well as increased confidence and enjoyment of reading. 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	2 and 6
ELSA to use Lego therapy sessions to support social and emotional needs of identified children. Purchase school and home resources.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Lego therapy has evidence of improvements in play, social skills, communication and language.	4 and 6

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

Budgeted cost: **£5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant to deliver a research-based language programme NELI including time to prepare resources and write progress/evaluation notes.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	1, 4 and 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support to achieve their reading, comprehension and writing targets or better. This will be delivered in conjunction with the Read, Write Inc. (RWI) programme and Fast Track Tutoring.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2, 3 and 6
ELSA support, Lego therapy and nurture groups.	<p>Lego therapy has evidence of improvements in play, social skills, communication and language.</p> <p>https://www.ucl.ac.uk/educational-psychology/resources/CS1Songara16-19.pdf (Dr Dan LeGoff research)</p>	1, 4 and 5

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

Budgeted cost: **£2275**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for identified pupils and families. Home/school links.	Evidence suggests that social and emotional learning has a positive impact on academic outcomes and that being able to effectively manage emotions is beneficial to children. Children's attendance will improve with home/school links. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning-and-parent-engagement	4 and 5
Funding for participation in extra-curricular clubs and educational visits.	Evidence that participation in extra-curricular activities can have a positive outcome in all areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4 and 6
Member of staff to set up and manage moving the library. Staffing at lunchtimes.	Children will have access to more books and library time during the week. Quite place to enjoy and share books with their peers or an adult.	2, 3 and 6

Total budgeted cost: £9275

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 (seven children).

All children were able to access clubs and trips. This is to continue next year (2023-2024).

The educational visit to London to see Lion King the musical was enjoyed by all PP children. Feedback from the parents/carers was extremely positive recognising that the opportunity to see a musical in London, which was something, their children had not experienced before.

Feedback from transition and feedback from ELSA sessions showed that the children enjoyed school and that they have learnt strategies to enable them to think of ways to calm themselves and improve their friendships (parent emails, pupil voice, academic progress, adult observation and logs).

Children made good progress in the NELI programme from their baseline data (see assessments). NELI programme to continue next year (2023-2024).

Children made good progress in reading and writing. All PP children in EYFs and Year 1 achieved age related expectations or better. All PP passed the Y1 phonic screening assessment. All PP children but achieved age related outcome except 1 child in Year 2, that transferred to our school in year 2, by the end of the year was working just below age related outcomes in reading and achieved age related outcomes in writing. PP children transferring into the school, in year, will need more monitoring in the future.

All staff are confident to use Read, Write Inc. and Fast Track Tutoring following training and received a twilight training at the end of 2022. New groupings and assessments show the children are making good progress and highlights the areas to improve. New staff members to receive training.

Phonic and writing assessments have identified the areas in which the PP children will need extra tuition next year (2023-24). Interventions have been planned for to start in September 2023.

Attendance was very good for most PP children.

Service pupil premium funding

Measure	Details
	N/A