

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	Waynflete Infants' School
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorized by	Tina Lagdon Head Teacher
Pupil premium lead	Mrs Tina Lagdon
Governor / Trustee lead	Mrs Alex O'Callaghan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,825.00
Recovery premium funding allocation this academic year	£2,175.00
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	£24,000.00

Part A: Pupil premium strategy plan

Statement of intent

- To ensure that all children in receipt of Pupil Premium make good progress so that they are either working at age related expectations in Reading, writing and numeracy by the end of the academic year, or they have made good progress throughout the year so that the gap is closing.
- To ensure that pupils take part in an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.
- To have no recognizable gap between the attainment of pupils in receipt of PP and non-pupil premium groups.

At Waynflete Infants' School, we believe in quality first teaching and learning for all learners regardless of background and circumstance. All support and interventions are arranged for targeted learners based on particular need and vary according to these individual needs. Impact and progress are reviewed throughout the year, with additional support and interventions offered as necessary. Particular focus is given to narrowing the gap in attainment between PP learners and their peers, and to increasing learner participation in a wide range of extra-curricular and enrichment experiences.

We will continually consider the challenges faced by all vulnerable pupils including identification of barriers to learning.

Our strategy is also integral to wider school plans for education recovery, using the National Tutoring Programme.

Whole school priorities in enabling success for Pupil Premium learners:

- To continue to narrow the gap in writing between Pupil Premium and other pupils in school.
- To continue to narrow the gap between Pupil Premium and other pupils in Reading To continue to narrow the gap between Pupil Premium and other pupils in numeracy.
- To enable all Pupil Premium pupils to participate in wider educational experiences.
- To narrow the gap in attendance between Pupil Premium and other pupils.

Challenges

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

Challenge number	Detail of challenge
1	Their home life is often complicated and one of their parents has mental health issues or a disability. There is social care involvement with a named social worker. The child's wellbeing is affected so they are not ready to learn.
2	Assessments and observations indicate that spoken language and understanding are poor among disadvantaged pupils. PP pupils entering school in EYFS generally have very low attainment in English, with oracy, reading and vocabulary skills and understanding below that of others of their age group.
3	RWI assessments show that pupils who are disadvantaged have greater difficulties with learning their phonics than their peers. This negatively impacts their development as readers particularly inference and comprehension skills, as well as fluency. Reading and learning spellings at home is often not supported by parents of children who are disadvantaged.
4	Our attendance data over the last 2 years indicates that it is lower by .5 % than for non-disadvantaged pupils. This in turn indicates that being absent from school is negatively impacting disadvantaged pupils progress. Over half of PP children are on the persistent absence list

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 achieve and sustain improved attendance for all disadvantaged pupils so that it is in line with that of their peers.	Attendance data is at least 95% showing term on term improvements for each disadvantaged child where needed.
Year 1 phonic screening shows the gap is closing between disadvantaged and their peers.	Year 1 phonic screening 75% achieved
To improve the home environment in terms of well-being.	Families are supported through both school and community initiatives.
Improved attainment in reading and writing with the gap in reading and writing narrowing with their peers.	At the end of KS1 at least 75% of PP children are working within the expected level.
To support social and emotional development enabling disadvantaged children to learn effectively.	Improvement in whole school attendance to at least 95% and pupils' attitudes towards learning.

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: £11,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Lead supporting named individuals.	Children need to have good well-being so that they are ready to learn.	1
To buy resources to support well-being.	Mental health.	1
Classroom support	Ensuring all classrooms with disadvantaged pupils have classroom support where possible increases the potential for children to access and engage successfully in the curriculum offer.	2

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

Budgeted cost: £6,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide phonic tutoring for those identified in year 1 at fear of not passing the screening check.	Education Endowment Foundation For individual and groups of up to 3.	3 and 2
To provide small group interventions with a known tutor for those who are not at ARE.	Education Endowment Foundation For individual and groups of up to 3.	3 and 2
To provide small group intervention with the SENCO/teacher once a week.	Education Endowment Foundation For individual and groups of up to 3.	2 and 3

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use the well-being toolkit for named children. To provide well being events for the children.	Social and Emotional learning through the Educational Endowment's fund.	1
To use study bugs attendance to monitor attendance for named individuals who are in fear of falling behind.	This weekly data is sent each Friday so named children can be immediately targeted with communication with the parents. This is done verbally initially so that parents are aware of attendance data. Written communication will then be sent home with data targets on it.	4
To provide wrap around care for those that need it.	The forest school after school provision enables the well-being of carers who are a one parent family who also have a full-time job that is not based around school hours. EEF research shows that a free breakfast club offering a nutritious meal before school can boost outcomes by the equivalent of two months progress per year.	1
To subsidize trips, clubs, milk and uniform so that all children have equal opportunities within school.	Social and Emotional well-being through the Educational Endowments fund.	1
To pay an extra day for SENCO support with speech and communication.	Improved spoken skills, speech sounds and understanding which improves writing outcomes in terms of language and spelling.	1 and 3
To provide equipment to build up physical strength to help with hand control.	Physical strength for fine motor skills.	3

Total budgeted cost: £ 24,000.00

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.

In Year 2 there were 4 PP children, three of them had already passed their phonic screening in year 1 but one had not. This child retook it in the summer but did not achieve the expected standard but had scored 20 more than the year before. This child had moved away to a new school due to social care involvement then moved back again so this was a very unsettled year for the child.

At the end of KS1 75% achieved the expected level in reading, 25% achieved the expected level in writing and 75% achieved the expected level in mathematics.

In year 1 there were 6 children that are PP. 50% of them are at age related expectations

At the end of year 1 60% of the children passed the phonic screening test.

In the foundation stage at the end of the year there were 4 children that were on FSM and 2 of them achieved a GLD which equates to 50%.

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
None	