



# Puttenham CofE 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   | Puttenham CofE Infant School        |
| Number of pupils in school  |                                     |
| Proportion (%) of pupil premium eligible pupils   |                                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024/2025 to 2027/2028              |
| Date this statement was published   | September                           |
| Date on which it will be reviewed   | September                           |
| Statement authorised by   | Anna De Filippis,<br>Headteacher    |
| Pupil premium lead  | Liz Dynan, SENco and Senior Teacher |
| Chair of Local Committee  | Kate Jones                          |

### Funding overview

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £5,920 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | 0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £5,920 |

# 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.
- ensure disadvantaged pupils have access to the same enrichment opportunities as their peers

## 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   |
|--|--|
| <p>Improve pupils' vocabulary, active listening, narrative skills and oral language skills in social situations e.g. take turns, wait to speak, be happy for our friends when winning or losing a game etc.</p> <p>Whole Class NELI approved by the EEF and Surrey's SALT as suggested programme that will encourage up to 4 +months progress.</p> | <p>Improved language skills verbally which will enable them to meet their individual targets from their baseline data.</p> <p>Improved or development in phonological awareness and letter=-sound knowledge.</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>  |
| <p>Improved phonological awareness and letter-sound correspondence. The children are able to use their phonic knowledge to segment and blend to read and write words.</p>  | <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 in the National 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. Children in EYFS are to achieve the Early Learning Goal in reading.</p> |
| <p>Increased opportunities to read a range of genres to an adult.</p> <p>To have a bank of books to share at home encouraging a love of reading.</p>   | <p>Reading records show the children have a good level of reading provision at school. Children will read on a daily basis (this includes recognising phonemes).</p> <p>To build up a bank of books at home by buying one of the class' favourite five books each term. This is to encourage a love of reading, reinforcing book language and vocabulary, retelling stories and fostering a love of reading both at home and at school.</p>  |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>  | <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 nurture and Lego therapy sessions with the ELSA. Pupil and teacher survey to identify these sessions as a time they feel supported and free to view their thoughts and ideas.</p>  |
| <p>Opportunities to engage in extra-curricular activities</p>  | <p>Identified children have the opportunities to join extra-curricular clubs and engage in all educational visits.</p>   |

such as clubs and educational visits.

## 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: **£4000**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Carry out Read, Write Inc. (DfE validated Systematic Synthetic Phonics programme) daily interventions to secure stronger phonics teaching for all pupils.<br><br>Training for teaching assistant to deliver Fast Track Tutoring (FTT). | 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:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> | 2 and 6                       |
| ELSA to use Lego therapy sessions to support social and emotional needs of identified children.<br><br>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                       |
| Members of staff to purchase books for their Favourite Five stories to read at the end of the day, ensuring the children have the opportunity to share and discuss books high quality texts.   | Children will have access to high quality texts to improve their language and writing skills, as well as enhancing children's cultural capital.   | 2, 3 and 6                    |

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

Budgeted cost: **£920**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Class Teacher and Teaching Assistant to deliver a research based language programme Whole Class NELI suggested by Surrey including time to train, cover for assessment of the | 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:<br><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> | 1, 4 and 6                    |

|  |  |            |
|--|--|------------|
| whole class, prepare resources and write progress/evaluation notes.  | <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>  |            |
| <p>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 the National Tutoring sessions.</p> <p>Purchase RWI comprehension resources to support the skills of understanding and inferring using decodable texts.</p> | <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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></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><a href="https://www.ucl.ac.uk/educational-psychology/resources/CS1Songara16-19.pdf">https://www.ucl.ac.uk/educational-psychology/resources/CS1Songara16-19.pdf</a> (Dr Dan LeGoff research)</p>   | 1, 4 and 5 |

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

Budgeted cost: **£1000**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| ELSA support for identified pupils and families. Home/school links.         | <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning-and-parent-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning-and-parent-engagement</a></p> | 4 and 5                       |
| Funding for participation in extra-curricular clubs and educational visits. | <p>Evidence that participation in extra-curricular activities can have a positive outcome in all areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>   | 4 and 6                       |

|                                    |   |            |
|------------------------------------|---|------------|
| Purchase books/book club resources | Children will gain a love of reading of familiar books (RWI research). Metacognition (EEF) Quality texts (EEF/CPE). | 2, 3 and 6 |
|------------------------------------|---|------------|

**Total budgeted cost: £5920**

# 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 2023 to 2024 academic year (seven children).

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| <p>The Lego therapy activities or time with the ELSA showed that the children enjoyed school more. Children were more confident to in their social communication to ask to play with their friends, take risks in their learning, develop greater independence and improve their friendships (pupil voice, academic progress, and adult observation and behaviour logs).</p> <p>Children and families enjoyed the opportunity to attend a special family day.</p> <p>Good progress in the NELI programme from their baseline data (see assessment data reports).</p> <p>Children made good progress. All PP in KS1 achieved age related expectations or better. All PP passed the Y1 phonic screening assessment and Y2 reading and writing SATs.</p> <p>All staff are confident to use Read, Write Inc. and Fast Track Tutoring following training. Assessments show the children are making good progress and highlights the areas to improve. It would be beneficial to train more Teaching Assistants to deliver this.</p> <p>Phonic and writing assessments have identified the areas in which the PP children will need extra tuition next year.</p> <p>Attendance was very good for most PP children.</p> <p>All children were able to access clubs and trips. This is to continue next year.</p> |
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## Service pupil premium funding

N/A we have no service children attending the school at present.

| Measure | Details |
|---------|---------|
|         |         |