Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Thelwall Infant School
Number of pupils in school	99 (+35 Nursery)
Proportion (%) of pupil premium eligible pupils	8% (8children) 6% Nursery (2 children) 7.5% combined
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 to 2027
Date this statement was published	October 26
Date on which it will be reviewed	October 27
Statement authorised by	Alison Rostron Headteacher
Pupil premium lead	Cathy Houda Deputy Headteacher
Governor / Trustee lead	Sharon Passey Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14680 + up to 1311 EYPP)
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	£15991

Statement of intent

Our intention is that all disadvantaged pupils make good progress across all areas and attain similarly to their peers and other pupils nationally. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve, both academically and socially, so that they are well equipped for their transition to the junior school, including disadvantaged children that are already high attainers.

Our primary approach is to ensure that all children are in receipt of high quality teaching, with an individualistic approach which focuses on which areas each pupil requires the most support in. 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 is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

At Thelwall Infant School and Nursery we have high aspirations and ambitions for all our pupils and we are determined to ensure all our pupils are given every chance to realise their full potential. We;

- Accept responsibility for vulnerable groups of pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.
- Ensure inclusion is at the centre of our classroom practice. All staff provide a safe, secure and accessible learning environment, where each child is valued and their individualities celebrated.
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM). We reserve the right to allocate the Pupil Premium funding to any pupils the school has legitimately identified as being socially disadvantaged.

At Thelwall Infant School we have a relatively small percentage of children in receipt of Pupil Premium Grant. We recognise each pupil as an individual and as a result consider that there is no 'one size fits all', so it is essential that we identify individual barriers to learning in order that our pupils can flourish, by working as a team of teachers, other professionals and families to provide for each individual. School will ensure that the disadvantaged children have their needs clearly identified. We:

- Identify barriers to learning and non-academic challenges that pupils face that are negatively affecting their education.
- Ensure high quality teaching, targeted academic support and wider strategies meet the needs of the pupils.
- Will report the allocation of funding and resources used to 'narrow the gap' to the governors and wider school community and publish it on the school website.

Barriers identified over time

Barriers to learning, progress and attainment have over time included;

- Low attainment on entry
- Low parental engagement/confidence to support learning at home
- Speech and language development
- Attendance
- Behaviour/resilience
- Well-being, mental health and safeguarding concerns
- Access to technology and educational materials
- Additional SEND needs
- EAL

Pupil Premium Grant Provision:

The range of provision for this group of pupils could include:

- Ensuring teachers are highly trained in effective and up to date teaching methods that cater for the needs of all pupils, including those that are disadvantaged and/or with additional needs.
- Achievement and standards work including additional class based support or specific intervention work to accelerate progress.
- Learning support to enable pupils to fully access learning and accelerate progress where there are specific barriers other than identified SEN.
- Pastoral work which undertakes to raise self-esteem, extend their personal skill set and support pupils to make appropriate choices in order to maximise learning opportunities.
- Effective feedback which provides additional feedback on a one to one basis for identified pupils.
- Out of hours and enrichment to ensure that children are given a full opportunity to develop other talents to also improve confidence and motivation for school.
- Attendance at Breakfast Club to ensure that pupils are in school, on time and prepared to access learning.
- Attendance at after school link club to provide support for the wider family where necessary.

All pupils in receipt of PPG will have Educational visits paid for out of the grant.

Challenges

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

Challenge number	Detail of challenge
1	Delayed development of oral language skills and vocabulary gaps among many disadvantaged pupils. Low attainment on entry, particularly in CLL, phonics and reading. Children coming from a wide range of previous settings with varying experiences (or sometimes no previous access to educational settings)
2	Assessment data, observations and work with pupils suggest that disadvantaged pupils sometimes struggle to keep up in phonics and reading and can fall below expected levels. This negatively impacts their development as readers.
3	Our assessments and discussions with pupils and parents have shown that some of our children and families have identified social and emotional needs. Children need to build resilience and self-regulation techniques in order to fully engage and be successful in their learning and social interaction. This sometimes leads to poor attendance.
4	Lack of parental engagement and/or confidence to support children's learning at home decreases children's chances of reaching the expected outcomes, particularly in phonics and reading.

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
Improve oracy and listening skills for children that come in below expected standard through early identification of speech and language development delays.	Improved language and communication progress and attainment in EYFS evidenced through teacher assessments, observations, intervention tacking.
Improve phonics and reading progress and attainment among disadvantaged pupils at KS1.	Improved phonics outcomes in Year 1 and Reading outcomes at Year 2 (attainment gap closed with non disadvantaged peers); Tracking will show growth in attainment and progress.
To achieve and sustain good mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils, in order to enable them uninhibited access to teaching and the curriculum.	High levels of wellbeing demonstrated by: -Qualitative data from student voice, parent and pupil surveys and teacher observation.
Improve parental engagement in supporting pupil's learning in order to raise attainment (phonics and reading)	Parents attend reading and phonics workshops. All disadvantaged children engage in reading at home activities.

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
On-going training and support to develop quality first teaching and whole school approach to oracy and speech and language development £5000	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.(EEF)	1,2

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

Budgeted cost: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing for phonics and reading catch up, booster groups and 1:1 support (precision teaching) £2500	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. (EEF phonics toolkit)	1,2
Delivery of speech and language intervention programmes (including Well Comm) to improve vocabulary and narrative skills. £3000	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. (oral language interventions, EEF).	1,2

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
My Happy Mind -Accessed by any pupils with SEMH needs that impact on their ability to access the classroom curriculum. £1000	Improvement in social, emotional and behavioural skills of children are proven to have a positive impact on attainment, resilience and attendance. (EEF social and emotional learning)	4
Improve the quality of social and emotional learning including sustain improved wellbeing by ensuring disadvantaged pupils have access to enrichment activities, trips and before and after school club to improve attendance and punctuality. £2500	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (EEF social and emotional learning)	4

Total budgeted cost: £14000

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 2021 to 2022 academic year.

Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Attainment Data

	Pupil Premium children	Non Pupil Premium children
EYFS Data	% children reaching GLD: 60% (3 of 5 children)	% children reaching GLD: 76%
Phonics Data	% children reaching expected standard: 100% (1 child)	% children reaching expected standard: 94%
Y2 Reading	% children reaching expected standard: 75% (3 of 4 children)	% children reaching expected standard: 82%
Y2 Writing	% children reaching expected standard: 75% (3 of 4 children)	% children reaching expected standard: 69%
Y2 Maths	% children reaching expected standard: 100% (4 of 4)	% children reaching expected standard: 87%
Attendance Data	93.8%	96.6%