

Pupil premium strategy statement – Stoke Park Infant School

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 outcomes for disadvantaged pupils last academic year.

Statement of intent

At Stoke Park Infant School, we strive for all of our pupils, regardless of their background to be able to, 'Grow and learn together to be the best they can be'. This strategy is in addition to the support we give to all pupils as part of our curriculum offer and intent. As we move forward, we want to ensure that we continue to spend our Pupil Premium funding to ensure that all pupils can access our full curriculum offer and that money/background does not form a barrier to any pupils.

Our intention is to create a school where staff understand and live the principles of a truly inclusive school and collectively we strive to ensure that all children, irrespective of background or the challenges they face, are able to develop a love of learning, reach their full potential and develop personally as well as academically. We believe that all pupils, regardless of disadvantage, should be able to engage in all aspects of school life equally. We are fully committed to working in partnerships with parents and other agencies to achieve this.

High-quality, first class 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 to provide targeted support through intervention delivered by school staff 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

The strategy outlined below has been developed following moderation/evaluation of pupil needs. This strategy will be reviewed by SLT at least termly and adapted where

appropriate in response to pupil's emerging needs. The Governing Body have approved this strategy and the headteacher will report to governors regarding pupil premium.

School overview

Detail	Data
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	E Charles
Pupil premium lead	E Charles
Governor / Trustee lead	Lacy Tudur

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,540 PP £6,210.50 LAC £2133 PLAC
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£60,883.50

Part A: Pupil premium strategy plan

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Challenges

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

Challenge number	Detail of challenge
1.	<p>Emotional Barriers – anxiety, attachment, low self-esteem, social skills, poor listening skills and attention.</p> <p>Some children are unable to manage their emotions when confronted with challenges in learning or social situations.</p> <p>Some children are facing challenging home circumstances (eg bereavement) that will impact on the emotions.</p>
2.	<p>Trauma and Attachment – A significant number of the children have experienced Adverse Childhood Experiences (ACE's) and have issues regarding attachment that impacts on their learning experiences in school</p> <p>46% of these children have experienced trauma</p>
3.	<p>Attendance for these children can be a barrier. Some children have already been identified as persistent absentees. This was tracked last year and will continue to be monitored, along with tracking persistent lateness, as this also has an impact on learning.</p>
4.	<p>29% of these children have identified SEN needs or an EHCP. This can impact on reducing the gap between disadvantaged and non -disadvantaged.</p>
5.	<p>Home circumstances – lack of parental involvement or support, lack of routine, (Family breakdown, children at risk, bereavement, housing etc), inability to access online school support (e.g. class dojo, bug club, online learning). Some of our children do not engage with home learning, reading or reading for pleasure.</p>
6.	<p>Poor phonics and reading skills. Some of our children require additional support in acquiring the crucial early reading skills and phonic knowledge.</p>
7.	<p>Poor oral language skills for some PP children. Some of the on-entry language skills for some of our children are below those expected for children the same age.</p>
8.	<p>Limited access to extra-curricular opportunities and experiences. Some of our children do not have opportunities outside school for visits, clubs etc which can impact on their engagement to learn and curiosity about the world.</p>
9.	<p>Financial Limits for some children – this may include uniform, food, and equipment/resources to support children at home (eg books to read for pleasure, pens and pencils, rulers and counters).</p>

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 continue to monitor the persistent absence gap between our Pupil Premium children compared with non-disadvantaged children nationally	<p>To continue to track PP attendance data monthly and early identification of PP persistent absenteeism</p> <p>Work and support parents in improving their child's attendance</p> <p>Support from Home School Link Worker with parents to improve attendance</p> <p>School moves into a higher percentile ranking and reduces the gap between PP and non-disadvantaged nationally</p>
To reduce the gap between PP and non PP children in their outcomes	<p>Identify the gaps in the learning and aim to close these gaps</p> <p>For children who are SEN and PP ensure High Quality Inclusive Teaching to meet their needs and close the gap between them and their peers</p> <p>Cohort action plans identify tailored support for these children with clear targets</p>
Provide additional support and opportunities for identified PP children in reading and phonics	<p>Attendance at breakfast reading club for identified PP children to support their confidence and fluency in reading</p> <p>Additional practice of reading and phonics planned into the school day to reduce the gap</p> <p>Reduction in gap between PP and non PP in outcomes</p>
Offer extra curricular opportunities for PP children to enhance their experiences	<p>PP children to be invited for Wednesday Club from 3.20-4.00 each week</p> <p>½ termly focus on different skills/enjoyment to broaden the children's experiences – e.g. craft, cooking, outdoor games, board games etc</p> <p>Children attend club throughout the year</p>
Reduce Emotional barriers including anxiety, low resilience, low self-esteem, bereavement, including those caused by trauma	<p>Put in place the right support for these children – e.g. ELSA, emotional coaching, zones of regulation,</p> <p>Application of trauma training used to support these children to enable them to access learning</p> <p>Some Pupil Premium children will attend play therapy supported by a play therapist</p> <p>Children will develop the skills to manage and their emotional barriers will be reduced</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to focus support for PP and CLA children – identify gaps in learning and address	2 DT for CLA children – ensuring needs are met, accountability (PEP's) PP lead to hold teachers to account	3, 4, 5, 6, 7, 8
All staff to receive attachment and trauma training this training will also support PP children who have experienced childhood trauma	Identifying those PP children who experience trauma Put support in place to help them access the curriculum	1,2,4,8,9

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP who are also SEN/lower 20% need overlearning and pre-teaching to remember key facts	Those PP children who are SEN/lowest 20% will have barriers and gaps identified and these will be closing	3, 5
To purchase resources to support reading and phonics	Ratio gains <i>The EEF toolkit identified that it is crucial to support pupils to apply the comprehension and strategies independently to other reading task, contexts and subject</i>	5,6,7,8,9
Children to attend morning reading club	Ensuring that children read 4xper week with staff reducing reading barrier	4

supported by staff with snack		
To run small groups for oral and interaction skills e.g. Lola listening Leopard, Ginger Bear, Socially Speaking, Lego Therapy	The EEF toolkit recognises the importance of oracy in closing children's language gaps	6,7

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA support to reduce barriers to learning for children</p> <p>ELSA support for mental health and well-being</p> <p>Attendance of supervision for ELSA's</p>	Reduction of barriers so that children are engaging more with the learning	1,2
<p>Home-School Link Worker to work with families to improve attendance and lateness in school</p> <p>Daily checks of absences/lateness for all PP children and support for families to improve attendance</p> <p>HSLW sessions to support parents with identified needs e.g. behaviour that will support children engaging with learning etc at home</p>	<p>Reduction in lateness/absences for PP children – month by month, each term and over the year</p> <p>Families accessing the support that they need to reduce barriers at home</p>	1, 2,7
To attend play therapy sessions throughout the year for identified children to support	Play therapy to enable children to work through emotional and behavioural issues that are a barrier to learning	1,2

emotional health and wellbeing		
Pupil Premium children to be offered attendance at an after-school club running throughout the year – Wednesday Club	To offer children additional extra curricular opportunities that enhance their life experiences such as cooking, craft, sport etc	6,7

Total budgeted cost: £ 65,000

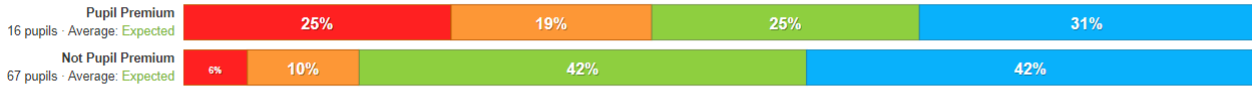
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 2 PP data – 16/83 children in the cohort are PP, 3/16 on SEN register, 3/16EHCP

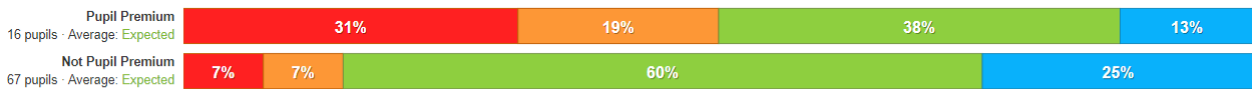
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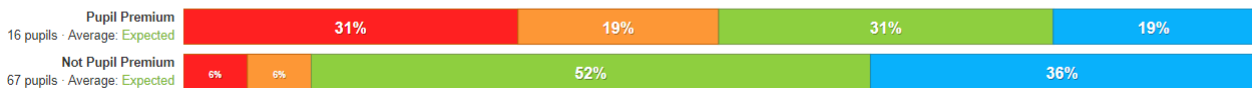
Writing

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Maths

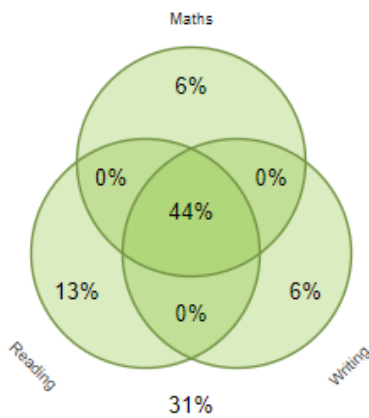
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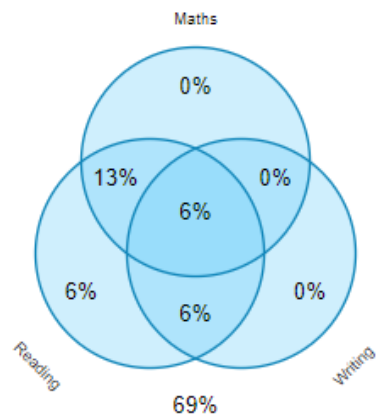
Combined attainment

Pupil Premium

At/above expected



Above expected



Reading Progress Matrix for 16 Pupils in Year 2, who are pupil premium

Scatter Graph Download

Y2 Sum Main Assessment

		PKF 2	PKF 3	Working Towards	Close to	Expected	Gtr. Depth
Y1 Sum Main Assessment	No Data		1 pupil (6%)				
	EYFS 3-4	1 pupil (6%)					
	Working Towards			2 pupils (12%)			
	Expected				3 pupils (19%)	4 pupils (25%)	2 pupils (12%)
	Gtr. Depth						3 pupils (19%)

Writing Progress Matrix for 16 Pupils in Year 2, who are pupil premium

Scatter Graph Download

Y2 Sum Main Assessment

		PKF 2	PKF 3	Working Towards	Close to	Expected	Gtr. Depth
Y1 Sum Main Assessment	No Data		1 pupil (6%)				
	EYFS 3-4	1 pupil (6%)					
	Working Towards			3 pupils (19%)			
	Close to				1 pupil (6%)		
	Expected				2 pupils (12%)	6 pupils (38%)	2 pupils (12%)

Maths Progress Matrix for 16 Pupils in Year 2, who are pupil premium

Scatter Graph

Y2 Sum Main Assessment

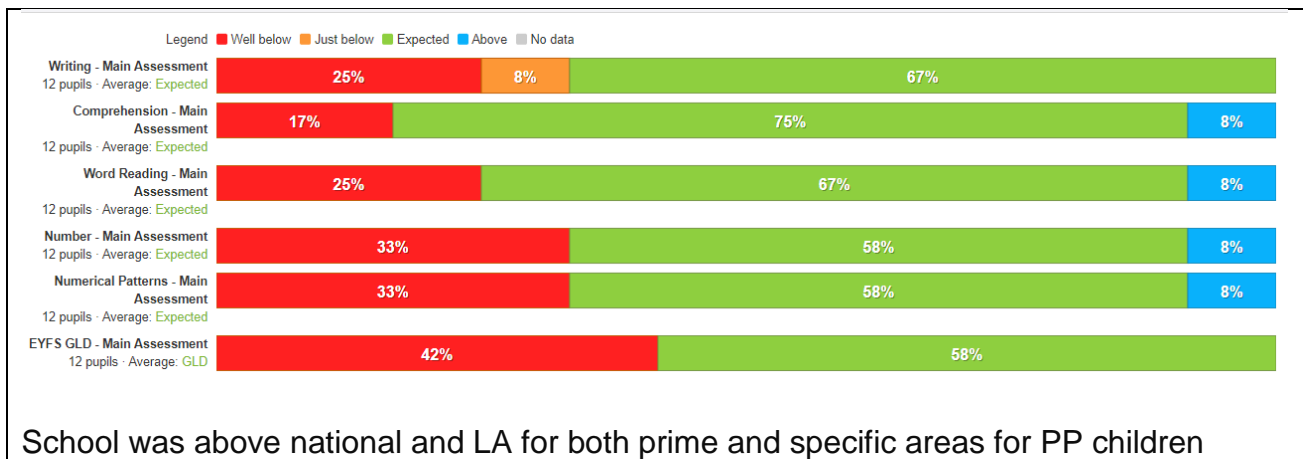
		PKF 3	Working Towards	Close to	Expected	Gtr. Depth
Y1 Sum Main Assessment	No Data	1 pupil (6%)				
	EYFS 3-4	1 pupil (6%)				
	Working Towards		2 pupils (12%)	1 pupil (6%)		
	Close to		1 pupil (6%)	2 pupils (12%)		
	Expected				5 pupils (31%)	3 pupils (19%)

Year 1 Phonics

14 PP children in Y1 3/14 on SEN register and 1/14 EHCP
 57% of PP children met the expected standard for Y1 phonic screening
 68.4% of PP met standard Nationally
 64.1% of PP met standard in LA

EYFS

12 children are PP 2/12 on SEN register, 1/12 EHCP



Review: Last years aims and outcomes

Aim	Outcome
To reduce the persistent absence gap between our Pupil Premium children compared with non-disadvantaged children nationally	In Year 1 (23/24) 9 children were PA and PP and in Y2 8 children were PA and PP Total of 17 children 11/17 no longer PA – 65% of these children have improved their attendance this year Y1 – 4/5 no longer PA = 80% Y2 – 3/5 no longer PA = 60%
To reduce the gap between PP and non PP children in their outcomes	See data above
Provide additional support and opportunities for identified PP children in reading and phonics	Children attendance at breakfast reading club supported accelerated progress from their starting points
Offer extra curricular opportunities for PP children to enhance their experiences	This year the school ran 'Wednesday Club' specifically for PP children from YR-Y2. The take up on this was mixed. The children were offered a range of activities to support their extra-curricular experiences
Reduce persistent lateness	All the children in KS1 have been on time throughout the year. One child in YR has had lateness each month (2 lates in each month).
Reduce emotional barriers, including anxiety, low resilience, low self-esteem, bereavement	Support from play therapist – assess

Externally provided programmes – N/A

