

# Pupil premium strategy statement – Feltham Hill Infant and Nursery School – 2023/24

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data (September 2023)
Number of pupils in school	350 (R-Y2)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026 (Year 1 of 3)
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Governing Body, Finance Committee
Pupil premium lead	Felicity Sinclair
Governor lead	Obby Alli-Balogun

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,191
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£113,191</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objective is for our disadvantaged pupils to be well prepared for their journey of life-long learning, have high and broad aspirations and to strive for social mobility. For this to become reality, our pupil premium (PP) pupils must be working at or above national expectations in reading, writing and maths at the end of KS1. They need to make accelerated progress from their starting points.

A majority of PP pupils made good or outstanding progress from their starting points, but they continue to need to catch up with all pupils. We are delighted that our PP pupils' attainment is above National 2022. We must also continue to support the PP pupils in Reception to achieve in line with all pupils.

The key principle of our strategy plan is to ensure Quality First Teaching from class teachers, so that all PP pupils are taught effectively. This includes the teachers understanding their starting points and appropriately supporting them with their learning to enable them to make progress. Our school has a broad and exciting curriculum and an enriching and enabling learning environment where pupils can embed their English and numeracy skills. As well as develop other important skills such as physical, speaking and social skills. Our curriculum also allows for children to be taught in smaller groups with a higher adult to child ratio in comparison to other settings.

We provide additional teaching assistants for 2.5 days per week. In early years foundation stage (EYFS) we provide an additional teaching assistant for 2 days. This is to release class teachers, so that they teach their PP pupils in their class. The teaching assistants in our school are effective and also will work with pupils in small groups and work 1 to 1 with pupils who need additional support in addition to the class teachers.

## Challenges

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

Challenge number	Detail of challenge
1	Monitoring and assessment data show that while PPG pupils outperform PPG pupils nationally, there is an in-school gap. At the end of Reception 62% PPG pupils achieve GLD in comparison to all pupils (70%). As a result PP pupils in Year 1 are performing below their peers in maths, reading and writing
2	End of Year 1 data shows there is a small group of PP pupils who have made less than expected progress. This group of pupils achieved the ELG in reading and writing but are now not working at an expected standard. PP pupils in Year 2 are performing below their peers in reading and writing.

## 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
1 – Reduce the gap in KS1 in reading and writing between PP pupils and all pupils	<ul style="list-style-type: none"> <li>• Effective lesson plans to support PP pupils to reach Greater Depth</li> </ul>
2 – Reduce the gap in Year 1 in maths between PP pupils and all pupils	<ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and grammar in Year 2 – writing</li> <li>• Small group teaching of Little Wandle Phonics</li> <li>• Engaging busy learning opportunities in the inside and outside environments</li> <li>• Enhanced curriculum providing a range of opportunities to develop language</li> <li>• Effective CPD for all staff</li> <li>• High Quality teaching</li> <li>• Targeted TA support</li> </ul>
3 – Ensure maths learning in early years provides opportunities for development of language and mathematical reasoning.	<ul style="list-style-type: none"> <li>• Effective maths planning introducing and revisiting vocabulary</li> <li>• Engaging busy learning opportunities in the inside and outside environments</li> <li>• Enhanced curriculum providing a range of opportunities to develop language</li> <li>• Effective CPD for all staff</li> <li>• High Quality teaching</li> <li>• Targeted support</li> </ul>

## 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: £34,178

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching  -Attend regular CPD -Adapted lessons -Effective feedback -Formative assessment	<p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils,</p>	1-2

-Ensuring teachers regularly work directly with PPG children in class.	particularly the most disadvantaged among them'. (Education Endowment Foundation)	
1 additional teacher X 1.5 days per week to release CT or with PPG children across the school (£21,514)  3 EYP/TA half day per week to release CT to work with PPG children. (£12,664)	Allowing more opportunity for Quality First Teaching.	1-2
Phonics- Little Wandle Revised Letters and Sounds scheme.	'Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.  Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read'. (EEF Toolkit)	1-2
Maths Mastery White Rose Scheme	'The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year...  More recent mastery approaches do not always have all these characteristics of mastery learning.' (EEF toolkit).	1-2
Feedback	'Providing feedback is a well-evidenced and has a high impact on learning outcomes.  Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Impacts are highest when feedback is delivered by teachers.  It is particularly important to provide feedback when work is correct, rather than just using it to identify errors'. (EEF Toolkit).	1-2

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

Budgeted cost: £52,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to provide targeted support in Reading, Writing and Mathematics. (£52,750) 25% of overall costs for KS1 support staff (excluding SEN).	‘Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average... There is also evidence that working with teaching assistants can lead to improvements in pupils’ attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress’. (EEF toolkit)	1-2
Speaking and Listening Interventions	‘The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language... Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.’ (EEF toolkit).	Speaking and Listening Interventions

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

Budgeted cost: £34,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Lunches (£33,120)	School lunch is critical to student health and well-being, especially for low-income students—and ensures that students have nutrition they need throughout the day to learn. (Food Research & Action Centre)	1-2
Free after school club for PPG children £1,500	‘There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention’. (EEF toolkit)	1-2
Physical Activity  Daily run, busy learning, movement breaks, PE lessons, forest schools	‘There is a small positive impact of physical activity on academic attainment (+1 month).  While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.’ (EEF Toolkit)	1-2

Total budgeted cost: £121,548

## Part B: Review of the previous academic year 2022-2023

### Outcomes for disadvantaged pupils

#### KS1 PP Progress and Attainment

##### Progress (EXP+)

	Reading	Writing	Maths
Year 1 (24)	87%	84%	99%
Year 2 (25)	96%	92%	100%

The majority of PP pupils made at least expected progress in all areas.

##### Attainment (EXP+)

	Reading		Writing		Maths	
	all	PP	all	PP	all	PP
Year 1 (24)	81%	75%	75%	63%	86%	88%
Year 2 (25)	73%	72%	75%	76%	80%	84%

PP pupils in Year 1 are performing below their peers in reading and writing. They are working above their peers in maths. PP pupils in Year 2 are out-performing their peers in maths and writing and are in line with their peers in reading.

#### Reception PP Progress and Attainment

##### Progress (EXP+)

	Word Reading	Writing	Number
Rec 25	100%	100%	96%

Most PP pupils have made expected or better progress in these areas.

Attainment (EXP+) (ELG)

	Word Reading		Writing		Number	
Reception	All	PP	All	PP	All	PP
(25)	75%	72%	70%	60%	78%	60%

PP Pupils are working below their peers at the end of Reception



## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality enrichment activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with year leaders in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.